



Pupil Premium Grant Report 2016/17

The Pupil Premium is funding that is allocated to schools for pupils from low income families who are known to be eligible for free school meals or have been eligible for free school meals at any time over the previous 6 years. Schools are able to use this funding as they see fit but are required to report on how the money is spent.

The national trend is that pupils who are eligible for free school meals have lower achievement than those who are not eligible. The Pupil Premium Grant is to be used to help narrow this gap.

At Colham Manor Primary School, we believe that all pupils should be supported to achieve their potential. We are committed to using the resources made available to us to help achieve the best outcomes for all learners. In 2016/17, 41% of our pupils were eligible for Pupil Premium Grant Funding. This was considerably higher than the National Average.

Our Pupil Premium allocation was £335,184.

Principles informing the use of the PPG

- School provision should meet the needs of all learners.
- A range of factors can be used to categorise pupils as being socially disadvantaged, including those that are eligible for free school meals or have been eligible for free school meals at any time over the last 6 years (PPG) and looked after children (LAC).
- Pupils eligible for free school meals sometime can have other factors that can be a barrier to learning (e.g. special educational needs).
- The school will strive to ensure that vulnerable and disadvantaged pupils have their needs quickly identified and addressed.
- The Pupil Premium Grant (PPG) will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of Pupil Premium interventions at any one time.
- A high priority focus for spending of the PPG will relate to securing the best rates of progress for vulnerable and disadvantaged pupils.

Pupil Premium Grant Expenditure 2016/17

Part 1

Pupil Profile

Figures as of May 2017	Number	%
Pupils on Role (not including Nursery)	579	-
Pupils eligible for PPG	237	41%
Number of pupils classified as LAC	6	1%
Total amount of PPG received	£335,184	

Breakdown by year group

Year Group	Number of Pupils	Pupils entitled to PPG	
		Number	%
Reception	83	25	30%
Year 1	84	30	36%
Year 2	80	27	34%
Year 3	80	32	40%
Year 4	83	40	48%
Year 5	83	35	42%
Year 6	86	48	56%

It is worth noting that it has been very difficult to identify PPG pupils due to all EYFS and KS1 pupils being entitled to universal FSM. Despite considerable work and many initiatives tried by the school, few pupils in the EYFS have registered as being entitled to PPG.

Part 2

PPG received £335,184.

Spending of PPG 16/17

Spending of the Pupil Premium 16/17 included:

- Bursary of £75 per pupil entitled to PPG. Parents could spend £75 on items through school that will support their child's education.
- Engagement in a 'Closing the Gap' style programme modelled on that previously facilitated by Challenge Partners. This programme provided additional intensive support for 15 year 5 and 15 year 6 PPG pupils. An Assistant Headteacher was part of a working party of Challenge Partner professionals creating a more bespoke version of the 'Challenge the Gap' programme.
- Funding to provide additional speech and language support in EYFS. This has been carried out as a result of screening tests using 'Language Link' which identified a high level of need.
- Developing a programme of additional activities specifically for PPG pupils and their families. This included a trip to the local library, the Science Museum, the Women's FA Cup Final and a family picnic in the park.
- Key workers provided coffee mornings for parents on such areas as 'bedtime routines', 'effective attendance', 'ensuring E-Safety' and 'developing resilience'.
- Use of Deputy Headteacher to teach additional groups in Y6, thus decreasing the number of pupils in each group and accelerating progress of all pupils.
- Use of Assistant Headteacher to teach additional maths sessions in Y2 where the need to accelerate progress is greatest.
- Use of Assistant Headteacher to teach a 'catch up' phonics group for pupils in Y2/3. This was targeted at pupils who had not achieved the required standard or who had recently joined the school with a low level of English.
- Y6 focus booster groups for reading, writing and maths. These were delivered before and after school to specific targeted pupils.
- Half term and Easter school groups for Y6 pupils. These were sessions in reading, writing and maths to provide specific support for identified pupils.

