

Pupil Premium Grant Report 2016-2017

Principles of Pupil Premium Strategy

The [Pupil Premium Grant](#) is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to children who are looked after by the local authority and/or who have been eligible for Free School Meals at any point in the last 6 years (known as ever 6). It is also allocated to children of service personnel.

Overview of School and PPG Allocation

| Number of pupils and pupil premium grant (PPG) allocated for 2016-2017 | |
|------------------------------------------------------------------------|-------|
| Total number of pupils on roll | 446 |
| Total number of pupils eligible for PPG | 155 |
| Percentage pupils eligible for PPG | 35% |
| Amount of PPG per pupil | £1320 |

High quality first teaching is our primary aim.

Initially, funding will be spent on ensuring that all pupils will, over time, achieve at least age related expectations, thus closing the gap between their attainment and that of their peers within school and nationally.

Pupil Premium Grant funding will be used to provide provision for:

- Targeted teaching and learning opportunities with specialist teachers within class and beyond
- Group work for groups of identified pupils with an experienced teacher to close gaps in learning
- 1 to 1 support where deemed most effective
- Further opportunities to liaise with parents and carers
- Acquiring effective materials aimed at raising standards in Reading, Writing, and Maths
- Providing opportunities for More Able Pupils to achieve as well as their counterparts Nationally
- Ensuring high levels of attendance, behaviour and skills for life

How do we decide how to spend the PP Grant?

- Research into best practise using guidance from the EEF (Education Endowment fund) has shown interventions using metacognition, feedback, mastery approach and collaboration to be the most successful
- Research into best practise at other schools in local area, outstanding schools and recommended schools
- Data analysis of our pupils
- Knowledge of the local community and needs
- Knowledge of own staff strengths

Funding will be used to address barriers to learning. These include:

- 98% of pupils from minority ethnic groups
- 89% of pupils don't have English as their first language
- High proportion of vulnerable pupils
- School Deprivation Factor higher than national

- Low levels of parental involvement
- Disadvantaged pupils' attendance is lower across the school than non-disadvantaged.
- Across all subjects at KS2 last year, disadvantaged pupils performed, on average, worse than their non-disadvantaged peers.

What do we spend our PP grant money on?

- PP money is given to **close the gap** so all money spent is designed to achieve this aim
- The majority is spent on staffing (PP Lead, Booster teachers, experienced staff teaching Y6, attendance and Home school links, Breakfast club etc)
- Purchase of resources to ensure PP pupils get access to same access to educational material as peers (IXL, Reading eggs, first news iHub)
- Also opportunities for enhanced learning across the curriculum through **collaboration** and **targeted individual support** where necessary (homework club, one to one tuition, MAP projects)

What are the intended outcomes of our spending?

- PP pupils receive **High Quality First teaching** and additional support if needed
- PP pupils at ARE in English and Maths
- PP pupils make accelerated progress to achieve this aim
- PP pupils are engaged in own learning (**metacognition**) and receive adequate **feedback** to make good progress

Data Analysis

Year 6 End of Key Stage 2 Assessments (SATs)

| YEAR 6 SATS - All | | | | | | |
|-------------------|---------------------------------------|---------------------------|---------------------------|------------------------------------|--------------------|------------------------------|
| Subject | Level/Stage | Academy Results 2015-2016 | Academy Results 2016-2017 | Difference from 16 to 17 In school | National 2016-2017 | Difference between AC and NA |
| Reading | Children Achieving expected/exceeding | 62% (21%) | 71% (22%) | 9% (1%) | 71% | = |
| Writing | Children Achieving expected/exceeding | 76% (19%) | 89% (32%) | 13% (13%) | 76% | 13% |
| Maths | Children Achieving expected/exceeding | 87% (26%) | 81% (26%) | -6% (=) | 75% | 6% |
| SPAG | Children Achieving expected/exceeding | 84% (27%) | 91% (51%) | 7% (24%) | 77% | 14% |

| YEAR 6 SATS - Disadvantaged | | | | | | |
|-----------------------------|---------------------------------------|---------------------------|---------------------------|------------|--------------------|----------------------------------|
| Subject | Level/Stage | Academy Results 2015-2016 | Academy Results 2016-2017 | Difference | National 2015-2016 | Difference between AC and NA all |
| Reading | Children Achieving expected/exceeding | 56% (12%) | 63% (20%) | 7% (8%) | 71% | -8% |
| Writing | Children Achieving expected/exceeding | 68% (3%) | 83% (31%) | 15% (28%) | 76% | 7% |
| Maths | Children Achieving expected/exceeding | 88% (21%) | 71% (14%) | -17% (-7%) | 75% | -4% |
| SPAG | Children Achieving expected/exceeding | 79% (21%) | 83% (51%) | 4% (30%) | 77% | 6% |

