



# **Crockerne Church of England Primary School**

## **Pupil Premium Report 2016/2017 and 2017/2018**

### **Our most recent Ofsted (July 2013) report comments....**

*"Current data shows that pupils known to be eligible for free school meals, who benefit from additional adult support in lessons and in small groups, make progress that is as good as others on the school in both English and mathematics. Any gaps between the performance of those eligible for free school meals and their classmates are now narrowing as a result of good support."*

*"Pupil premium funding is used very well to provide adult support and resources that target learning needs, helping pupils to make rapid and accelerated progress in their learning. "*



# **Contents – Pupil Premium**

---

<b><i>Page</i></b>	<b><i>Contents</i></b>
<b>2.</b>	<b>Contents</b>
<b>3.</b>	<b>What is pupil premium?</b> What are our key priorities, philosophy and how do we allocate funding?
<b>4.</b>	<b>How much pupil premium does the school receive to support learning?</b>
<b>5.</b>	<b>How does the school plan to spend the pupil premium funding?</b>
<b>6.</b>	<b>How do we evaluate the impact?</b>
<b>7-9.</b>	<b>Evaluation and Impact over the past 3 years</b>

## What is Pupil Premium?

In 2011-12 the Government launched its' Pupil Premium funding. Pupil Premium is a sum of money the school receives for each student who is either in receipt of Free School Meals (FSM) or who has been in receipt of them in the past 6 years. Nationally, the statistics show that students who are in receipt of FSM do less well than their peers in external exams. The aim of this money is to try to close that attainment gap.

### Our Philosophy

*#the best me that I can be*

At Crockerne we have the highest expectations for all our children, ensuring that each child reaches their full potential, both academically and socially. In order to do this we engage in a range of strategies to issue challenge at an appropriate level, and provide support to overcome barriers to learning. We provide a rich and varied curriculum, which makes an exceptional contribution to pupils' outcomes so that children are engaged and achieve exceptionally well.

### Impact: trend data

In 2015, at the end of KS2, pupil premium pupils achieved in line with their non- pupil premium peers at L4+ and ahead of other pupils nationally. Combined attainment of pupil premium pupils at L4+ showed a three year upward trend. In 2015 in reading and maths all disadvantaged pupils attained L4+ which was higher than non- pupil premium pupils in our school as well as nationally. 2016 saw a decline in progress and attainment for our vulnerable pupils for a variety of reasons. Our subsequent 2016-2017 school improvement planning had an even sharper focus on raising the achievement of our PPpupils resulting in 62% of PP pupils achieving the expected level (compared to 67% nationally) in 2017.

In KS1 disadvantaged pupils make good progress and in 2017 were inline with or ahead of non-PP pupils in reading and in maths and broadly inline with writing.

### Key Priorities 2017-2018

1. To continue to accelerate the progress of pupil premium children ensuring the attainment gap continues to be closed.
2. To ensure at least good achievement of pupil premium children and to increase the number of children of children who make better than expected progress.
3. To provide targeted support enabling pupil premium children to develop their social and emotional skills.
4. To ensure teaching and learning across the school is consistently good or better.
5. To ensure an increase in parental and community engagement.

### Allocation of Funding

We have allocated our Pupil Premium Funding to help pupils reach their full potential and to narrow the gap. We have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Trust, The Pupil Premium: How schools are spending the funding successfully to maximise achievement, intervention tracking and good practice examples in using the pupil premium grant to inform our decision making.

## **Pupil Premium Funding - Crockerne Church of England Primary School**

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Total number of pupils on roll (nursery)	272 (521)	297 (52)	288 (50)	297 (48)	289 (56)
Total number of pupils eligible for PPG including:	55	65	56	52	53
% of main school population	20%	23%	21%	19%	18%
Amount of PPG received per pupil:					
Free School Meals/Ever 6	£961	£1300	£1320	£1320	£1320
LAC			£800	£800	£1900
Adoptive		£1900	£1900	£1900	£1900
Total amount of PPG received	£52,903	£91,695	£80,420	£74,340	£71,700
Nursery Funding	N/A	N/A	N/A	N/A	N/A

## Pupil Premium Spending Overview– 2016-2017

Spending Overview:	Cost:	Percentage of spend:
Teaching and Learning Team Leader: targeted to raise attainment of PP pupils	£2200	3%
AHT designated LAC lead	£5428	7%
SENCo	£5428	7%
Learning Mentor	£6840	9%
1:1 specific intervention	£14,556	19%
1:1/small group intervention	£13,862	18%
In class support including boosters	£15,881	20%
Before school boosters	£2992	4%
Achievement for All Programme	£2200	3%
Education Welfare	£1300	2%
Clubs and Wraparound Care	£6500	8%
<b>Total:</b>	<b>£77,187</b>	<b>100%</b>

