



# St. John's Primary School Pupil Premium Analysis

## Academic Year 2016 to 2017

### Summary of Funding for Financial Year April 2016 to April 2017

April 2016 to April 2017		
<i>(based on census data from January 2016)</i>		
	Number of Pupils	Funding per Pupil
FSM/Ever 6 pupils	38	£1320
Looked after pupils	3	£1900
Post looked after pupils	5	£1900
	<b>Total</b>	£65,360

### Data summary for July 2017

#### Early Years Foundation Stage Data

	% Children achieving at least Expected Level			% Children exceeding Early Learning Goals		
	All children (30)	Pupil Premium (3)	Non-Pupil Premium (27)	All children (30)	Pupil Premium (3)	Non-Pupil Premium (27)
Reading	87%	33%	93%	10%	0%	10%
Writing	87%	33%	93%	0%	0%	0%
Maths	90%	33%	96%	7%	0%	7%
<b>Overall GLD</b>	83%	33%	89%	24%	0%	26%



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### Year 1 2017 Phonics Screening Check Results

	All Pupils	Non Pupil Premium Results	Pupil Premium Results	2017 gap between pupil premium and non-pupil premium
% Achieving expected standard	93%	97%	50%	-47%

### Year 2 2017 End of KS1 SATs results – Attainment

Percentage of pupils achieving at least expected standard	Non Pupil Premium 2017 Results (33)	Pupil Premium 2017 Results – All disadvantaged Pupils (11)	2017 gap between pupil premium and non pupil premium
Reading	85%	64%	-21%
Writing	79%	54%	-25%
Maths	85%	64%	-21%

### Greater Depth

Percentage of pupils achieving greater depth	Non Pupil Premium 2017 Results	Pupil Premium 2017 Results – All disadvantaged Pupils	2017 gap between pupil premium and non pupil premium
Reading	27%	9%	-18%
Writing	24%	0%	-24%
Maths	27%	9%	-18%



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### Key Stage One Summary

- 50% of pupil premium children passed the phonics test at the end year one. There are only 4 pupil premium children in this cohort therefore this is not statistically significant. The two children who did not pass the test have complex special needs.
- The end of key stage one data shows that in reading and maths, there is a significant attainment gap between pupil premium and non-pupil premium children, with 20% more non pupil premium children attaining the expected standard.
- In writing, there is a significant attainment gap between pupil premium and non-pupil premium children, with 25% more non pupil premium children attaining the expected standard. Closing this gap will continue to be a priority for this cohort in the academic year 2017 to 2018, with 1:1 and small group support as appropriate.



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### Year 6 2017 End of KS2 SATs results - Attainment

	National Average (all pupils)	Non Pupil Premium 2017 Results (20)	Pupil Premium 2017 Results (7)	Disadvantaged National Average	2017 gap between pupil premium and non-pupil premium
Reading attainment expected standard +	71%	100%	86%	77%	-14%
Reading higher standard	29%	35%	29%	29%	-6%
Writing attainment expected standard +	76%	85%	71%	81%	-14%
Writing attainment higher standard	18%	35%	0%	21%	-35%
Maths attainment expected standard +	75%	95%	71%	80%	-24%
Maths attainment higher standard	27%	35%	0%	27%	-35%
Reading, writing & maths combined expected standard +	61%	90%	71%	67%	-19%
Reading, writing & maths combined high standard	11%	20%	0%	11%	-20%
English grammar, punctuation and spelling attainment scaled score 100+	77%	100%	86%	82%	-14%
English grammar, punctuation and spelling attainment high scaled score	9%	11%	0%	11%	-11%



# St. John's Primary School Pupil Premium Analysis

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### Key Stage Two Summary

- End of key stage two data shows that there is a slight gap in attainment between pupil premium and non pupil premium children at the expected standard in reading. However, only one pupil premium child did not achieve the expected standard (one child = 14%) and therefore this is not statistically significant. The school attainment for pupil premium children is significantly higher than the national average.
- Two pupil premium children did not achieve the expected standard in writing and maths by the end of key stage two, which has attributed to an attainment gap of 14%. The percentage of pupil premium children achieving the expected standard is also lower than the national average.
- 29% of pupil premium children achieved a higher attainment level in reading. However, there is a significant gap between pupil premium and non-pupil premium children achieving a higher standard in writing and maths at the end of key stage two. This will continue to be a focus for specific interventions for next academic year.