| | Non-Disadvantaged | | Disadvantaged | | Difference | |
|---------|-------------------|------|---------------|------|------------|------|
| | ARE | ARE+ | ARE | ARE+ | ARE | ARE+ |
| Reading | 76% | 24% | 63% | 20% | -13% | -4% |
| Writing | 93% | 33% | 83% | 31% | -10% | -2% |
| Maths | 87% | 33% | 71% | 14% | -16% | -19% |
| SPAG | 96% | 51% | 83% | 51% | -13% | 0% |

| | PP at ARE | National All at ARE | Difference |
|---------|-----------|---------------------|------------|
| Reading | 63% | 71% | -8% |
| Writing | 83% | 76% | +7% |
| Maths | 71% | 75% | -4% |
| SPAG | 83% | 77% | +6% |

Summary

The 2017 end of Key Stage 2 results shows significant gaps between disadvantaged and non-disadvantaged pupils. These gaps are smallest for higher-achieving pupils in English and largest in Maths.

Compared to the National averages, disadvantages pupils are performed reasonably well. In writing TA and in SPAG tests, the percentage of PP pupils achieving ARE is higher than the National Average. Although the gap within our own school between PP and Non-PP in Maths is large, due to the high achievement of the school compared to national, the percentage of disadvantaged pupils achieving ARE in Maths is only 4% lower than the National Average.

| Reading | Diff in Attainment for PP compared to Non-PP | | Diff in Progress for PP compared to Non-PP | |
|----------------|----------------------------------------------|--------|--------------------------------------------|--------------|
| | % At ARE | % ARE+ | % Expected | % Expected + |
| Reading Low | 0% | +17% | 0% | +17% |
| Reading Middle | -25% | -8% | -3% | -3% |
| Reading High | 0% | -17% | +3% | +2% |

A small number of PP pupils achieved highly and made good progress compared to non-PP. Overall PP children performed less well, particularly the Middle achieving pupils from KS1. Generally progress of PP pupils from KS1 is comparable to non-PP.

| Writing | Diff in Attainment for PP compared to Non-PP | | Diff in Progress for PP compared to Non-PP | |
|----------------|----------------------------------------------|--------|--------------------------------------------|--------------|
| | % At ARE | % ARE+ | % Expected | % Expected + |
| Writing Low | -10% | 0%* | +30% | +30% |
| Writing Middle | -6% | +8% | -4% | -4% |
| Writing High | 0% | 0% | 0% | 0% |

Generally, PP pupils have made comparable attainment and progress from KS1 in writing to non-PP. Low achieving PP pupils in particular have made good progress compared to non-PP.

| Maths | Diff in Attainment for PP compared to Non-PP | | Diff in Progress for PP compared to Non-PP | |
|--------------|----------------------------------------------|--------|--------------------------------------------|--------------|
| | % At ARE | % ARE+ | % Expected | % Expected + |
| Maths Low | 0%* | 0%* | +25% | +25% |
| Maths Middle | -10% | -11% | -6% | -10% |
| Maths High | -14% | -31% | -10% | -10% |

With the exception of PP pupils who were low-achieving at KS1, generally PP pupils have underachieved in Maths compared to their non-PP peers.

| Grammar, Punctuation and Spelling | Diff in Attainment for PP compared to Non-PP | |
|-----------------------------------|----------------------------------------------|--------|
| | % At ARE | % ARE+ |
| Writing Low | -60% | 0%* |
| Writing Middle | -8% | -11% |
| Writing High | 0% | 0% |

Generally PP pupils have performed in line with non-PP pupils based on their KS1 writing attainment. A small number of low-achieving PP pupils under-achieved compared to non-PP.

