



West Blatchington Primary and Nursery School

Pupil Premium Grant Report 2017/18

What is Pupil Premium?

Pupil Premium is additional funding allocated to schools. The amount schools receive is determined by the numbers of pupils who have been known to be eligible over the past 6 years (Ever 6) or who are currently known to be eligible for free school meals (FSM). In addition an allocation is made for Children in Care, Special Guardianship, Adopted from Care and Service pupils

The Pupil Premium targets extra money at socially disadvantaged pupils. These pupils are known to frequently underachieve when compared to their peers. The premium is provided in order to support these pupils in reaching their potential.

The long term objective is to build a systematic and progressive structure of provision which will “diminish the differences” for children from disadvantaged backgrounds who often find school more challenging. The key task is for our school to demonstrate that it has put in place systems that are ‘narrowing’ and in time are capable of ‘diminishing the differences’.

The grant has now been available in school for the past five years and it has been used at West Blatchington to offer targeted support to individual children and groups of children that are socially disadvantaged or vulnerable and are therefore at risk of underachievement. These groups are:

- Pupil Premium Pupils, Children in Care, Special Guardianship and Adopted from Care and Service pupils
- Non Pupil Premium Pupils who are vulnerable. These include those subject to a Child Protection plan or other social services intervention such as a Child In Need Plan or Early Help and children who are identified on our school Vulnerable Pupil Register who might be socially disadvantaged but not eligible for Pupil premium
- Other groups e.g. English as an Additional Language (EAL) pupils or children with complex needs are also considered

This support is led by teachers and support staff (Learning Support Assistants) and the impact is reviewed regularly through the school’s extensive monitoring systems.

2017 – 2018 - Overview of the school

Contextual information including number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	249 (221 excluding Nursery)
Total number of pupils eligible for Pupil Premium Grant (Source: SIMS Discover July 2017-18 data)	107 (98 excluding Nursery)
Number of Pupil Premium children in each year group: (Source: SIMS Discover July 2017-18 data)	N: 9 (Early Years Pupil Premium) R: 10 Y1: 9 Y2: 16 Y3: 15 Y4: 21 Y5: 12 Y6: 15
Amount of Pupil Premium Grant received per pupil	£1,320
SEN (all) %	27%
Number of Children in Care (Source: SIMS – July 2018)	1
Number of Special Guardianship children (Source: Internal data – July 2018)	2
Number of children adopted from care (Source: Internal data – July 2018)	1
Ethnic Minority Pupils % (Source: SIMS Discover July 2017-18 data – all ethnicities excluding White British)	38%
EAL (English as an additional language) % (Source: SIMS Discover July 2017-18 data)	41%
Socially deprived – 10% (Source: Pupils living in the 10 % most deprived output areas using the Income Deprivation Affecting Children Index - Jan 2018)	5%
Socially deprived – 20% (Source: Pupils living in the 20 % most deprived output areas using the Income Deprivation Affecting Children Index - Jan 2018)	45%
Socially deprived - 30% (Source: Pupils living in the 30 % most deprived output areas using the Income Deprivation Affecting Children Index - Jan 2018)	48%

At West Blatchington there is a significant amount of mobility across the school and the 2017/18 academic year saw 39 pupils leave and of these 21 accessed pupil premium. This number does not include children that moved to secondary school.

Focus of Pupil Premium Grant Spending 2017/18

Barriers to Learning

Our funding is used to provide targeted support as part of a systematic and progressive structure of provision to improve the academic, social and emotional outcomes of our disadvantaged pupils. We aim to 'diminish the differences' in order that our disadvantaged pupils have the best possible life chances.

We have identified several potential barriers to the learning of our disadvantaged pupils. These being:

- Low attainment and/or slow progress over time in reading, writing and/or maths due to specific needs
- A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety
- Safeguarding pupils overall wellbeing and that all pupils are safe and secure in the home environment
- Pupils persistently absent impacting on consistent academic access
- The lack of income in some families which prevents full engagement with school life e.g. uniform, school trips and clubs

