



Courtney Primary School Pupil Premium Review of Spending 2016-17

Number of pupils qualifying for the Pupil Premium Grant in each year group (October 2017): 44

BARRIER TO LEARNING	RESOURCE AND PROPORTION OF PUPIL PREMIUM	ALLOCATION	IMPACT																																										
<p>Sometimes Pupil Premium children are passive learners which results in less engagement in the curriculum</p> <p>The parents of Pupil Premium children sometimes do not feel that they can support their children's learning</p>	<ul style="list-style-type: none">• 'Learning to learn' project-launch, monitoring, review (release for PSHE leader) and resources• Release time for Pupil Premium Champion (Deputy Headteacher) once a week to assess and monitor the teaching and learning of pupils entitled to Pupil Premium (this is vital so that the resources are well directed)• Networking opportunities for Pupil Premium Team (Headteacher, Deputy Headteacher, Family Link Leader)• Release time for Pupil Progress Meetings• Creche facility for curriculum evenings	<p>£750</p> <p>£9090</p> <p>£3939</p> <p>£3232</p> <p>£1000</p>	<ul style="list-style-type: none">• 'Learning to learn' implemented into school. Pupil voice able to identify these but not necessarily use the relevant skills. Behaviour policy overhauled to celebrate those using 'learning to learn skills' and clearer sanctions put into place for those who are not using them. 87% of pupils felt that the behaviour policy had improved behaviour, including in the classroom and in the playground. In the comments section of said survey few could identify how to improve their learning. 'Learning to learn' to be relaunched in 2017/18, alongside a new PSHE SOW.• In January 2017 OFSTED commented that 'Disadvantaged pupils, including the most able of them, now make stronger progress because of targeted support.' <p>Outcomes of Pupil Premium Pupils</p> <p>Outcomes were generally more positive than the previously year</p> <ul style="list-style-type: none">• EYFS 25% of PP children achieved a good level of development in 2017, compared to 0% in 2016. 50% of PP reached the required standard in reading, 25% in writing and 75% in number, all up from 0% in 2016. These scores were weaker than non PP children.• Y1 Phonics No PP children passed the phonics screener in 2017 but both of these children were on the SEN register.• Y2 100% of PP children passed the phonics retake screener in 2017, compared to 40% in 2016.• KS1 attainment Scores were mixed as 83% of the PP cohort in this year group have special educational needs. Reading showed some improvement since 2016 but not writing or maths when considering children working at the expected standard. These were lower than their non PP peers. <table><tr><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Maths</th></tr><tr><th>2017</th><th>2016</th><th>2017</th><th>2016</th><th>2017</th><th>2016</th></tr><tr><td>67%</td><td>54%</td><td>17%</td><td>46%</td><td>33%</td><td>69%</td></tr></table> <ul style="list-style-type: none">• KS2 The Pupil premium pupils achieved better attainment when considering the proportions working at the expected standard compared to the previous year and were stronger than their non-Pupil Premium peers in maths and the combined scores. <table><tr><th></th><th>2017</th><th>2016</th><th>All children 2017</th></tr><tr><td>Reading</td><td>62.5%</td><td>55%</td><td>65.4%</td></tr><tr><td>Writing</td><td>75%</td><td>45%</td><td>84.6%</td></tr><tr><td>Spelling, grammar and punctuation</td><td>62.5%</td><td>55%</td><td>69.2%</td></tr><tr><td>Maths</td><td>75%</td><td>45%</td><td>57.7%</td></tr><tr><td>Combined Reading, Writing and Maths</td><td>62.5%</td><td>18%</td><td>42.3%</td></tr></table> <ul style="list-style-type: none">• PP pupils made better progress than their non PP children by the end of KS2 in reading and maths. These are all an improvement on 2016, although the improvement in maths is slight.	Reading		Writing		Maths		2017	2016	2017	2016	2017	2016	67%	54%	17%	46%	33%	69%		2017	2016	All children 2017	Reading	62.5%	55%	65.4%	Writing	75%	45%	84.6%	Spelling, grammar and punctuation	62.5%	55%	69.2%	Maths	75%	45%	57.7%	Combined Reading, Writing and Maths	62.5%	18%	42.3%
Reading		Writing		Maths																																									
2017	2016	2017	2016	2017	2016																																								
67%	54%	17%	46%	33%	69%																																								
	2017	2016	All children 2017																																										
Reading	62.5%	55%	65.4%																																										
Writing	75%	45%	84.6%																																										
Spelling, grammar and punctuation	62.5%	55%	69.2%																																										
Maths	75%	45%	57.7%																																										
Combined Reading, Writing and Maths	62.5%	18%	42.3%																																										