## Planned Pupil Premium Spending Overview– 2017-2018

Spending Overview:	Cost:	Percentage of spend:
Teaching and Learning Senior Leader: targeted to raise attainment of PP pupils	£1434	2%
AHT designated LAC lead	£5019	7%
SENCo	£5736	8%
Learning Mentor	£10,755	15%
1:1 specific intervention	£12,906	18%
1:1/small group intervention	£12,906	18%
In class support including boosters	£14,340	20%
Before school boosters	£2868	4%
Education Welfare	£1434	2%
Clubs and Wraparound Care	£4302	6%
<b>Total:</b>	<b>£71,700</b>	<b>100%</b>

## **How do we Evaluate Impact?**

- The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough so we can quickly identify any underperformance and develop strategies and interventions to promote improvement.
- A wide range of data is used – achievement data, pupils work, observations, learning walks, and staff, pupils and parents voice. Assessment data is collected termly and pupil progress meetings are held to analyse children's achievements further identifying next steps.
- Assessments are closely moderated to ensure they are accurate.
- The impact of interventions is closely monitored and they are adapted or changed if they are not working.
- SEND Leader monitors rigorously to ensure appropriate, targeted provision.
- The Leadership Team maintain an overview of pupil premium spending, however class teachers are also responsible for tracking their individual pupil premium children.
- The Education Quality committee of the Governing Body receive regular Pupil Premium updates and the Co-Head Teachers report on the Pupil Premium in their Headteachers reports.
- We use ASP, KS1 and KS2, Phonics and EYFS data, but also track closely attainment and achievement termly to evaluate impact.
- We utilise a range of Local Authority produced and national benchmarking data to ensure that our analyses are accurate and informative.

## KS2 Attainment 2017 and Achievement over time

### Percentages of pupils meeting and exceeding the expected level at KS2:

	CROCKERNE all pupils EXP	CROCKERNE PP EXP	NATIONAL all pupils EXP	CROCKERNE all pupils GDS	CROCKERNE PP GDS	NATIONAL all pupils GDS
<b>Reading</b>	81%	69%	71%	33%	31%	25%
<b>Writing</b>	76%	62%	76%	16%	15%	18%
<b>EGPS</b>	78%	62%	77%	33%	23%	31%
<b>Maths</b>	73%	62%	75%	18%	8%	23%
<b>Combined</b>	73%	62%	61%	7%		9%

### Trends over time: progress quintiles displaying percentile rankings (1-100 where 1 is the top percentile)

	2017		2016		2015	
	All	PP	All	PP	All	PP
<b>Reading</b>	23	22	19	35	29	32
<b>Writing</b>	42	24	40	57	87	85
<b>Maths</b>	68	49	82	80	61	60

(13 out of 45 Y6 pupils were eligible for PP and 10 were non-SEND in 2016-2017)

**Summary:** EXP Attainment of PP pupils in 2017 at KS2 was behind that of non-PP at Crockerne and nationally however in reading and combined they were broadly in line with all pupils nationally . At GDS reading Crockerne PP were ahead of all pupils nationally and inline with writing. Progress quintiles were ahead of nonPP and shows a rising trend.

**Actions:** Continue to accelerate progress for PP pupils across the school so that a higher percentage of pupils reach and exceed the expected level.

## Progress of PP pupils compared to non-PP pupils: KS1-KS2 2017

	CROCKERNE all	CROCKERNE PP	National
Reading	2.1	2.2	0
Writing	0.6	1.9	0
Maths	-1.2	-0.6	0

### **Summary:**

Reading: pupil premium children at Crockerne are making significantly better progress in reading than all pupils nationally and slightly better than their non PP peers.

Writing: the progress score of pupil premium children in writing at Crockerne is significantly ahead of other pupils in school and nationally.

Maths: the progress of all pupils in maths was slower than national although PP pupils made faster progress than nonPP

**Actions:** Continue to provide high quality teaching and learning experiences and interventions for our pupil premium children to enable more to make accelerated progress in reading, writing and mathematics.



## Key Stage 1 Attainment 2017

### Percentages of pupils meeting and exceeding the expected level at KS1:

	CROCKERNE all pupils EXP	CROCKERNE PP EXP	NATIONAL all pupils EXP	CROCKERNE all pupils GDS	CROCKERNE PP GDS	NATIONAL all pupils GDS
Reading	74%	78%	76%	30%	33%	25%
Writing	74%	67%	68%	12%	0%	16%
Maths	77%	78%	75%	19%	22%	21%

(9 out of 43 Y2 pupils were eligible for PP in 2016-2017)

(7 out of 43 Y2 pupils were Non Send PP in 2016-2017)

**Summary:** Reading: a higher percentage of PP children at Crockerne attained the expected level than all pupils nationally and slightly better than their non PP peers. More pupils eligible for PP attained greater depth than all pupils nationally.

Writing: Pupils eligible for PP attained inline with all pupils nationally in writing. There was an attainment gap however between Crockerne PP pupils and their non PP peers- especially at greater depth.

Maths: a comparable percentage of PP children at Crockerne attained the expected level as all pupils nationally and their non PP peers. This was the same at greater depth.

**Actions:** Continue to accelerate progress for all children in KS1 so more children are reaching and exceeding age related expectations especially in writing.