Overall Pupil Premium Spending Breakdown

<u>Barrier To Learning</u>	<u>Actions</u>	<u>Funding</u>	<u>Intended Outcomes</u>
➤ Low attainment and/or slow progress over time in reading	<ul style="list-style-type: none"> ✓ Every Child A Reader teacher ✓ Learning Support Assistant specialist 1:1 reading programme ✓ 1:1 tutoring 	£29,939	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in reading
➤ Low attainment and/or slow progress over time in writing	<ul style="list-style-type: none"> ✓ Intervention teachers ✓ Literacy support service ✓ Learning Support Assistant who undertake speech and language specific work ✓ 1:1 tutoring 	£46,522	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in writing • Speech and language skills, and use of academic vocabulary is in line with that of their peers

<ul style="list-style-type: none"> ➤ Low attainment and/or slow progress over time in maths 	<ul style="list-style-type: none"> ✓ Maths teacher small groups of targeting teaching in Year 5 and 6 ✓ Learning Support Assistant closing the gap with small groups of pupils in Year 2,3 and 4 ✓ 1:1 tutoring 	<p>£8,166</p>	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in maths
<ul style="list-style-type: none"> ➤ A range of social and emotional needs leading to issues such as transition into school; disengagement from the school curriculum; friendship issues; low self-esteem and anxiety ➤ Safeguarding pupils overall wellbeing and that all pupils are safe and secure in the home environment ➤ Pupils persistently absent impacting on consistent academic access 	<ul style="list-style-type: none"> ✓ Family Liaison officer who is designated Child Protection lead and oversees all the Early Help plans ✓ Full time learning mentors who overseas behaviour for learning policy and practice ✓ Learning mentors who provide individual and small group social and emotional targeted support ✓ Meet and greet for specified pupils ✓ Strong systems for supporting attendance ✓ Individual in class support for higher needs pupils 	<p>£61,263</p>	<ul style="list-style-type: none"> • Social and emotional needs are met leading to pupils making better academic progress • Improved attendance, and as such access to a broad and balanced curriculum enabling better progress over time
<ul style="list-style-type: none"> ➤ Low attainment and/or slow progress over time for our English as an Additional Language pupils in reading, writing and/or maths 	<ul style="list-style-type: none"> ✓ EMAS support for EAL pupils whose data shows they are needing some targeted specialist teacher support ✓ Bilingual Support Assistant allocation in Nursery and Reception for EAL pupils, and also, is available, new to 	<p>£7,561</p>	<ul style="list-style-type: none"> • Accelerate the progress to diminish the difference to Age Related Expectation in reading, writing and/or maths • To support development of English vocabulary to enable access to the curriculum

	English pupils arriving in other year groups		
➤ The lack of income in some families which prevents full engagement with school life e.g. uniform, school trips and clubs	✓ Monetary support for resources and trips/residential	£742	<ul style="list-style-type: none"> • Access to a broad and balanced curriculum to help develop the whole child
✓ We also use a small proportion of the Pupil Premium Funding to ensure there is strong management around the related systems including financial management. This equates to Management and Data Admin support at cost of £4,830.			

Academic Year 2017/18 Financial Spend

Schools are informed of their annual pupil premium funding allocation in the April of each year. Within the 2017-18 academic year we received £146,602.

- 2017-18 financial year (September 2017 – March 2018) = £90,166
- 2018-19 financial year (April – August 2018) = £56,436

Pupil Premium Grant received during the 2017-18 academic year (September 2017 – August 2018)	£146,602
ECAR /LSS	£29,939
Literacy Interventions	£46,522
Maths Interventions	£8,166
Tutoring	£534
Inclusion Support	£61,263
Management & Data Administration	£4,830
EAL Interventions	£7,561
Resources & Welfare	£742

Individual Intervention Costings

Interventions	# Weeks Intervention took place for	Average # Pupils per intervention	Average cost per child
Reading			
ECaR (Reading Recovery) - ECAR teacher led	20	1	£ 2,825.00
Guided Reading - ECAR teacher	12	8	£ 71.31
Inference & Deduction - ECAR Teacher led	10	4	£ 117.70
Literacy			
Writing intervention - Teacher led	12	7	£ 78.60
Writing intervention - Teacher led	12	9	£ 122.27
Speech & Language - LSA led	38	1	£ 819.66
Phonics - LSA led	12	8	£ 26.15
Reception school start - LSA led	38	7	£ 63.08
Speech & Language - - LSA led	38	1	£ 662.34
LSS - including direct intervention	38	1	£ 959.04
LSS - Monitoring & assessment only	38	1	£ 296.70
Maths			
Maths - LSA led	12	9	£ 28.76
Talking Maths - LSA led	12	3	£ 57.52
Closing the gap - Teacher led	10	9	£ 54.53
EAL Provision			
EMAS support	12	1	£ 85.27

