



AYRESOME COMMUNITY PRIMARY SCHOOL

**Report to the Governing Body for period 2017/18
Ayresome Primary School**

IMPACT OF PUPIL PREMIUM

The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. In 2017/18 funding was calculated on the basis of:

- + £1,320 per pupil of primary-school age
- + £935 per pupil of secondary-school age
- + £1,900 per pupil for looked-after children who:
 - + have been looked after for 1 day or more are adopted
 - + leave care under a Special Guardianship Order or a Residence Order

The funding is provided to schools, which decide how best to spend this according to local needs.

This year our school budget included a total Pupil and Service Premium of £484,330 Below is a summary of the way we have used this funding to support our pupils' learning. (Note: information related to individual pupils remains confidential).

	Children on Free School Meals	Children Looked After	Children from Service families	Total
No. of eligible pupils	357	15 across the year	0	372
Pupil premium funding received £	£473,530	£10,800	0	£484,330

	Objective	Target pupil group	Cost £	Staff Member	Evaluation: Pupil Outcomes
1	To improve attendance of PP children through family support	Whole School	£ 134,158	0.5 PSA roles 0.5 DSL SW	21 families have been targeted through our inclusion team for support and 13 families have accessed Early Help support from school. This has led to increased attendance and families at risk of social care intervention receiving the support they require to avoid this. Summer 2017 – Autumn 2017 – 0.9% increase in attendance whole school Recognised by OFSTED in September 2017 that school was doing all it could do to increase attendance across the whole school.
2	To track progress of children, tracking	Whole School	See Below		<ul style="list-style-type: none"> • Targeted Pupil Progress Meetings where groups are identified



	<p>core groups of learners</p>		<p>TA/ HLTA costs</p> <p>0.3% of AHT £55,421</p>		<ul style="list-style-type: none"> • Introduction of new data tracking system where core groups are easily identified. • Chn that are not achieving in relation to PAG are targeted for intervention and discussed at Pupil Progress meetings <p>2017 progress data - % 3 points plus on tracking</p> <table border="1" data-bbox="874 593 1441 904"> <thead> <tr> <th></th> <th>R</th> <th>R</th> <th>W</th> <th>W</th> <th>M</th> <th>M</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>64</td> <td>42</td> <td>59</td> <td>57</td> <td>54</td> <td>42</td> </tr> <tr> <td>Y2</td> <td>62</td> <td>55</td> <td>28</td> <td>28</td> <td>56</td> <td>36</td> </tr> <tr> <td>Y3</td> <td>28</td> <td>27</td> <td>45</td> <td>50</td> <td>62</td> <td>56</td> </tr> <tr> <td>Y4</td> <td>55</td> <td>50</td> <td>52</td> <td>46</td> <td>57</td> <td>50</td> </tr> <tr> <td>Y5</td> <td>58</td> <td>54</td> <td>79</td> <td>79</td> <td>68</td> <td>61</td> </tr> <tr> <td>Y6</td> <td>86</td> <td>86</td> <td>79</td> <td>83</td> <td>92</td> <td>93</td> </tr> </tbody> </table> <p>2018 Progress data</p> <p>Progress data is based on percentage making 4 steps or more progress from A2 data following the introduction of Target Tracker.</p> <table border="1" data-bbox="874 1131 1441 1442"> <thead> <tr> <th></th> <th>R</th> <th>R</th> <th>W</th> <th>W</th> <th>M</th> <th>M</th> </tr> <tr> <th></th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>54</td> <td>62</td> <td>48</td> <td>41</td> <td>56</td> <td>56</td> </tr> <tr> <td>Y2</td> <td>70</td> <td>80</td> <td>48</td> <td>49</td> <td>54</td> <td>55</td> </tr> <tr> <td>Y3</td> <td>46</td> <td>56</td> <td>26</td> <td>30</td> <td>33</td> <td>34</td> </tr> <tr> <td>Y4</td> <td>39</td> <td>38</td> <td>28</td> <td>28</td> <td>24</td> <td>26</td> </tr> <tr> <td>Y5</td> <td>63</td> <td>71</td> <td>58</td> <td>61</td> <td>67</td> <td>67</td> </tr> <tr> <td>Y6</td> <td>77</td> <td>75</td> <td>74</td> <td>73</td> <td>75</td> <td>75</td> </tr> </tbody> </table>		R	R	W	W	M	M		All	PP	All	PP	All	PP	Y1	64	42	59	57	54	42	Y2	62	55	28	28	56	36	Y3	28	27	45	50	62	56	Y4	55	50	52	46	57	50	Y5	58	54	79	79	68	61	Y6	86	86	79	83	92	93		R	R	W	W	M	M		All	PP	All	PP	All	PP	Y1	54	62	48	41	56	56	Y2	70	80	48	49	54	55	Y3	46	56	26	30	33	34	Y4	39	38	28	28	24	26	Y5	63	71	58	61	67	67	Y6	77	75	74	73	75	75
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<p>3</p>	<p>To provided targeted intervention for PP children through teacher and TA support to improve progress</p>	<p>Y1-6</p>	<p>2 x additional teachers Including reading Leader TLR £94,269</p> <p>TA and</p>	<p>LC LH</p> <p>BW</p>	<ul style="list-style-type: none"> • Phonics screening – 2016-17 – 44.4% average score of children not passing was 14 – mobility of 31% impacted on outcomes in 2017 as many children arrived with little or no English. • Appointment of Reading Leader has had significant impact and outcomes are currently predicted to be in excess of 55% in Year 1 and 47% in Year 2, each 																																																																																																																



