

Analysis and challenge toolkit for school leaders: primary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding					
2011-12	£16,104					
2012-13	£18,067					
2013-14						
	2011-12			2012-13		
Percentage of FSM pupils						
Number of FSM pupils eligible for the Pupil Premium	33	@£488	= £16,104	39	@£623	= £24,297
Number of looked after pupils eligible for the Pupil Premium	0	@£488	= 0	1	@£623	= £623
Number of service children eligible for the Pupil Premium	0	@£200	= 0	0	@£250	
Total						

Where are the gaps (Year 6)?

Year 6: Indicator (using data from RAISEonline for 2011 and 2012, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the ‘Ever6’ measure. LAC and service children in later section).	2011 gap between FSM and non FSM	2012 gap between FSM and non FSM	2013 predicted outcome for FSM	2013 predicted outcome for non FSM	2013 predicted gap	Comments/ contextual information
Attainment - Level 4+ in English			60%	75%	15%	*see case studies.
Attainment - Level 4+ in mathematics			60%	75%	15%	
Average points score – English			25.3	27.1	1.8	
Average points score – reading			26.2	28.6	2.4	
Average points score – writing			24.3	25.6	1.3	
Average points score – mathematics			26.0	28.3	2.3	
Achievement – expected progress in English			66%	88%	22%	
Achievement – more than expected progress in English			0%	0%	0%	
Achievement – expected progress in mathematics			66%	81%	15%	
Achievement – more than expected progress in mathematics			0%	0%	0%	
Attendance						

Persistent absence

Fixed-term exclusions

Where are the gaps (other year groups)? (see appendix 4)

Year group	What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?
Early Years Foundation Stage	Both FSM pupils are attaining within age related expectation early learning goals in all key areas, however one pupil is beginning to show slower progress in reading than her peers. Reading recovery will be implemented in year one for this pupil.
Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)	<p>One FSM pupil has made good progress this year (reading 6 points, writing 6 points, maths 8 points) and is attaining in line with age related expectations in reading and writing (1B) and well above in maths (2B). One FSM pupil is also a LAC and has severe and complex SEN. She is attaining well below age related expectations and 1:1 support is being provided to support her needs. FSM pupil attainment gap is as follows:</p> <p>Reading = 3.7</p> <p>Writing = 4.7</p> <p>Maths = 3.3</p>
Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)	<p>FSM pupil is attaining in line with age related expectations in reading, writing and maths (2B). He has made good progress from his starting point with 6 points progress in reading, 4 points in writing and 7 points in maths.</p> <p>FSM pupil attainment gap is as follows:</p> <p>Reading = 1.2</p>

Writing = 2.4

Maths = 0.5

Year 3

5 FSM pupils are almost all attaining within age related expectations.

Reading:

80% of children are at ARE and have made 6 points progress. One pupil has made 2 points progress and is attaining 6 points below age related expectations. Additional intervention has been put into place.

Writing:

60% of FSM pupils are attaining at ARE and have made good progress (at least 4 points). Two FSM pupils have made 2 points progress and are well below ARE (4 points below and 6 points below). Therefore there is a significant gap for FSM children in writing. Closely monitored interventions are in place.

Maths:

80% of FSM pupils are attaining at ARE and have made good progress (at least 4 points). One pupil has made 4 points progress, however they are still attaining well below ARE (4 points below), therefore there is a significant gap. Interventions are in place for this pupil (1:1 maths daily).

FSM pupil attainment gap is as follows:

Reading = 1.4

Writing = 2.2

Maths = 2.4

Year 4

All three pupils have made good progress in reading and maths and are attaining at ARE. In writing, all pupils have made good progress (at least 4 points) as a result of interventions, however they are still attaining below age related expectations (two children are 4 points below ARE, one child is 2 points below). Therefore there is a significant gap for FSM children in writing. Interventions are in place to narrow the gap.