Overall performance for all children who accessed Pupil Premium Grant in KS1 2017/18

Year 1 and Year 2 Phonic Screening results

Phonics	Pupils	School %EXS	National (2017) %EXS
Year 1 Phonics Results	27	81	81%
Pupil Premium	9	100	
Non Pupil Premium	18	72	
Difference		+28	
Year 2 Phonics Retakes (Cumulative)	28	86	91%
Pupil Premium	16	88	
Non Pupil Premium	12	86	
Difference		+2	

Key Stage 1 Attainment Data 2017/18 (One class with 27 pupils including 2 pupils in our Autistic Unit (Seals class))

Subject	Group	Pupils	School %EXS	National %EXS<	School %EXS+	National %EXS+
Reading	Pupil Premium	16	81	63	6	14
	Non Pupil Premium	11	64	79	18	29
	Difference		+17	-16	-12	-15
Writing	Pupil Premium	16	75	55	6	8
	Non Pupil Premium	11	64	74	18	18
	Difference		+11	-19	-12	-16
Maths	Pupil Premium	16	69	63	13	12
	Non Pupil Premium	11	73	80	18	25
	Difference		-4	-17	-5	-13

Key: %EXS = % of pupils achieving end of Key Stage 1 expectation

%EXS+ = % of pupils achieving above end of Key Stage 1 expectation/'Working at Greater Depth'

Overall performance for all children who accessed Pupil Premium Grant in Key Stage 2 2017/18
Key Stage 2 Attainment Data 2017/2018 (29 pupils including 1 pupil in our Autistic Unit (Dolphin class))

Subject	Group	Pupils	School %EXS<	National %EXS<	School %EXS+	National %EXS+
Reading	Pupil Premium	15	64	53	21	10%
	Non Pupil Premium	14	73	72	20	23%
	Difference		-9	-19	+1%	-13
Writing	Pupil Premium	15	64	64	14	8%
	Non Pupil Premium	14	67	79	20	18%
	Difference		-3	-15	-6	-10
Maths	Pupil Premium	15	57	58	14	8
	Non Pupil Premium	14	73	76	13	20
	Difference		-16	-18	+1	-12
Reading, writing and maths	Pupil Premium	15	36	39	14	2
	Non Pupil Premium	14	60	60	7	7
	Difference		-24	-21	+7	-5
English Grammar Punctuation and Spelling	Pupil Premium	15	86	61	14	14
	Non Pupil Premium	14	80	78	40	27
	Difference		+6	-17	-26	-13

Key: EXS = Achieve end of KS2 expectation

%EXS+ = % of pupils achieving above end of Key Stage 2 expectation/'Working at Greater Depth'

Key Stage 2 Progress Data 2017/2018 (29 pupils including 1 pupil in our Autistic Unit (Seals class and Dolphins class))

Subject	Group	Pupils	School Progress score	National Average Score
Reading	Pupil Premium	15	0.7	-0.6
	Non Pupil Premium	14	3.0	0.3
	Difference		-2.3	-0.9
Writing	Pupil Premium	15	2.6	-0.5
	Non Pupil Premium	14	0.6	0.2
	Difference		+2.0	-0.7
Maths	Pupil Premium	15	1.0	-0.6
	Non Pupil Premium	14	1.2	0.3
	Difference		-0.2	-0.9

Whole school Pupil Premium Provision:

Year Group	Focus of Pupil Premium Grant
Inclusion team support and work across all year groups	
1	<ul style="list-style-type: none">➤ ECAR teacher➤ EMAS- writing and new arrivals
2	<ul style="list-style-type: none">➤ LSS➤ EMAS- writing and new arrivals➤ Teacher led writing intervention➤ Better Reading partners (BRP) teacher led
3	<ul style="list-style-type: none">➤ Teacher led reading intervention➤ LSS➤ BRP- teacher led➤ Teacher led writing intervention
4	<ul style="list-style-type: none">➤ Guided reading teacher led➤ LSS➤ Teacher led writing intervention
5	<ul style="list-style-type: none">➤ Teacher led maths intervention➤ Teacher led writing intervention➤ BRP- teacher led➤ Inference and deduction teacher led➤ Motor Skills
6	<ul style="list-style-type: none">➤ Teacher led maths intervention➤ EMAS- reading, maths and new arrivals➤ Teacher led writing intervention➤ Teacher led reading➤ Motor Skills➤ 1:1 tutoring