			<table><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>Pupil Premium</td><td>2.7 (Top 25% nationally)</td><td>1.6 (Top 25% nationally)</td><td>-1.1 (15% below middle nationally)</td></tr><tr><td>Non Premium</td><td>0.2</td><td>2.5</td><td>-.1.4</td></tr></table> <ul style="list-style-type: none">By the end of the year there was pleasing progress from individuals, especially by the end of Key Stage 2. There was some ‘slippage’ in different year groups when considering the children’s starting points from the previous year. These includes some children who moved to Courtney and were ‘off track’ (Reading 2 children, Writing 2 children, Maths children). <p>Proportion of PP ‘on track’ compared to their starting points (all children)</p> <table><tr><th>Reading</th><th>Writing</th><th>Maths</th></tr><tr><td>86% (7)</td><td>92% (4)</td><td>72% (14)</td></tr></table> <ul style="list-style-type: none">In years 2-5 our internal data shows that in reading the Pupil Premium children made better progress than their non-pupil premium peers in reading, similar progress between pupil premium and non-pupil premium in writing but the maths progress scores were generally weaker than non-pupil premium in maths, except for one class.Pupil premium has been on the agenda at each Governors’ meeting so that that the Pupil Premium could be held to account. Additionally, the Pupil Premium champion and Governor have met to regularly review and plan next steps.Curriculum evenings were poorly attended by Pupil Premium parents. The proportions attending termly ‘wow’ events during the days was better and sometimes better than the non-pupil premium parents.		Reading	Writing	Maths	Pupil Premium	2.7 (Top 25% nationally)	1.6 (Top 25% nationally)	-1.1 (15% below middle nationally)	Non Premium	0.2	2.5	-.1.4	Reading	Writing	Maths	86% (7)	92% (4)	72% (14)
	Reading	Writing	Maths																		
Pupil Premium	2.7 (Top 25% nationally)	1.6 (Top 25% nationally)	-1.1 (15% below middle nationally)																		
Non Premium	0.2	2.5	-.1.4																		
Reading	Writing	Maths																			
86% (7)	92% (4)	72% (14)																			
Sometimes children’s development is delayed in the years before they go to school so they need help to catch up with core skills before they go to school so they need help to catch up with core skills	<ul style="list-style-type: none">Wellcom language screenerPurchase of independent Speech and Language TherapistLanguage interventionsReading Assistant timeY6 BoosterHomework club (Y1-3 and Y4-6)Termly mentoring and action planning with teacher/TAAccess to Family Link Leader	<p>£300</p> <p>£2348</p> <p>£2750</p> <p>£15663</p> <p>£783</p> <p>£1500</p> <p>£1515</p>	<ul style="list-style-type: none">All children that the Welcom screener highlighted an issue has been assessed by the speech and language therapist. One PP children has had an intensive course of support and one PP child has his targets regularly updated and his TA is supported with resources to aid with this.Fortnightly visits from our independent speech and language therapist has led to continued progress for those who need her support. Positive feedback has been received from teaching assistants and teachers in the CPD that the speech and language therapist is able to offer regarding specific needs, actions and resources. 47 contacts were met with children during the course of the year. SMART targets of 2-3 per child were set during the course of the year and 85% were met or partially met.See above for reading data at the end of KS1 and KS2. All attainment data has seen improvement since 2016, except for the Y1 phonics screener, for reasons explained above.PPP progress data for reading in Y2-Y5 was stronger than their non PP peers <table><tr><th></th><th>PP</th><th>Non PP</th></tr><tr><td>Y2</td><td>1.05</td><td>1.03</td></tr><tr><td>Y3</td><td>1.01</td><td>1.01</td></tr><tr><td>Y4</td><td>0.99</td><td>0.97</td></tr><tr><td>Y5</td><td>1.09</td><td>1.07</td></tr></table>		PP	Non PP	Y2	1.05	1.03	Y3	1.01	1.01	Y4	0.99	0.97	Y5	1.09	1.07			
	PP	Non PP																			
Y2	1.05	1.03																			
Y3	1.01	1.01																			
Y4	0.99	0.97																			
Y5	1.09	1.07																			