- 1:1 specific support provided by teachers to specific targeted pupils. Sessions generally took place at the end of the school day.
- Funds to pay for catering where we provided breakfast / refreshments for children either before or after school to attend additional tuition or booster.
- 1:1 support and booster support for teachers and teaching assistants to carry out additional tuition for Year 2 pupils. This was targeted specifically at pupils with the greatest level of need.
- An additional Key Worker who worked with identified 'vulnerable' pupils and families.
- Funding of additional TA support in class prioritising year groups where attainment and progress of PPG pupils has been low.
- Funding of additional TAs as part of the Inclusion team specifically for high impact intervention where pupils had fallen behind.
- Providing subsidy for educational trips / visits / workshops.
- Providing a range of extra-curricular clubs for pupils. These included cookery sessions.
- Providing free breakfast club places for vulnerable pupils.
- Providing after school / holiday care for vulnerable pupils.
- Providing significant subsidy for several disadvantaged pupils to provide equipment for the Y6 residential visit.

Part 3

Summary of the impact of the PPG Spending

The following information will explain the number of pupils that are working at National expectations for their age in reading, writing and maths at the end of, KS1 and KS2. It also shows the number of children achieving a Good Level of Development in each area of the EYFSP as well as the number of children reaching National Expectations in the Read at 6 phonics screening test.

Reception

% pupils achieving expected standard or exceeding the expected standard in each area.

Area of EYFSP		% All pupils	% Non PPG pupils	% PPG pupils	Gap
Communication and Language	Listening and Attention	78%	88%	56%	-32%
	Understanding	76%	84%	56%	-28%
	Speaking	80%	88%	60%	-28%
Physical development	Moving and Handling	80%	86%	64%	-22%
	Health and Self Care	84%	88%	76%	-12%
Personal, Social and Emotional Development	Self Awareness	80%	88%	60%	-28%
	Managing Feelings and Behaviour	82%	86%	72%	-14%
	Making relationships	92%	93%	88%	-5%

Literacy	Reading	73%	83%	52%	-31%
	Writing	73%	83%	52%	-31%
Maths	Numbers	75%	84%	52%	-32%
	Shape, Space and Measures	75%	84%	52%	-32%
Good Level of Development		72%	81%	52%	-29%
Understanding the World	People and Communities	77%	86%	56%	-30%
	The World	77%	84%	60%	-24%
	Technology	94%	100%	80%	-20%
Expressive Arts and Design	Explore and use Media and Materials	77%	86%	56%	-30%
	Being Imaginative	77%	86%	56%	-30%

Pupils generally make good progress from low starting points upon joining our Nursery. In 2017 PPG pupils performed at a level below that of their peers in most areas but the gaps were smaller in Physical Development and Personal, Social and Emotional Development. Many pupils made good progress from their starting points.

Read at 6 Phonics Screening
Pupils achieving National Expectations

	All pupils	PPG pupils	Gap
Year 1	80.7%	86%	+5.3%

PPG pupils achieved higher on the 'Read at 6' phonics screener than Non PPG pupils. PPG pupils at Colham Manor significantly exceeded the attainment of PPG pupils locally in 2016 (70.3%).

KS1

Pupils achieving National Expectations at the end of Y2

Subject	Colham Manor 2017			*Hillingdon 2016		**National 2016	
	All pupils	Disadvantaged pupils	Gap	All Pupils	Disadvantaged pupils	All Pupils	Disadvantaged pupils
Reading	78%	78%	0%	75%	64%	74%	62%
Writing	68%	78%	+10%	66%	54%	65%	53%
Maths	83%	85%	+2%	75%	63%	73%	60%

The % of disadvantaged pupils working at national expectations is above their peers in writing and maths. In reading, attainment is in line. In writing, PPG pupils attainment is significantly above Non PPG pupils.

The % of disadvantaged pupils working at national expectations is well above disadvantaged pupils locally (*2016 data) for all subjects.

The % of disadvantaged pupils working at national expectations is well above disadvantaged pupils nationally (**2016 data) in all subjects.

KS2

Pupils achieving National Expectations at the end of Y6

Subject	Colham Manor 2017			*Hillingdon 2016		**National 2016	
	All pupils	Disadvantaged Pupils	Gap	All pupils	Disadvantaged pupils	All pupils	Disadvantaged pupils
Reading	54%	51%	-3%	56%	50%	66%	53%
GPS	74%	68%	-6%	67%	58%	72%	61%
Maths	71%	62%	-9%	59%	58%	70%	57%
Writing	83%	77%	-6%	65%	75%	74%	64%

The attainment of disadvantaged pupils is broadly in line with their peers in reading, GPS and writing. It is below their peers in maths.