Intervention Impact 2017-18

Reading Recovery Profile (ECAR)

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Reading Recovery year 1 <i>(1 ongoing, 1 completed early at 12 weeks)</i>	6	4	0%	0%	83% <i>5/6 achieved ARE 1 child ongoing and on track to make ARE at end of intervention</i>	100%
Reading Recovery year 2	5	1	0%	60% 3/5	60% <i>3/5 (2 pupils referred on for support)</i>	80%
Inference training year 5 <i>1x weekly</i>	4	4	0%	50%	50%	25%
1:1 BRP years 2,3,5	5	3	20%	40%	40%	40%
Guided reading group Year 3 <i>1x weekly, 1 term</i>	3	0	0%	0%	0%	66%

Key: % at ARE is the % of pupils reaching age related expectation

LSS Intervention

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% of pupils increase reading age 3-6 months	% of pupils increase reading age 6-12 months
LSS	10	6	0%	0%		
Direct intervention	6	3	0%	0%	50%	50%
Advice and support for discharged pupils	4	3	<u>% at ARE</u> 50%			
<u>Other</u> Assessment, advice and reports written for 10 pupils 2 dyslexic diagnosis given Meetings with parents						

Teacher led writing intervention

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Year 2 writing group	9	7	0%	80%	70%	80%
Year 5 writing group	6	5	0%	50%	34%	68%
Year 6 writing group	8 11	7	0%	54%	54%	100%

Teacher led writing intervention

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Year 3 writing group	7 8	4	0 0	50%	38%	50%
Year 4 writing group	7	6	14%	83%	33%	83%
Year 6 writing group	5	3	0	100%	43% (57% accelerated)	43%
Y6 Cusp writing	9	5	22%	88%	100%	88%

Teacher led reading intervention

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Year 4 reading group	7	4 5 (Summer term)	0 1	100%	71%	100%
Year 6 reading group	6	3	0	66%	17%	66%
Y6 Greater Depth reading group	6	3	100%	33	100%	83%

Teacher led maths intervention

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Y5 maths group	8	6	0%	62.5%	38%	75%
Y6 maths group	9	6	0%	89%	44%	

EMAS

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Year 1 writing	5	0	50%	75%	75% (based on 4 pupils as 1 left)	100%
Year 2 writing	3	3	66%	100%	66%	66%
New To English Year 2	2	0	0 (at Nassea step 1)	0	0%	100%
New to English Year 1	2 (arrived Spring 18)	0	0 (at Nassea step 1)	0	0%	50%

EMAS intervention

Intervention	No. of pupils	No. of PP pupils	% at ARE beginning of intervention	% at ARE target	% at ARE end of year	% of pupils met target
Y6 Maths	6	5	50%	80%	57%	72%
Y6 Reading (Autumn/Spring 1)	6	2	83%	100%	100%	100%
Y6 Reading (Spring 2)	6	5	34%	66%	33%	50%
Y3 Writing (Spring term)	4	0	0%	75%	25%	25%

Yr 5 New Arrivals	1	0	0	0%	0%	100%
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PLANNED PUPIL PREMIUM GRANT SPENDING 2018/ 2019

Aims:

- To accelerate the reading progress of Pupil Premium pupils across Key stage 2
- To accelerate the maths progress of Pupil Premium pupils in order to raise the Key Stage 2 attainment
- To support children with Social, Emotional and Mental Health needs to enable them to make good progress
- To increase the attendance of Pupil Premium children so that it is at least in line with the rest of the school

Appendix 1 & Definitions

PPG	Pupil Premium Grant
PP	Pupil Premium Children
Non PP	Non Pupil Premium Children
FSM	Free School Meal
SEN	Special Education Needs
EHCP	Education, Health and Care Plan
EAL	English as an Additional Language
ECAR	Every Child A Reader Intervention Programme
BRP	Better Reading Partners Intervention Programme