



Pupil Premium 2017-18

Impact Report

Purposes:

- **To report** – an analysis of progress made against the key areas identified in the Pupil Premium Strategic Plan for 2017-18. To give an indication of the impact of costed actions in helping disadvantaged pupils to overcome the identified barriers to their progress.
- **To identify lessons learned** – a look at areas where, we feel, Pupil Premium resources could have been more efficiently allocated, so that children gain the maximum benefit of the funding and resources allocated to them.
- **To plan** – an opportunity to draw up strategies to continue to further improve the effective use of Pupil Premium funding and thus increase the life chances and opportunities for vulnerable pupils.



Windmill Hill Primary School

Barriers: students at our school have emotional and social difficulties (including a lack of nutrition). They also suffer from low confidence and self-esteem.

Observations made at the point of inception were that this year's EYFS cohort had particularly high levels of social and emotional difficulties. Home visits at the end of 2016-17 (and information from nursery and previous settings) gave us an insight into a cohort which would need a lot of nurturing in the autumn term.

Baseline assessments and early observations depicted typical behaviour way below the chronological age of many children. ***

Area	2015-16	2016-17	2017-18
<i>Personal, Social and Emotional</i>	3 children – non comparable data due to sample size	27.3%	36.3%

Analysis of Results:

- In 2017-18, 2 children were allocated pupil premium funding post census. Therefore, there were 11 children in the cohort receiving PP funding. As a result, the percentage of children achieving the early learning goal for 'PSE' increased by 9%
- 4 children, from families who received multi-agency support, managed to meet the PSE Prime Goal. Targeted TA support was needed to evidence their development and support their development – without PP funding, a full-time TA in every classroom would not be possible
- Despite not meeting the PSE Prime Goal, all children across the cohort evidenced accelerated progress. Teacher observations, notes and formal evidence, externally moderated, shows their progress over the academic year.

General analysis and evaluation

- The trend of gradually diminishing fixed exclusion periods continued. In 2015/16, there were 144 fixed exclusion sessions; last year, there were 15 exclusion sessions; this academic year, there was only 1 exclusion session
- Last academic year, 29 children were excluded for summer reward 'Fun Day' compared to only 11 children missing out this year. This demonstrates that the

reward days, which would not be possible without PP funding, are working as an incentive for children

- Parent questionnaires evidence 'Dance, drama and performances' as key areas in developing confidence in their children. PP funding allows us to access specialist teaching in these areas
- 3 children were selected to perform a series of instruments at the Foundry. Specialist music tuition was funded using PP funds. The children were specifically chosen as parents and staff felt like they would benefit from the camaraderie, focus and sense of achievement that the process would bring
- Breakfast club remained a focal point of the day and children were able to forge close bonds with staff and peers before entering the classroom in a positive mind-set ready to learn.

Lessons Learned:

The number of children who are leaving EYFS without meeting the Prime Goal of PSE is still low and consistent with the 2016/17 results. This demonstrates that the academic year does not appear adequate to allow all PP children to bridge the gap between the starting points and the curriculum objectives for age related expectations. More detailed information is required from pre-school settings and earlier, planned interventions need to be co-ordinated between families, pre-school and EYFS.

As a school, we found it difficult to analyse and evaluate our impact on the overall nourishment and general health of our children. Staff members are being presented with statistics which show that our school has a higher proportion of obese children than both the Halton and national averages. Results from the 2018 National Child Measurement Programme show that 32.7% of our Reception children are overweight or obese (compared to 22% across England and 26% in Halton) and 44.4% of our year 6 children are overweight or obese (compared to 34% across England and 37% in Halton). Anecdotally, our staff members observe behaviour and signs which point towards a lack of nourishment across our school. We feel like we would benefit from professional advice on how to reduce our obesity statistics whilst providing more nourishing options for our children.

Implications for planning

- To ensure effective early screening and identification of pupils who need ongoing support beyond EYFS
- Find ways to measure and improve nourishment whilst maintaining a healthy weight and to provide these strategies to support the families of our children
- Implement a tracking system for children who arrive way below age related expectations for PSE – communicate this with families more frequently
- More directed time for PHSE collaborative planning to ensure that more focus and time is given to fluidity and cohesion of the teaching and learning in the classroom

- Create a toolkit for planning and delivery of PHSE at key transitional periods.
- Barrier: speech and language difficulties

Area	2015-16	2016-17	2017-18
<i>EYFS Communication and language</i>	3 children – non comparable data due to sample size	36.4%	27.3%

Analysis of Results:

- One KS2 and Two KS2 full scale dance and drama performances were executed with 100% of PP children involved in all shows
- Zero PP children arrived 40-60(S) on entry
- All PP children made progress in all three areas of the 'Communication and Language' Prime Goal
- All but one child, who was 22-36(D) on entry for speaking, finished the academic year on the 40-60m age/stage band.
- One child was observed making rapid progress in 'Listening and Attention' – from an entry point of 30-50m(D), he achieved the ELG in Communication and Language.