			<p>HLTA in class support and intervention £399,200</p>	<p>SF JT IB LG CB LF SH TF HS</p>	<p>demonstrating an increase on 2017. Mobility and INA is impacting on data outcomes.</p> <ul style="list-style-type: none"> Appointment of additional teacher across Y2 and Y6 has impacted on End of Key Stage standards in 2017 – predicted expectations are: KS1 predictions R45%, W 25%, M50% KS2 predictions combined 31% <p><u>2017 end of key stage outcomes</u></p> <p>EYFS 47% GLD, (52% PP) Mobility – 59%</p> <p>Y1 Phonics 44% (52% PP) Mobility – 31%, SEND 19%</p> <p>KS1 Outcomes – expected + Mobility – 28% SEND – 30%</p> <table border="1" data-bbox="863 1016 1469 1312"> <thead> <tr> <th></th> <th>All</th> <th>Pupil Premium</th> <th>Expected progress</th> <th>More than expected progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>30%</td> <td>20%</td> <td>70.3%</td> <td>12.5%</td> </tr> <tr> <td>Writing</td> <td>18%</td> <td>9%</td> <td>79.7%</td> <td></td> </tr> <tr> <td>Maths</td> <td>40%</td> <td>30%</td> <td>78.1%</td> <td>12.5%</td> </tr> </tbody> </table> <p>Key Stage 2 2017 outcomes Mobility – 20%, SEND – 29%</p> <table border="1" data-bbox="863 1413 1469 1765"> <thead> <tr> <th></th> <th></th> <th>%EXP +</th> <th>%GDS</th> <th>Progress</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>All</td> <td>36</td> <td>6</td> <td>-6.85</td> </tr> <tr> <td>Reading</td> <td>PP</td> <td>37</td> <td>7</td> <td>-5.95</td> </tr> <tr> <td>Writing</td> <td>All</td> <td>49</td> <td>4</td> <td>-6</td> </tr> <tr> <td>Writing</td> <td>PP</td> <td>50</td> <td>4</td> <td>-6.11</td> </tr> <tr> <td>Maths</td> <td>All</td> <td>53</td> <td>8</td> <td>-4.13</td> </tr> <tr> <td>Maths</td> <td>PP</td> <td>52</td> <td>9</td> <td>-3.43</td> </tr> </tbody> </table> <p>Combined outcome of 30% (PP) Progress of Pupil Premium is greater the whole group demonstrating accelerated progress against other chn for PP.</p>		All	Pupil Premium	Expected progress	More than expected progress	Reading	30%	20%	70.3%	12.5%	Writing	18%	9%	79.7%		Maths	40%	30%	78.1%	12.5%			%EXP +	%GDS	Progress	Reading	All	36	6	-6.85	Reading	PP	37	7	-5.95	Writing	All	49	4	-6	Writing	PP	50	4	-6.11	Maths	All	53	8	-4.13	Maths	PP	52	9	-3.43
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4	To provide SEMH support for PP children through PSA, TAs and DSLs	Whole School	£82,732	<ul style="list-style-type: none"> • 0.3 inclusion AHT • 0.5 DSL • 0.5 PSA roles • SEMH TA 	<ul style="list-style-type: none"> • Social and emotional impact for children in learning friendship and play skills. • KT targets individuals as required for SEMH support, children's engagement in school is increasing • PSAs support families with attendance and welfare issues – supporting in accessing agencies through Early Help • Appointment of DSL delivers a co-ordinated approach to safeguarding and attendance • LW targeted in class support for vulnerable children as identified by SLT. 																																														



5	To provide wider opportunities to enhance learning experiences	Whole School	£22,027 Music £20,176	•	<ul style="list-style-type: none"> Whitby Residential – April 2017 - £5775 Kingsway - £5941 <p>Children's knowledge of the wider world is increased leading to a greater understanding of topics and therefore reading material through first hand experience. Writing relating to experience has a greater meaning leading to direct increase in writing progress and outcomes. Music Tuition - £20,176 Children are given the opportunities to participate in music that otherwise they would not experience, this leads to a love of learning and a sense of achievement. 65 children in receipt of Pupil Premium are currently receiving 1:1/2/3 instrumental tuition plus access to band and orchestra on a weekly basis. Children regularly perform within school and access opportunities to perform outside of school.</p>
6	To ensure the need of all LAC children are met and targeted support is provided for both SEMH and academic needs	Whole school	DHT 0.05 £3514		<ul style="list-style-type: none"> Designated LAC teacher attends all PEP meetings and LAC Review meetings Individual PEPs are created and resourced for all LAC children – please refer to individual PEPs attached to CPoms Designated LAC teacher accesses LA training
	Total real terms expenditure		• £823,924		• School is spending an additional £339,594 of revenue budget above pupil premium funding allocation to ensure targeted progress for all key stages.