In School Attainment based on Teacher Assessment

Tables showing the differences in the gaps between disadvantaged and non-disadvantaged pupils from Summer 2016 to Summer 2017.

| Attainment | Sum 2 17 ARE or ARE+ | Sum 2 17 ARE+ | Spring 2 17 ARE or ARE+ | Spring 2 17 ARE+ | Summer 16 ARE or ARE + | Summer 16 ARE+ | Difference in gap for ARE or ARE+ From Sum 16 to Sum 17 | Difference in gap for ARE+ From Sum 16 to Sum 17 | |
|------------------|----------------------|---------------|-------------------------|------------------|------------------------|----------------|---------------------------------------------------------|--------------------------------------------------|------|
| 2016 Cohort (Y3) | Reading | -18% | -23% | 0% | -3% | -4% | -6% | -14% | -17% |
| | Writing | -20% | -3% | -6% | -6% | -8% | -6% | -12% | +3% |
| | Maths | -18% | -1% | -15% | 0%* | -13% | -8% | -5% | +7% |
| 2015 Cohort (Y4) | Reading | -7% | 3% | 9% | 4% | -11% | -10% | +4% | +13% |
| | Writing | -15% | 4% | -7% | 0%* | -18% | -11% | +3% | +15% |
| | Maths | 0% | 1% | 3% | 4% | -12% | -4% | +12% | +5% |
| 2014 Cohort (Y5) | Reading | 4% | -12% | 7% | -2% | -1% | -1% | +5% | -11% |
| | Writing | -4% | -5% | 3% | -2% | -1% | -3% | -3% | -2% |
| | Maths | -4% | -8% | 10% | -2% | 10% | -13% | -14% | +5% |
| 2013 Cohort (Y6) | Reading | -18% | 2% | -12% | 0%* | 3% | 0%* | -21% | +2% |
| | Writing | -10% | 2% | -5% | 0%* | -6% | 0%* | -4% | +2% |
| | Maths | -24% | -19% | -8% | 4% | -9% | -1% | -15% | -18% |

*0% difference shows due to zero children in this category.

| Progress From KS1 | | Sum 2 17 At least Expected | Sum 2 17 More than Expected | Spring 2 17 At least Expected | Spring 2 17 More than Expected | Summer 16 At least Expected | Summer 16 More than Expected | Difference in gap for At Least Expected From Sum 16 to Sum 17 | Difference in gap for More than Expected From Sum 16 to Sum 17 |
|-------------------|---------|----------------------------|-----------------------------|-------------------------------|--------------------------------|-----------------------------|------------------------------|---------------------------------------------------------------|----------------------------------------------------------------|
| 2016 Cohort (Y3) | Reading | 5% | -3% | 6% | 2% | | | | |
| | Writing | -5% | 1% | 6% | -7% | | | | |
| | Maths | -7% | 5% | -4% | 0% | | | | |
| 2015 Cohort (Y4) | Reading | 21% | 19% | 7% | 14% | 14% | 17% | +7% | +2% |
| | Writing | 5% | 19% | 6% | 16% | 1% | 2% | +4% | +17% |
| | Maths | 4% | -4% | -4% | 4% | 7% | 8% | -3% | -12% |
| 2014 Cohort (Y5) | Reading | -1% | -12% | 4% | 0% | -8% | -13% | +7% | +1% |
| | Writing | 3% | 0% | 2% | 3% | 8% | 5% | -5% | -5% |
| | Maths | -5% | 5% | -4% | -1% | -8% | 0% | +3% | +5% |
| 2013 Cohort (Y6) | Reading | -4% | 6% | -4% | 7% | -6% | -6% | +2% | +12% |
| | Writing | 3% | 4% | -5% | 4% | -1% | -1% | +4% | +5% |
| | Maths | -14% | 13% | -4% | 1% | 0% | 10% | -14% | +3% |

Year 3 – Summary

- Large gaps have opened up in attainment for Reading, Writing and Maths.
- There are smaller gaps for children achieving about ARE in Writing and Maths; these gaps have closed since KS1.
- Gaps for progress since KS1 are not significant.

Year 4 – Summary

- Significant gap remains in attainment for Writing; however, this has closed since last year.
- In all attainment areas gaps have closed. Gaps have improved significantly in some areas, particularly pupils at ARE in Maths and pupils who achieving are above ARE in English.
- The progress of PP pupils since KS1 is better than for non-PP in all areas (except for pupils making more than expected progress in Maths) and significantly so in most areas.
- Gaps in progress have improved since last year in English.

Year 5 – Summary

- Gaps in attainment are not significant, except for pupils at greater depth for attainment in Reading.
- Gaps have remained broadly similar to the end of last year. However, the gaps have opened up more significantly for pupils at greater depth in reading and pupils achieving ARE in Maths.
- For progress from KS1, gaps have closed compared to last year. The difference for PP compared to non-PP for Writing is less than last year; however, progress is still better for PP than non-PP. In Maths, the gaps have closed since last year.

Year 6 – Summary

- Significant gaps have opened up in attainment for all areas except pupils at greater depth for Reading and Writing.
- For progress since KS1, gaps have improved in all areas except for pupils making expected progress in Maths.