Lessons Learned:

As the school draws upon a wide range of nursery and pre-school provision, we are in a position where the majority of children arrive each year below the expected starting point for reception children across all learning goals. This year, only two children arrived at the expected entry point for Communication and Language (both children achieved their ELG as anticipated). More work needs to be done to build upon the better links we have begun to establish with the nursery and parents/carers.

Implications for Planning:

- More robust, clear systems must be put into place to allow for tracking of progress in EYFS
- Early screening of pupils who will need support beyond EYFS
- Continue to evaluate and improve the impact and efficiency of time spent doing interventions in EYFS
- Adults to spend more time scaffolding children's learning, sharing books in continuous provision and modelling use of areas/resources
- Try to encourage greater parental involvement in and out of the classroom to allow more rapid progress towards ELGs

Barrier: low levels of attendance and punctuality in comparison to the national average

Through the deployment of our attendance officer, use of incentivised schemes and rewards – attendance trophies, treats and certificates –and breakfast club opportunities, the following impact has been identified.

Attendance	School (%)	National Average (%)
2017-2018	94.63	96
2016-2017	94.16	96

Unauthorised Absences	School (%)
2017-2018	1.49
2016-2017	2.25

Year	PA (%)
2017-2018	21.5
2016-2017	19.5

Year	Lates Before (%)	Lates After (%)
2017-2018	1.30	0.23
2016-2017	1.53	0.58

*PA = Persistent absence of >10%

Analysis of Results:

- School attendance has increased meaning that rounded to the nearest whole number, we are now 1% away from meeting the national average
- Unauthorised absences are down and consistently low
- We are experienced fewer lates (both before and after registration) and teachers are adamant that this is having a positive impact on the overall mood, focus and learning in early morning English lessons.
- A rise in PA % can be attributed to 5 new children in reception who were persistently absent
- 6 children (out of 20) had a PA % of below 11%
- Four children are no longer at our school

Lessons Learned:

Effective strategies implemented in 2016/17 have managed to maintain their effectiveness into the 2017/18 academic year; the effective strategies are now fully embedded into the school ethos meaning that children are far more aware of attendance as a concept and they

now understand statistical aims and goals. The children have enjoyed earning attendance rewards in collaboration with their peers. Attendance rewards and incentives seem to work best when children are not singled out and, instead, work as a team to achieve aims and objectives. The children were given guidance on occasions when missing school is unpreventable and can now see attendance figures in context to understand why some children cannot attend school as often as others.

Implications for Planning:

- Implement half-termly review meetings for identified pupils
- Half-termly analysis of data, focusing on specific cohorts where applicable
- Continue with existing effective strategies that are under constant review
- Further analysis of data required – PP number almost doubled and it is important for us to understand whether individuals who are new to PP are impacting upon the slight rise in overall PA

Barrier: students enter the school with depressed levels of English and maths

	No. of PP children at age/stage band in 2017 entry					
Subject	30-50E	30-50D	30-50S	40-60E	40-60D	40-60S
<i>Numeracy</i>	0	5	1	3	1	0
<i>SSM</i>	0	4	2	3	1	0
<i>Reading</i>	0	6	3	1	0	0
<i>Writing</i>	0	1	5	4	0	0

Analysis of Results:

- Majority of PP children are below the expected entry stage/age band in the English and Maths related ELGs - 60% <EXP in maths related goals, 90% <EXP in reading and 60% in writing.
- 60% of PP children were not even secure at 30-50m age/stage range for reading
- 50% of PP children were not even secure at 30-50m age/stage range for numeracy
- Only one child was above the EXP entry point for Numeracy and Shape, Space and Measure

Lessons Learned:

In order to aid transition, settings and school need to work together more closely to establish a clear understanding of one another's aims, purpose and philosophy. Results clearly indicate that more strategies need to be implemented to assist with the acceleration of reading before school entry. When children begin full-time schooling, there needs to be purposeful, effective interventions established very quickly in order to maximise a child's chances of rapid progress towards the ELGs.

Implications for Planning:

- Seek good practice for other school who have similar barriers on entry
- Find effective strategies to engage parents to work more closely with their children before reception entry e.g. summer time workshops
- Implicate immediate review meeting post baseline assessment in order to maximise the time available to make a difference to every child's learning and their environment
- Research and invest in the most effective new resources to maximise learning in the classroom
- Continue to take opportunities to extend children's sentences in conversation and story writing
- Implement the existing, effective strategies that have been identified by outside agencies and monitor and evaluate their effectiveness on individual children.

