

Stamshaw Infant School Pupil Premium Report 2016 -17

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) or who have been eligible for FSM at any point in the last six years in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.

It aims to provide significant funding for disadvantaged children to help close the attainment gap as it is a major concern that children who come from low income families are at a greater risk of under performing compared with children from families with a higher income.

Service Premium is funding provided by the Government to support service children. In the main, service children achieve very well at school. However, schools have recognized additional needs relating to service children's emotional and social well-being. Schools will be able to use the Service Premium to fund this and additional learning support, if they feel that is appropriate.

How much is it?

The level of the Pupil Premium in 2016-17 is £1320 per pupil for pupils eligible for FSM with £300 allocated for children from Service families. Local authorities are responsible for looked after children in care and will make payments to schools and academies where an eligible looked after child is on roll. These pupils are eligible for £1,900.

What should it be used for?

Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low income families. From September 2012, schools were required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive. **In 2016 - 17 Stamshaw Infant was allocated Service and Pupil Premium funding of £95,060. Other funding was added to this to ensure that we could support all our most disadvantaged pupils.**

In order to close the attainment gap for our most disadvantaged pupils we offered additional support:

- ✓ 1 to 1 in class support for literacy or maths;
- ✓ Every Child a Reader (ECAR) Reading Recovery support programme;
- ✓ Intervention programmes to accelerate progress e.g. Precision Teaching, FFT Wave 3;
- ✓ A specific Teaching Assistant delivering targeted support programmes in Yr 1.
- ✓ A Pastoral Leader To provide Pastoral support for pupils and improve capacity to support children's emotional and social well being.
- ✓ An Emotional Literacy Support Assistant (ELSA) to help pupils with their personal, social, emotional and mental health well-being;
- ✓ A Teacher who specialises in Speech and Language Therapy provision, delivering specific personalised programmes to individual pupils;
- ✓ Materials and resources for use with targeted children;
- ✓ Financial support to enable educational visits and subsidising of trips, visitors, visits and clubs
- ✓ Training for teachers and learning support staff in particular programmes and to develop particular skills to support accelerated achievement for pupils;
- ✓ Opportunities for extension and enrichment e.g. to attend musical performances.

Impact

For the academic year 2016-2017 the latest available data shows the standards at Stamshaw Infant School at the end of Key Stage 1. Pupils who are in receipt of Pupil Premium Funding achieved as well as pupils who are not in receipt of funding across combined scores for Reading, writing and maths at the expected standard and showed a particular strength in reading and science compared with Non PP pupils.

Key Stage 1 Results	All pupils 2017	Pupils in receipt of Pupil Premium funding 2017	Portsmouth 2016	National 2016
		90	37	
RWM combined reaching expected standard	62	62		
Reading reaching expected standard	71	73	73	74
Writing reaching expected standard	67	65	63	65
Maths reaching expected standard	74	70	71	73
Science reaching expected standard	81	86		82
RWM combined reaching the higher standard	6	5		
Reading reaching the higher standard	24	22	29	24
Writing reaching the higher standard	9	8	12	13
Maths reaching the higher standard	17	14	17	18

Early Years Pupils

21 pupils were eligible for the Pupil Premium Grant.

Early Years Foundation Stage Profile

- ✓ (57%) 12 / 21 pupils achieved a 'Good Level of Development' which means that they achieved the expected level for their age in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development and communication and language) and the early learning goals in the specific areas of mathematics and literacy.
- ✓ Nationally, the provisional data for all children shows 71% achieving a Good Level of Development.
- ✓ (86%) 18 / 21 pupils made typical or rapid progress from their entry points in reading, writing and maths.
- ✓ (76%) 16 / 21 pupils achieved the expected level for their age in 'Managing feelings and behaviour' and 18 / 21 (86%) achieved the expected level for their age in 'Making relationships' which is a testament to how well they have settled into school in their first year at Stamshaw Infant School.

Year 1 Pupils

30 pupils were eligible for the Pupil Premium Grant

Phonics

- ✓ 22 of these 30 (73%) pupils achieved the expected standard in the Yr 1 Phonics Screening Check. The gap between disadvantaged and non-disadvantaged pupils was only 1.1%
- ✓ 19 of these 30 (63.3%) pupils also achieved or exceeded the expected standard for their age at the end of Yr 1 in Reading, Writing and Maths Combined. The other 11 pupils have received significant support and made huge progress both in academic subjects and in their personal, social and emotional development.

Year 2 Pupils

37 pupils were eligible for the Pupil Premium Grant

Phonics

- ✓ 13 of these pupils were required to retake the Phonics Screening Check again and 8 of these 13 (62%) met the expected standard.
- ✓ Although 5 still did not meet the expected standard due to their significant special educational needs, all increased their scores compared with the 2016 screening.

Key Stage 1

In Reading 27 of the 37 (73%) met or exceeded the Expected Standard

In Writing 24 of the 37 (65%) met or exceeded the Expected Standard.

In Maths 26 of the 37 (70%) met or exceeded the Expected Standard.

Progress

- ✓ In Reading 22 of these pupils started school below age-expectation and 6 joined the cohort in Yr 1 or Yr 2.
- ✓ 17 pupils (73%) achieved the expected standard and 6 pupils (16%) achieved the greater depth standard.
- ✓ The 10 who did not achieve the Expected Standard still made good progress from their starting points, indicating that all of these pupils made good or better progress.

This picture is mirrored in Writing and Maths

Extra –curricular activities

50 pupils of the 88 pupils eligible for PPG attended a range of extra –curricular activities including:

- Eagle Club and Owl club, reading and writing workshops with parents, Sunshine club, Family Learning, Science club, Constructions club, Arts and Crafts club, Gymnastics festival, Cheerleading festival, Music Festivals and Music Production at the Guildhall.
- All pupils had the opportunity to attend the ‘Go-Ape’ experience and had a fantastic time learning beyond the classroom and having the chance to confidence build in a completely different environment. The opportunity to attend these clubs enabled the pupils to enhance, extend and enrich their life experiences building self confidence and self belief.

Pastoral Support

Of the 49 pupils who received support in the Pastoral setting (Rainbow Room) 26 were eligible for the PPG. The work undertaken by The Head of Pastoral Care and the ELSA planned key provision to support the pupils. Feedback from both parents and pupils was extremely

positive in how effective and supportive the work had been to cater for the emotional and mental health needs of the pupils. This was also reflected in the pupils' progress at the end of the year.

Strategies in place are effective in supporting our disadvantaged pupils and all pupils and we are continually striving to diminish differences between the groups of pupils. Consideration is given to the needs of the pupils and refinement to strategies and interventions used in order to maximise the learning potential of all and these will be implemented and reviewed annually.