

PP Expenditure and Impact Report March 2018



Meals	£11,717
PP Review	£1000
Staffing	£89,809
Resources	£2,590
Gymnastics coach	£2542
Young Shakespeare Company	£560
Storytelling Week	£1759
Music lessons	£1200
Stomp street dance lessons	£1120
Wizard Theatre Pantomime	£495
Trips and visits for individuals	£250
Transport	£80
Clubs and wrap around care	£331
Catholic Children Society (bereavement support)	£850
Total	£114,303

Key	
Meals	10%
PP Review	1%
Teaching and Learning	87%
Welfare support	1%
Trips and events	1%

Total number on roll	485
PP children on roll	99
Percentage of PP children on roll	20%
PPG received April 2017	£126,403
Balance April 2018	£11,724

“The pupil premium funding is not used consistently well to promote the achievement of disadvantaged pupils. This is particularly the case for the most able disadvantaged pupils.”

Ofsted, March 2017

“The creative thinking, organised approach and substantial work of senior professionals has resulted in the introduction of a large number of initiatives designed to raise the educational standards and learning progress of disadvantaged pupils. The potential for these strategies to make a positive difference for this group of learners is currently being limited and restricted by the quality of classroom teaching.”

Mark Hartley, PP Review, July 2017

Introduction and Barriers to Learning

This feedback from Ofsted and our PP review has remained at the forefront when making decisions about PP spending. We as a school fully understand the need to raise standards in teaching and learning across the board to ensure the best possible provision for our PP children. As a result, we have invested less in additional initiatives and have instead focused relentlessly on ensuring that the quality of teaching enables our PP children to achieve and make at least the expected levels of progress. Some key barriers to learning for our PP children include: attendance, punctuality, language, lack of parental engagement, behaviour and SEN. The following paragraphs details how we have worked as a school to help our PP children to overcome some of these barriers.

PP Expenditure and Impact Report March 2018

Spotlighting

We have worked hard to raise the profile of PP children in the school. During transition discussions in July teachers shared the names of the PP children as well as their current and prior attainment levels. This was to ensure that all teachers were mindful of the expected levels of progress their children needed to make. PP children are named on planning and targeted questioning is used. Teachers and teaching assistants are targeting particular children during lessons to ensure that they are on track with their learning. We have created the role of PP Ambassadors to raise the profile of PP children by having them welcome visitors into their classroom and summarise their learning.

Pupil Voice

The leadership team have conducted pupil voice interviews with PP children as part of our normal monitoring cycle. During these discussions pupils were invited to express how they feel as a pupil at RGPS, describe how they are progressing as well as share a piece of learning they felt most proud of. The LT used this opportunity to monitor home school books as a way of assessing the level of parent-school engagement and the amount of reading going on at home and at school.

Book Monitoring

As part of our usual monitoring cycle, the LT conducts termly book scrutinies in English and Maths as well as in foundation subject subjects with a focus on extended writing. We ensure that at least two of the exercise books selected are from PP children to allow us to compare the progress of PP and non PP children from their starting points. We have also compared progress from similar starting points for PP and non PP pupils to ensure both pupil groups are making similar rates of progress.

Staffing

To help raise standards in teaching and learning, a significant proportion of our PP expenditure has been spent on staffing. This includes our PP Mentor, Early Years PP Teaching Assistant, EAL support staff, learning mentor and behavioural and inclusion support staff. This team of people works both in class and out of class to ensure that our PP children have the skills and pastoral support they need to access the learning in the classroom. Our learning mentor works with children out of the classroom to address any emotional needs that pose a potential barrier to learning.

Impact

(See tables below)

Future Plans

We have been more cautious in our approach to PP spending this year which has resulted in a carry forward of £11,724. This funding shall be used to boost capacity in our Early Years where we are expecting a large number of new starters over the coming weeks. We believe that early intervention is a powerful strategy when working to diminish the difference in attainment between PP and non PP children. Additional staff in our Early Years will allow practitioners to work 1:1 and in small groups to fill any gaps in learning that have been identified early on as well as to engage parents positively very early on in their children's school careers.

