

## **Pupil Premium**

Please read the information below. It gives details of our Pupil Premium Grant, how we allocate funding and its impact.

### **Pupil Premium Funding at St. Pancras**

Each year the school receives a Pupil Premium Grant from the Government. The Pupil Premium (PP) is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils from Reception to Year 6 who are eligible for free school meals (FSM), who have been eligible for free school meals at some time in their primary years (Ever-6), are looked after by the Local Authority or have parents currently in the Armed Forces.

Schools can decide how the Pupil Premium is spent as they are best placed to decide what additional provision should be made for the individual pupils within their care. At St. Pancras we support all our pupils. We are committed to ensuring that the teaching and learning opportunities meet the needs of all pupils, in particular those who are disadvantaged. These pupils can often have low expectations or self-esteem. Where this is identified, particular attention is paid to this aspect of their development alongside the careful and rigorous tracking of their academic progress.

A key priority is to narrow and eliminate any gaps in the performance of disadvantaged pupils and that of other pupils. We do this by providing high quality classroom teaching supported by interventions to target disadvantaged learners, as and when required.

The School Leadership Team and Governing Body monitor the impact of all spending and interventions including the Pupil Premium.

### **The Impact of the Pupil Premium 2018/19**

In 2018-19, there were 40 pupils identified as eligible for Pupil Premium funding

#### **Results 2019**

##### **Year 1 Phonics Screen**

3 pupils were eligible for pupil premium. Of the 3 pupil premium pupils who took the phonics screen, two achieved the expected standard. The remaining pupil missed the threshold by 2 marks. 89% of non-pupil premium children were at the expected standard. Two pupil premium pupils were required to take the phonics re-check in Year 2, but neither met the threshold mark, although one child was only one mark off..

##### **Achievement at the end of Key Stage 1**

Pupil Premium Results (4 pupils)	School disadvantaged	School non-disadvantaged	School gap	National disadvantaged	National non-disadvantaged	Gap to national disadvantaged and non-disadvantaged
Reading	50%	81%	-31%			
Writing	25%	73%	-48%			

Maths	25%	85%	-60%			
RWM						

- KS1 results showed PP children not achieving as well as their non-disadvantaged peers.
- National results still outstanding.

### Achievement at the end of Key Stage Two

Pupil Premium Results (9 pupils)	School disadvantaged	School non-disadvantaged	School gap	National disadvantaged	National non-disadvantaged	Gap to national disadvantaged and non-disadvantaged
Reading	89%	62%	+27%			
Writing	67%	67%	0%			
Maths	44%	85%	-41%			
RWM						

- KS2 results were positive with PP children (disadvantaged) achieving higher results than the non-disadvantaged children in school in reading and equivalent outcomes in writing.
- National results still outstanding.

Key successes from the 18/19 plan:

CISS - provided consistent intervention - there has been less incidents and improved engagement

Communicate - identified priority pupils so that support for children can begin early - increase of children at expectations from 59% to 93%

Additional support in YR to deliver interventions - see Communicate above.

Lunchtime nurture provision helped to reduce the number of incidents at playtime.

Accelerated reader - 81% of children made expected or above in reading.

**Further detail will be available September 19. PP reporting format will change for 2019 / 2020.**

### Use of the Pupil Premium in 2018-19

The pupils at St. Pancras currently eligible for Pupil Premium are distributed thus:

RECEPTION	5 Pupils
YEAR 1	3 Pupils
YEAR 2	3 Pupils
YEAR 3	6 Pupils
YEAR 4	8 Pupils
YEAR 5	7 Pupils
YEAR 6	8 Pupils
<b>TOTAL</b>	<b>40 Pupils</b>

The school receives £50,460 in Pupil Premium funding for 2018-19 at present this is 19% of the school population.

It is spending this money as follows:

Specific actions/ approach	Staff Lead	Timescale	Monitoring
Thrive- systematic intervention to support emotional/ behavioural development.	HLTA/ SENCo	On-going	Termly review as part of pupil progress meetings
County Inclusive Support Services- annual package: fortnightly outreach support, sessions to have a tA/ HLTA present for CPD purposes Staff CPD x2 Anxiety and ASD	SENCo/ HLTA/ TA	On-going rolling contract	Weekly reports provided 6 monthly formal reviews to assess impact
Contract with 'Communicate' – private speech and language therapy. Reception pupils and other identified pupils screened using Wellcomm and other tests. Weekly visits and support for staff in SALT programmes. <i>EEF Early years intervention +6 months</i>	SENCo	On-going rolling contract	Communicate produce reports on attainment/ progress for SENCo- shared with Teachers and Head Termly pupil progress meetings
Additional full-time adult support in Reception class to ensure vulnerable pupils gain access to early intervention working towards achieving GLD.	Classteachers/ TA	On-going	Target tracker data- termly reports provided by Foundation lead
Small group and in-class support for identified pupils including access to lunchtime nurture	Headteacher/ SENCo/ Teachers	On-going	Lesson observations Pupil progress meetings
Milestones Interventions- specific focused individual/ small group teaching sessions to address gaps in children's English and Maths.	Classteachers	On-going	Detailed records maintained for assessing individuals progress Termly pupil progress meetings
Continue implementation of Accelerated Reader programme. <i>EEF research indicates that AR accelerates progress by 3 months in 22 weeks. It also has a positive impact on weaker readers and pupils eligible for FSM.</i>	English Leader	On-going	Termly pupil progress meetings where AR data/ Pira assessments results
Release for teachers / TAs to attend Pupil Progress meetings- ongoing focus on the achievement of vulnerable pupils	HLTA	Termly progress meetings as set out in school calendar following assessment/ data capture collation	Progress meeting/ Data reports
Access arrangements for in school assessments/ progress checks. Opportunity for vulnerable pupils to undertake assessments in an appropriate setting with a reader/ breaks as required.	SENCo/ HLTA/ TA	Termly assessments as set out in school calendar	Termly progress meetings

Pira/ Puma/ Reading and Spelling Ages			
Enhanced access to extra-curricular learning and sports clubs. <i>EEF +2 months</i>	Classteachers/ subject leaders/ PE Teacher	Termly monitoring of access to extra- curricular clubs/ sports fixtures.	Update provided by PE teachers to SMT
Monitoring attendance- providing specific targeted support for those pupils in need e.g. meet and greet/ access to breakfast club at no charge/ pastoral support meetings/ referral to CISS inclusion surgery or core offer referrals	Classteachers/ SENCo Head/ EWO	On-going	Regular review of attendance Linked to pupil progress meetings
<b>TOTAL COST</b>			£50,460

To continue to develop the pupil premium offer we are looking into the development of support systems as identified in the School Development Plan. This includes:

*Access to additional homework support/ club*

*Learning cafes to enhance parental engagement*

*Pupil perception interviews*

*Termly mini- reports with specific learning targets to both inform and engage parents*

### **The Impact of the Pupil Premium 2017-2018**

In 2017-18, there were 211 pupils in Reception to Year 6 at the time of the Summer census 2018. There were 38 pupils identified as eligible for Pupil Premium funding, which is approximately 18% of the pupil population. The proportion of pupils eligible for funding was relatively lower in the year groups that took the national tests, Year 2 and Year 6.

### **Results 2018**

#### **Year 1 Phonics Screen**

3 pupils were eligible for pupil premium. Of the 3 pupil premium pupils who took the phonics screen, one achieved the expected standard. The remaining 2 pupils have identified special educational needs and while not fully achieving the pass grade had made significant progress following on from a mid-year assessment as a result of the intervention work delivered. 83% of the whole cohort were at the expected standard. No pupil premium pupils were required to take the phonics re-check in Year 2.

#### **Achievement at the end of Key Stage 1**

Pupil Premium	School disadvantaged	School non-disadvantaged	School gap	National disadvantaged	National non-disadvantaged	Gap to national
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Results (4 pupils)						disadvantaged and non-disadvantaged
Reading	100%	92%	+8%	63%	79%	+37% +21%
Writing	75%	85%	-10%	55%	74%	+20% +1%
Maths	100%	89%	+11%	63%	80%	+37% +20%
RWM	75%	85%	-10%	50%	69%	+25% +6%

- KS1 results were very positive with PP children (disadvantaged) achieving higher results than the non-disadvantaged children in school in reading and maths. In maths they were 10% lower than the non-disadvantaged pupils.
- In relation to national, our disadvantaged children were well above the standards achieved in reading, writing, maths and combined.
- In reading, maths and combined the school disadvantaged is above the national result for the non-disadvantaged pupils, writing also being broadly in line.

### Achievement at the end of Key Stage Two

Pupil Premium Results (5 pupils)	School disadvantaged	School non-disadvantaged	School gap	National disadvantaged	National non-disadvantaged	Gap to national disadvantaged and non-disadvantaged
Reading	100%	81%	+19%	64%	80%	+36% +20%
Writing	80%	81%	-1%	67%	83%	+13% -3%
Maths	80%	81%	-1%	64%	81%	+16% -1%
RWM	80%	69%	+11%	51%	70%	+29% +10%

- KS2 results were very positive with PP children (disadvantaged) achieving higher results than the non-disadvantaged children in school in combined results and reading. In writing and maths they were only 1% lower than the non-disadvantaged pupils.
- In relation to national, our disadvantaged children were well above the standards achieved in reading, writing, maths and combined.
- In reading and combined the school disadvantaged is above the national result for the non-disadvantaged pupils. Writing and maths are both broadly in line.

**The curriculum and Standards committee having discussed the above are now considering alternate ways to report on this which will be considered and updated on academisation potentially in April 2019.**