Pupil Premium Review Headlines

On 5th May 2017, Godolphin Junior had a Pupil Premium Strategy Review by Marc Rowland, Deputy Director of the National Education Trust. The review involved discussions with senior leaders, teachers, support staff and pupils. There was also a series of classroom visits, intervention observations and a look at the books of disadvantaged pupils.

This is a summary of his findings:

- The school has a holistic but forensic approach to tackling educational disadvantage. The strategy focuses on teaching and learning, behaviour, standards, attitudes, relationships, parents and families and enrichment. The focus is on strategies that will meet the needs of disadvantaged pupils at Godolphin School.
- Pupils are polite, friendly and confident. They have a strong disposition towards learning and are content to be challenged. High expectations have created resilient learners.
- There is a commitment to excellence for all. High expectations are modelled in books, in classrooms, in discussions. There was no culture of blaming outside factors for pupil achievement. Any grouping of pupils is flexible and fluid.
- The school's Pupil Premium strategy is strong. It focuses on quality first teaching and targets gaps in learning. Where intervention is used, clearer SMART targets should be used to further improve quality and impact evaluation.
- Improving the language of disadvantaged pupils at the school is rightly a focus. The focus was a feature of lessons and other activities.
- Marking and feedback modelled very high expectations. Pupils read and responded to feedback.
- The school works very well with parents of disadvantaged pupils. There are a number of examples of the school 'going the extra mile', particularly in relation to travel. Staff demonstrated very positive views of parents.
- Godolphin school is a very good school to go to for disadvantaged pupils. There is a collective relentless about the school's approach.

Project Overview and Impact

| Item/Project | Objective | Impact |
|-----------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Pupil Premium Teacher | To support the learning of Pupil Premium Pupils across the school where the need is identified either through small group interventions or by working alongside the class teachers in class. | Supported pupils have shown steady improvement and led to the closing of some gaps. |
| Attendance officer | To ensure PPG pupils' attendance % is above 97%. | PP pupils attendance broadly in line with non PP pupils. PP pupils 95.1% Non-PP Pupils 96.0% |

| | | |
|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Contribution to school trips/afterschool clubs and school uniform | To enable Pupils to participate and to provide families financial support | Pupils have had opportunities they otherwise wouldn't have been able to access. All PP pupils in correct uniform |
| Leadership of phonics and training to deliver phonics to the lowest readers | To support the reading of less able readers in time specific interventions run by fully trained and experienced teachers both before and during school and during lunchtime. To support parents to support their child in reading through morning reading sessions with children and family members. | PP pupils supported to access curriculum through phonics input |
| Breakfast Club and Active Lifestyle | To ensure pupils attend school nourished and ready to learn, improving fitness, attendance and punctuality, reading, maths and fine motor skills | PP pupils receiving breakfast where necessary. Fitness gains for PP pupils unable to attend afterschool clubs for financial reasons |
| E-Learning | To ensure pupils have access to computers to complete homework and personalised learning. Specifically targeting pupils needs in Maths and English | Access to computers to practise key Maths and English skills |
| Library open before and after school | To provide a quiet space to read before and after school. To provide access to books, computers and facilities for research | PP pupils given access to computers and books before school |
| Home School Links and Parent classes | To support parents and provide support in the community to further develop parents' knowledge and ability to support their child's learning. | Parents supported to help their children learn better |
| Counselling sessions and nurture groups | To meet the social and emotional needs of pupils, understanding of mental health needs of vulnerable pupils | Pupils ready to learn with barriers to learning removed |
| Reading buddies | To ensure pupils have dedicated individual to read to and discuss books with | Children with less likelihood of having parental support given buddy to listen |
| Behaviour support | To support the learning behaviours for children with challenges in this area, including running Spectrum Club and to raise the attainment for these pupils. | Incidences of poor behaviour reduced |

| | | |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| | | |
| Homework Club/Power Hour | To raise the attainment for PPG pupils by providing a supportive environment to complete homework and consolidate class learning. | Pupils able to spend time completing homework at school |
| Bright Sparks Tuition | External tuition company to support the learning of all PP pupils in year 6 through boosters groups covering key English and Maths objectives in February half-term and Easter holidays. | End of KS2 results for PP pupils either above or in-line with National Averages. |
| Sunday School | PP pupils attending Sunday boosters classes from February – May to reinforce class learning and to prepare for SATS | End of KS2 results for PP pupils either above or in-line with National Averages. |
| Before and After school Groups | Groups with teachers focusing on reinforcing key objectives for English and Maths | Impact shown as measured against the targets set for the groups. |