PP Expenditure and Impact Report March 2018

YEAR 6 DATA

Context

Total pupils = 58

PP pupils = 14 (25%)

SEN pupils = 4 (1 EHP) (7%)

Reading - attainment

	Expected +		Greater depth	
	September	March	September	March
All	69%	84%	20%	40%
PP	57%	79%	21%	21%
Non PP	68%	80%	18%	43%
Gap PP/all	12%	5%	+1%	19%
Gap PP/non PP	11%	1%	+3%	22%

Reading – progress over time (end of KS1 to end of KS2)

	Good+	Rapid
All	74%	3%
PP	80%	7%
Non PP	72%	2%
Gap PP/all	+6%	+4%
Gap PP/non PP	+8%	+5%

Writing - attainment

	Expected +		Greater depth	
	September	March	September	March
All	73%	86%	11%	12%
PP	57%	86%	0%	0%
Non PP	75%	80%	14%	16%
Gap PP/all	16%	0%	11%	12%
Gap PP/non PP	18%	+6%	14%	16%

Writing - progress over time (end of KS1 to end of KS2)

	Good	Rapid
All	74%	3%
PP	73%	0%
Non PP	74%	5%
Gap PP/all	1%	3%
Gap PP/non PP	1%	5%

PP Expenditure and Impact Report March 2018

Maths – attainment

	Expected +		Greater depth	
	September	March	September	March
All	48%	90%	9%	28%
PP	36%	93%	7%	29%
Non PP	48%	86%	9%	27%
Gap PP/all	12%	+3%	2%	+1%
Gap PP/non PP	12%	+7%	2%	+2%

Maths - progress over time (end of KS1 to end of KS2)

	Good	Rapid
All	88%	7%
PP	100%	13%
Non PP	84%	5%
Gap PP/all	+12%	+6%
Gap PP/non PP	+16%	+8%

YEAR 2 DATA

Context

Total pupils = 68

PP pupils = 10 = 15%

SEN pupils = 14 = 21% (3 children receive 1:1 support)

PP children with SEN = 40%

Reading - attainment

	Expected +		Greater depth	
	Autumn	Summer	Autumn	Summer
All	58%	69%	18%	21%
PP	36%	40%	0%	10%
Non PP	60%	74%	22%	22%
Gap PP/all	22%	29%	18%	11%
Gap PP/non PP	24%	34%	22%	12%

Reading – progress over time (end of EY to end of KS1)

	Good	Rapid
All	82%	3%
PP	80%	0%
Non PP	82%	4%
Gap PP/all	2%	3%
Gap PP/non PP	2%	4%

PP Expenditure and Impact Report March 2018

Writing – attainment

	Expected +		Greater depth	
	Autumn	Summer	Autumn	Summer
All	54%	65%	11%	15%
PP	45%	40%	9%	10%
Non PP	55%	69%	12%	16%
Gap PP/all	9%	25%	2%	5%
Gap PP/non PP	10%	29%	3%	6%

Writing - progress over time (end of EY to end of KS1)

	Good	Rapid
All	84%	9%
PP	80%	10%
Non PP	82%	9%
Gap PP/all	4%	+1%
Gap PP/non PP	2%	+1%

Maths - attainment

	Expected +		Greater depth	
	Autumn	Summer	Autumn	Summer
All	62%	68%	14%	19%
PP	55%	50%	0%	0%
Non PP	63%	71%	17%	22%
Gap PP/all	7%	18%	14%	19%
Gap PP/non PP	8%	21%	17%	22%

Maths - progress over time (end of EY to end of KS1)

	Good	Rapid
All	84%	18%
PP	80%	10%
Non PP	82%	19%
Gap PP/all	4%	8%
Gap PP/non PP	2%	9%

PP Expenditure and Impact Report March 2018

RECEPTION DATA

Context

Pupils = 56

PP pupils = 7 (13%)

SEN pupils = 6 (11%)

Projected summer data	GLD
All	65%
PP	38%
Non PP	67%
Gap PP/all	27%
Gap PP/non PP	29%