The attainment of disadvantaged pupils is above disadvantaged pupils locally (*2016 data) in all subjects.

The attainment of disadvantaged pupils is above disadvantaged pupils nationally (**2016 data) in GPS, maths and writing and is broadly in line in reading.

The percentage of disadvantaged pupils reaching Greater Depth standard is broadly in line with their peers in maths and GPS but is below in reading and writing.

Progress

For the academic year 2015/16 the DfE made significant changes in the way that progress was calculated. Averages were taken nationally and pupils' progress was calculated on a scale of -10 to 10 with 0 being average. The progress of pupils at Colham manor Primary School is detailed below.

Subject	Colham Manor		**National 2016	
	All pupils 2017	FSM Pupils	All pupils	FSM pupils
Reading	-1.4	-2.0	0	-0.7
Maths	-0.4	-0.9	0	-0.5
Writing	+2.9	+2.2	0	-0.3

In reading, FSM pupils' progress was lower than all pupils and much lower than that of FSM pupils nationally (**2016 data).

In maths, FSM pupils' progress was below that of all pupils, and below FSM pupils nationally (**2016 data).

In writing FSM pupils' progress was below all pupils but well above FSM pupils nationally (**2016 data).

There is not yet available data for local comparisons.

Part 4

Spending of PPG 16/17

The Government has announced that PPG will be funded at £1320 per pupil for the financial year 17/18.

PPG allocated - £339,240

Spending of the Pupil Premium 16/17 will include:

- Bursary of £75 per pupil entitled to PPG. Parents can spend £75 on items through school that will support their child's education.
- Engagement in a programme of targeted, cross-curricular projects for PPG pupils in all year groups. Each year group will have a member of staff who is their PPG Champion.
- Enrolment in the Enabling Enterprise programme which includes a new way of assessing progress in a variety of areas.

- Consolidating and improving a programme of additional activities specifically for PPG pupils and their families. It is intended to plan and carry out 1 visit / activity per half term at the weekend.
- Pastoral staff and outside providers to provide workshops for parents on such areas as 'bedtime routines', 'effective attendance', 'ensuring E-Safety' and 'developing resilience'.
- Introduction of Triple P Parenting Seminars.
- Use of Deputy Headteacher to teach additional groups in Y6, thus decreasing the number of pupils in each group and accelerating progress of all pupils.
- Use of Assistant Headteacher to teach additional groups in Y2 where the need to accelerate progress is greatest.
- Use of Assistant Headteacher to teach a 'catch up' phonics group for pupils in Y2/3. This may be targeted at pupils who have not achieved the required standard or who have recently joined the school with a low level of English.
- Y6 focus booster groups for reading, writing and maths. These will be delivered before and after school to specific targeted pupils.
- Half term and Easter school groups for Y6 pupils. These are sessions in reading, writing and maths to provide specific support for identified pupils.
- 1:1 specific support provided by teachers to specific targeted pupils. Sessions generally take place at the end of the school day, although can take place prior to school if it is more suitable for parents.
- Funds to pay for catering where we provide breakfast / refreshments for children either before or after school to attend additional tuition or booster.
- 1:1 support and booster support for teachers and teaching assistants to carry out additional tuition for Year 2 pupils. This will be targeted specifically at pupils with the greatest level of need.
- An additional Key Worker to work with identified 'vulnerable' pupils and families.
- Funding of additional TA support in class prioritising year groups where attainment and progress of PPG pupils has been low.
- Funding of additional TAs as part of the Inclusion team specifically for high impact intervention where pupils have fallen behind.
- Recruitment and training of parent volunteers to support the reading of PPG and other vulnerable pupils.
- Providing subsidy for educational trips / visits / workshops.
- Providing a range of extra-curricular clubs for pupils. These will include cookery sessions.
- Providing free breakfast club places for vulnerable pupils.
- Providing after school / holiday care for vulnerable pupils.
- Providing significant subsidy for several disadvantaged pupils to provide equipment for the Y6 residential visit.

A number of these initiatives have shown significant impact over several years and are programmes / initiatives that we have used previously.

The school has a specific action plan for to develop the achievement of PPG pupils which can be viewed on request.

A. Owers – Sept 17
Assistant Headteacher