

## **DISADVANTAGED PUPILS FUNDING STATEMENT 2016/2017, July 2017**

### **STATISTICS 2016 - 2017**

- In school we had 120 Ever6 free school meal pupils (disadvantaged pupils) who were entitled to benefit from the additional funding of £158,400 (December 2016 figures).
- Each entitled pupil received £1320 per annum.
- There were 2 post CLA pupils funded at £1900 each (additional funding will be allocated throughout the year for 7 CLA pupils)
- Early Years Pupil Premium was funded at £1654 (Summer 2016); £1892 (Autumn 2016). Spring 2017 funding yet to be confirmed.

### **STRATEGY FOR USING THE FUNDING**

The school looks carefully at the needs of each pupil at pupil progress meetings, which are held three times per year. These meetings take place each term and each Ever6 free school meal child, now known as a disadvantaged pupil, is discussed. It is from these meetings, through professional discussion, analysis of data and work scrutiny where appropriate, that the Senior Leadership Team decide how to use the available resources to enable each individual child to reach their full potential. The Governors monitor the impact of funding throughout the year.

The school is using a large proportion of its Ever6 free school meal funding to ensure additional staffing is available to enable individual or group interventions to be provided for these disadvantaged pupils.

Below are listed the key strategies decided at the start of the year:-

- Providing small group work for pupils, entitled to disadvantaged pupils funding, with experienced Teachers and Teaching Assistants (TAs), focussing on overcoming gaps in learning to help them make accelerated progress and to raise their standards of achievement. For example; SENCO delivering maths and literacy intervention to targeted small groups; TAs delivering writing intervention to small groups e.g. Fast Forward Phonics and Read Write Inc. Additional 1:1 support for pupils entitled to disadvantaged pupils funding, for example an identified Teaching Assistant delivering 1:1 precision teaching programmes, such as, Toe by Toe, on a daily basis; teachers delivering after school 1:1 tutor sessions; (£ 63,206)

End of Key Stage 2 data shows that: 64.71% (70.5% including a child with special consideration) of disadvantaged pupils attained the expected standard in reading. The average scaled score was 101.06.

End of Key Stage 2 data shows that:-  
64.71% of disadvantaged pupils attained the expected standard in mathematics. The average scaled score was 100.06.

End of Key Stage 2 data shows that:-  
82.35% of disadvantaged pupils attained the expected standard in SPAG. The average scaled score 104.71.

End of Key Stage 2 data shows that:-  
57.74% of disadvantaged pupils attained an expected standard in writing. Writing remains a key focus for the school.

- Additional Teacher /Teaching Assistant staff for guided reading and phonics in daily sessions in Key Stage 1. Staff to be trained in Fast Forward Phonics. Also guided reading sessions to be reviewed with the support of Reading Consultant, John Murray, as well as staff new to year group to attend guided reading training. (£2910). Additional teacher from Christmas additional spend.

In the Year 2 cohort: historical data shows that 8 children, 44.4% of the disadvantaged children gained an expected level (point score 2) at the end of Reception; in 2017 10 children, 55.5% of disadvantaged pupils attained a Year 2 expected level. One pupil attained greater depth.

- Small group support on PSED interventions enabling pupils to develop socially and emotionally to enable to access the curriculum fully. This support is provided by the Phoenix staff, (Focus group for Phoenix is Year 1 disadvantaged pupils who did not attain a Good level of development at the end of Reception 2016); Well Young Person team; School Counsellor, (school employs a counsellor 1 day per week); Parent partnership therapeutic writing groups; off-site provision at PRU. (£ 32,472, £1500, £ 8500, £400, £3500)

Pupils are now at offsite provision, successfully moving along the graduated response pathway as school able to evidence good use of high needs funding; they are now are being assessed for Education Health Care Plan.

Pupils working with school counsellor have improved in their readiness to learn. Impact measured by accelerated progress in PSED for foundation pupils/phoenix (nurture base) pupils.

Reception group supported by the counsellor made outstanding progress:

5.38 ASP making relationships; 4.9 ASP self-confidence and self-awareness, outstanding; 4.60 ASP managing feeling and behaviour, outstanding.

Phoenix group average progress 4.6 ASP in personal special emotional development outstanding. Pupils working with the counsellor were able to access learning more readily. There was a reduction in red cards and fixed term exclusions.

A specific example being pupil A who had 39 exclusions 2015/2016 reduced to 10 in 16/17. Pupil A also met expected standard in all subjects rise. Also counsellor has worked with pupils reluctant to come to school. For example pupil B whose attendance rose from 65% to 89.8%.