FSM pupil attainment gap is as follows:

Reading = 0.4



Writing = **3.4**

Maths =0.7

Year 5

All four pupils have made good progress in reading (at least 5 points) and are attaining in line with age related expectations. 3 out of 4 pupils have made good progress in maths and are attaining in line with ARE. One pupil with SEN SA+ has made only 1 point of progress and is attaining well below her peers (6 points below). She has had weekly 1:1 tuition and daily group intervention. In writing, pupils have made satisfactory progress (average 3 points). 3 out of 4 FSM pupils are attaining below ARE (2 points below).

FSM pupil attainment gap is as follows:

Reading = 0.7

Writing = **1.2**

Maths = **1.8**

Where are the gaps (other eligible groups)?

Group

Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions.

Looked after children

In year one there is a significant attainment gap for the one LAC.

Service children

NONE

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

Which priorities are not reflected in your school improvement plans?

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Additional teaching assistants (4)	£1246 £3777 £3021 £4294	New	20 minute daily interventions for pupils whose attainment is below ARE. See appendix	Structured learning intervention enables accelerated progress for FSM pupils to close the gap	Interventions are closely monitored by the DHT. TAs leading interventions provide learning evaluations each half term and suggest how to move	See separate results (appendix 2). Additional training is planned for teaching assistants to



			1 for further details.	between them and their peers.	forward. The progress of pupils participating in interventions is tracked separately and monitored each half term during pupil progress meetings. Interventions are observed by DHT/HT twice per year and impact evaluated. Success is evidenced through points progress made by pupils.	further improve the quality of interventions.
G&T writing group	£3931 (Teacher release time)	New	One afternoon per fortnight and 3 lunchtimes per week working on a school newspaper for G&T writing students, two afternoons per half term with teacher.	Two G&T FSM pupils have the opportunity to further develop their writing skills, writing for a real purpose.	DHT/HT monitor the effectiveness of the writing opportunities twice annually. FSM pupil interviews form monitoring evidence.	Very effective in providing extended writing opportunities for more able writers.
Mathletics Club	No cost	New	3 lunchtimes per week on mathletics online personalised maths learning.	FSM pupils who do not have access to home computers can complete online maths homework which prevents them being isolated from their peers and enables them the same opportunities as their peers.	HT/ DHT monitor progress made by pupils online in maths. FSM pupil interviews form monitoring evidence.	FSM pupils have enjoyed having the opportunity to access online learning in the same way as their peers. FSM pupils attending the club are attaining in line with their peers in maths.
Counselling	£2160	New	Two FSM children also under CP orders access counselling once per week with a qualified therapist.	FSM pupils whose lived experience involves neglect are provided with the opportunity to talk to a professional and process their emotions. This enables their	DHT liaises with counselling service to measure impact on children.	Both children have been able to process their complex emotions during counselling sessions and have appreciated having someone to talk through their experiences with.

				readiness for learning in the classroom more effectively.		
Nurture Group & Lunchtime club	£3399	New	Children who have social and emotional difficulties attend a structured lunchtime club where they participate in social activities under supervision. Children access nurture time twice per week to develop their social skills and emotional intelligence.	Children are able to form relationships effectively with others. They develop their emotional awareness through talk time and social skills through shared activities. Children have the opportunity to talk about themselves and their feelings.	DHT/HT monitor the impact of nurture time through observation and pupil interview. Teachers discuss the impact on pupils behaviour during pupil progress meetings.	Children with social and emotional difficulties have developed friendships with other children in the smaller and more structured environment. Children with behavioural difficulties are improving as a result of nurture time. To further improve this service we will provide nurture time every afternoon from September.
EIS	£7866 £3933 £1950	Continued	Support for pupils with SEN. 1:1 support for pupil with high level behavioural difficulties at risk of permanent exclusion. Weekly learning support groups for children with SEN.	SEN pupils are making good progress and the gap between their level of attainment and that of their peers is narrowed. Pupil is in school and has not been permanently excluded.	HT monitors the number of fixed term exclusions. DHT/HT monitor the progress of SEN pupils and compare this with the progress of their peers.	See appendix 3.