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### Attainment Gaps in Reading

#### Year 1 to Year 5 July 2017

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap
Year 1	23.3	24	-0.7
Year 2	26.5	27	-0.5
Year 3	28.8	28.5	+0.3
Year 4	32.5	33	-0.5
Year 5	36	36	0

### Attainment Gaps in Writing

#### Year 1 to Year 5 July 2017

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap
Year 1	23.1	24	-0.9
Year 2	26.5	27	-0.5
Year 3	28.6	28	+0.6
Year 4	31.9	32	-0.1
Year 5	35.6	35	+0.6

### Attainment Gaps in Maths

#### Year 1 to Year 5 July 2017

	Average Points score Pupil premium children	Average Points score non-pupil premium children	Attainment Gap
Year 1	23.4	24	-0.6
Year 2	26.5	27	-0.5
Year 3	28.1	28	-0.1
Year 4	32.3	33	-0.7
Year 5	36	36	0



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### Summary

- Over time, the progress of pupil premium children is broadly in line with that of non pupil premium children.
- There are no significant gaps between the attainment of pupil premium and non pupil premium children in any year groups for reading, writing and maths.

### Planning and Evaluation of Funding

Pupil Premium used for:	Amount allocated to the intervention / action	Is this a new or continued cost?	Summary of the intervention	Intended outcomes	Monitoring	Impact
1:1 and small group interventions for learning.	£51,725	Continued	1:1 or small group 20 minute daily interventions for pupils whose attainment is below ARE.	Structured learning intervention enables accelerated progress for pupil premium children to close the attainment gap.	Interventions are closely monitored by the DHT and SENDCO. TAs leading interventions provide learning evaluations each half term. 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.	See results charts above.
Nurture group	£13,390	Continued	Children who have social and emotional difficulties attend a structured programme of nurture every afternoon. This is led by 2 trained professionals.	Children are able to develop their emotional awareness through a range of carefully planned and scaffolded activities. Their capacity to engage in classroom learning is therefore greatly increased.	SENDCO closely monitors the impact of nurture provision through use of the Boxhall Profile. Where this is not having a significant impact on the child and their progress within the classroom, nurture provision may be considered inappropriate and other interventions considered.	Progress data indicates that the large majority of children who attended nurture group this year have made accelerated progress in their learning, as well as substantially developing their social and emotional skills.



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<b>Enrichment activities</b>	£964	New	Additional enrichment for more able pupil premium children including 1:1 music tuition, sports clubs such as gymnastics and swimming, attendance at brownies and guides and science club.	Children are provided with opportunities which they may not otherwise have access to. Increased levels of confidence and engagement in the classroom.	DHT monitored the impact of the additional activities through monitoring the well being of children in pupil interviews. DHT monitored the engagement of children during lessons to ascertain impact of additional activities on confidence, resilience and concentration.	All children who accessed additional activities showed an increase in their general confidence and self esteem. They focused well in the classroom and teachers felt the enrichment activities had a positive impact on their learning in the classroom.
<b>Counselling</b>	£3,200	Continued	Professional 1:1 counselling once per week for 30 minutes.	Children are provided with the opportunity to talk to a professional and process their emotions. This enables their readiness for learning in the classroom more effectively.	DHT and HT liaise with the school counsellor every week to discuss the impact on children. Children currently accessing counselling, as with all pupil premium children, are closely monitored in terms of progress and attainment every half term.	Counselling has had a very positive impact on pupil premium children, enabling them to effectively process their emotions and therefore demonstrate a readiness for learning in the classroom.
<b>Breakfast Club</b>	£737.50	New	Pupil premium children have the opportunity to attend breakfast club.	To ensure children have had a nutritious breakfast and thus increase their readiness for learning in the classroom. To reduce the number of late registrations for pupil premium children.	DHT monitors the attendance and lateness of pupil premium children. Observations in the classroom to ascertain the engagement of pupil premium children in their learning during the morning sessions.	Classroom observations showed increased concentration of pupil premium children attending breakfast club. The percentage of pupil premium children arriving late for school decreased.



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### Priorities for future funding

- Although there are no significant gaps in progress or attainment between pupil premium and non pupil premium children in years 1 to 5, a very small minority of pupil premium children are not achieving the expected standard in phonics at the end of year one. 1:1 phonics and reading intervention support for pupil premium children will continue to be a focus for both reception and year one children.
- The 2017 end of key stage one data shows that there is a significant gap between the attainment of pupil premium and non pupil premium children. Effective interventions through both 1:1 and small groups for pupil premium children in years one and two will continue to be a priority for the next academic year. This will be monitored closely.
- The end of key stage two data for reading shows the positive impact of 1:1 reading interventions for pupil premium children during this academic year, with more pupil premium children achieving a higher standard. However, there continues to be a significant gap between the percentage of pupil premium children and non pupil premium children achieving a higher standard in maths and writing. Therefore interventions in key stage two will focus on effectively challenging the more able pupil premium children in maths and writing.
- Within the group of pupil premium children, the group making the least progress and not achieving their end of phase expected standard are post looked after children with complex special needs. Nurture provision for these children will continue to form a focus for the next academic year, along with memory and retention small group work. This will be closely monitored using the Boxhall Profile. These children will also continue to access 1:1 support in the classroom.
- Counselling will continue to form a key funding priority throughout school for pupil premium children.