- Educational visits. All educational visits, including residential trips and visitors are subsidised. The visits enrich the curriculum, particularly in developing children's real life experiences as a foundation for writing. The residential trips focus on the development of Personal, Social and Emotional skills, in particular building self-esteem and confidence (£5000)

Impact of the development of personal and social skills is evident through specific example, but also through the evident 'can do culture' within the school. Evidence within books indicates how educational visits help to sustain and enhance a balanced curriculum.

- An additional experienced 0.5 Teacher for 3 terms to accelerate progress of Year 4 pupils. The pupils to receive targeted support to accelerate progress and ensure that they make at least 3 steps (6 points) progress across Year 4 in the core areas of Reading, Writing and Mathematics. (£11,344)

Attainment gap between disadvantaged and non-disadvantaged pupils has diminished to 1 step (1 term) in Reading, Writing and Mathematics.

Attainment, however of disadvantaged pupils remains low and this cohort will remain a target group as they move into Year 5.

- An additional experienced 0.5 teacher for 1 term to accelerate progress of Year 6 pupils. Additional Teaching Assistant level 3, 0.5 for 3 terms to facilitate small group intervention and also support behaviour management, Teaching Assistant is nurture group trained, as 4 disadvantaged pupils are at risk of permanent exclusion summer 2016. The disadvantaged pupils will receive targeted support to accelerate progress and ensure that they make at least 3 steps (6 points) progress across Year 6 in the core areas of Reading, Writing and Mathematics. (£4110, £7211)

In house data at the end of Year 6 indicates that the following average steps progress were made by disadvantaged pupils: 3.2 ASP in Reading, higher than non-disadvantaged pupils; 3.3 ASP in mathematics, higher than non-disadvantaged; 3.8 ASP in Writing, higher than non-disadvantaged.

- Continued development of the learning environment and staff training in the Foundation Stage to accelerate Language Skills, with a particular focus on Reading (Reception average steps progress summer 2016 of disadvantaged pupils 4.69 steps, very good but below other areas) and Physical Development Skills. Purchase of resources and training for staff. (£6060, £ 2500, £7210)

Reception end of year progress data, Summer 2017, for disadvantaged pupils indicates outstanding progress in both focus areas of learning. Progress in reading was 4.81 ASP; progress in 'Moving and Handling' was 4.71 ASP. It is worth noting that 21 children, 72% of the reception cohort were disadvantaged pupils.

- ICT/computing. Loan of Ipad bundle for EYFS with staff training support from Knowsley CLC; Purchase of APPs to enhance the learning of pupils. (£1200, £1000)

Lesson observations and learning walks in all subjects indicates a high level of engagement when ICT resources are used effectively.

- Pastoral Support. The continued employment of a Pastoral Officer to continue to support children and their families with attendance/punctuality issues and also to complete Fixed Penalty notices

documentation when required.(£5766). Vulnerable Pupils whose attendance falls below 90% are monitored and targeted directly, with the support of the Education Welfare Officer via an SLA.(£1500) The continued celebration of good attendance including prizes and attendance celebration trips. (£2000)

Attendance at July 2017 was 94.1% for the whole school. In reference to disadvantaged pupils in the academic year 2015/2016 the school had 38 persistent absentees below 90%. For the academic year 2016/2017 the school had 19 persistent absentees below 90%.

- Staff training for teaching and non-teaching staff in the core subjects to ensure high quality provision; with a particular focus on: - Embedding the Writing sequence; Maths Mastery, focusing on Steps To Success; Guided Reading, Embedding Reading Skills and Enhancing Fluency. Staff training will be through The Strand Network training package and bespoke in-house support from:- Lancashire Literacy Consultant 5 days; Sarah Martin , Independent Maths consultant 6 days; John Murray Reading Explorers Independent Literacy consultant 3 days. (£5491, part payment from funding)

Teaching profile at summer 2017, 100% good, and 50% outstanding. Data in the majority of classes for Reading, Writing and Maths indicates at least expected progress for disadvantaged pupils at 3 ASP.

Groups that did not make this progress contain a high percentage of disadvantaged pupils with specific learning difficulties such as dyslexia and ASD.

- Additional learning opportunities, in-house and extra-curricular, for Gifted and Talented disadvantaged pupils e.g. Science Club; LEAP Performing Arts Club; Work with an Artist Day; Enabling Enterprise Workshops; external tuition in core subjects. (£3000).

Arts mark evidence shows extension activities to enable pupils to fulfil their potential. Enabling enterprise workshops have raised the aspirations of pupils. Children's University graduation shows that pupils are accessing extra-curricular activities.

The key focus of the school is to ensure that we bring out the best in our disadvantaged pupils and educate them for the future.