	<ul style="list-style-type: none">Sand Tray therapyPastoral support for pupil premium support at lunchtime	<p>£9090</p> <p>£2196</p> <p>£2525</p>	<ul style="list-style-type: none">All vulnerable PP children received termly mentoring and action planning with their teacher. As a result of PP external reviews by the authority, it was decided to use the 'thriving in school' hexagon as a means of action planning to accelerate progress, alongside academic dataTwo PP children received sand tray therapy and achieved the targets set at the beginning of the workPupil voice in June indicated that a significant number of children (17%) particularly in y5/6) did not feel happy in school. When probed further, this was as a result of lunchtime behaviours. Next year's focus will be on pinpoint exactly the root of this issue and using the pastoral support to engage more PP children in purposefully play.						
Sometimes children's attendance at school is poorer than their peers which results in lack of continuity in provision and gaps in learning	First day phone calls Termly information to parents detailing attendance and impact Fortnightly meeting of attendance team- Education Welfare Officer, Headteacher, Admin assistant, Family Link) Follow up visits and attendance meeting with parents as situation demands	<p>£3535</p>	<ul style="list-style-type: none">PP attendance increased from 94.28% in 2016 to 95.1% (or 95.6% with child who has a long term illness taken out)10% of PP children had broken weeks, down from 14% in 2015-16.						
Due to circumstances beyond their control, some children do not have the financial resources to provide school uniform; this can result in less engagement in learning	All FSM starting school receive a 'starter' pack of uniform. Any current FSM child (and therefore Pupil Premium) in Y1-6 received a £10 allowance towards school uniform,	<p>£600</p>	<ul style="list-style-type: none">Children who met this criteria were offered a starter pack (4 children)Additionally, four children in Y1-Y6 received an allowance of £10 towards school uniformAll pupil premium had appropriate school uniform						
Due to circumstances beyond their control, some children do not have opportunities to engage in wider extra-curricular activities; this can result in less engagement in school	Trips subsidy for Pupil Premium children presently in receipt of FSM for two trips a year Free extra-curricular after school clubs	<p>£900</p> <p>£3884</p>	<ul style="list-style-type: none">43% of FSM register in 2016/17 has accessed their trip subsidy for the year.This was mainly in terms 3 &4. <p>The uptake in After School clubs was as follows: (% of PP children)</p> <table><tr><td>T1/2</td><td>53%</td></tr><tr><td>T3/4</td><td>63%</td></tr><tr><td>T5/6</td><td>48%</td></tr></table> <p>There were more PP children in KS2 that accessed clubs than in KS1</p>	T1/2	53%	T3/4	63%	T5/6	48%
T1/2	53%								
T3/4	63%								
T5/6	48%								

Due to lack of child care, opportunities are lost for parents of Pupil Premium children to engage with employment opportunities and gain economic prosperity	Temporary subsidy to wrap around care- breakfast and after school	£6000	<div>The table below shows the cumulative total of PP children accessing breakfast or after school club.</div> <table><tr><td>T1/2</td><td>13 (27%)</td></tr><tr><td>T3/4</td><td>20 (41%)</td></tr><tr><td>T5/6</td><td>28 (57%)</td></tr><tr><td></td><td></td></tr></table>	T1/2	13 (27%)	T3/4	20 (41%)	T5/6	28 (57%)		
T1/2	13 (27%)										
T3/4	20 (41%)										
T5/6	28 (57%)										