Barrier: low aspirations and embedded poor attitudes to learning

General analysis and evaluation:

- Currently developing a bi-annual questionnaire for all children – it will be monitored to inform teaching and provision
- A highly successful 'Space' week that involved working with local industry to give the children an idea of what of working life outside of the typical jobs that they would consider
- Anti-bullying week gave the children a strong sense of the determination to eliminate bullying from our school. The climax of the week-long festival was a diverse 'Festival of Stars' Talent Show where children from all year groups performed in front of parents and carers to celebrate their unique talents
- The weekly celebration assembly continued to grow in significance and popularity – children now have a clear understanding of what is expected and the rewards that they can gain. An increasing number of parents are attending the assembly and questionnaire results suggest that they see our assembly as an integral part of the school culture
- Professional tuition in subjects such as dance and drama continue to provide an outlet for children, many of which find core subjects more difficult to access, an opportunity to realise their self-worth and broaden their horizons
- All staff members completed mindfulness training and are beginning to find ways to use the techniques and strategies to improve mood and self-regulation in lessons.

Lessons Learned and Future Planning:

Evidence suggests that we are in a perpetual loop of isolated incidences where children will arrive at school disengaged and distracted due to their circumstances at home. Upon acceptance of this we have been able to manage these incidences much better this academic year. Consistency and persistence have been key in building effective relationships with children who find self-regulation challenging. We will continue to evaluate our strategies, so that they are helping every child and having a positive impact on their learning.

Conclusion of the Report

The school has adapted to the new requirements for the planning and deployment of Pupil Premium funding and the measuring of the impact. However, in line with whole school progress, we seek to further sharpen the identification of 'need' through effective training, robust monitoring and closer working relationships with parents and carers. Our ultimate aim is to continue to improve the life chances of the most vulnerable groups of children in our care.

We will continue with effective strategies to tackle these gaps in education and to raise attainment for children from disadvantaged backgrounds by:

- Maintain a whole school awareness and moral purpose to all that we do
- Rigorous monitoring and analysis of data, provision and practice
- Effective deployment of staff and resources
- Implementing focused interventions with measurable impact
- Awareness of EYFS and early identification needs
- Recognition of social and emotional needs and the impact on progress
- Striving to raise our pupils' engagement and attitudes to learning
- Engaging with our families/carers (and endeavour to strengthen these relationships)
- Supporting transitions in children's learning journeys at key points



The analysis was drawn from results taken from assessments made during the 2017/18 academic year. Please see appendix below for a comprehensive review of data:

Appendix:

LA Pupil Premium* Comparison 2017-18: End of EYFSP

Total Pupils: 19 (Each child in the cohort represents 5.3%)

Pupil Premium: 9

Area of Learning	School			Halton		
	Pupil Premium	Other Pupils	Gap	Pupil Premium	Other Pupils	Gap
Personal, Social and Emotional Development	22.2	100	-77.8	69.1	86.3	-17.2
Physical Development	44.4	100	-55.6	77.8	88.5	-10.7
Communication and Language	11.1	90.0	-78.9	67.9	83.9	-16.0
Prime Goals	11.1	90.0	-78.9	62.8	79.5	16.7
Literacy	11.1	90.0	-78.9	50.7	72.5	-21.8
Mathematics	22.2	80.0	57.8	57.2	77.3	-20.1
Understanding of the World	11.1	90.0	-78.9	66.9	84.5	-17.6
Expressive Arts and Design	11.1	100	-88.9	69.9	84.9	-15.0
Specific Goals	11.1	80.0	-68.9	47.5	69.8	-22.3
All Goals	11.1	80.0	-68.9	47.5	69.5	-22.0
Good Level of Development:	11.1	100.0	-88.9	49.7	71.3	-21.6

Figure 1: % of Pupils at 'Expected' Level or Above

*Pupil Premium Entitlement: DPP (Deprivation Pupil Premium); LAP (Looked After Premium) and AFC (Adopted From Care Premium).

Since school census, in January 2018, a further two children are now entitled to Pupil Premium funding. The table below shows up to date information for disadvantaged pupils in EYFS (2017-18).

Area of Learning	School		
	Pupil Premium	Other Pupils	Gap
Personal, Social and Emotional Development	36.3	100	-63.7
Physical Development	54.5	100	-45.5
Communication and Language	27.3	87.5	-60.2
Prime Areas Summary:	27.3	87.5	-60.2
Literacy	27.3	87.5	-60.2
Mathematics	36.4	75.0	-38.6
Understanding of the World	27.3	87.5	-60.2
Expressive Arts and Design	27.3	100	-72.7
Specific Areas Summary:	27.3	75.0	-47.7
All Areas of Learning Summary:	27.3	75.0	-47.7
Good Level of Development:	27.3	75.0	-47.7

Phonics Screening 2017/18:

	Cohort	Number achieving expected standard	% School	% Halton LA
All pupils	20	16	80%	79.3%
Disadvantaged Pupils	11	9	81.8%	67.3%
Other Pupils	9	7	77.8%	85.1%

**Pupil Premium Entitlement: DPP (Deprivation Pupil Premium); LAP (Looked After Premium) and AFC (Adopted From Care Premium).*

KS1 Statutory Assessment:

Teacher assessment (TA) is the main focus for end of KS1 assessment and reporting. It is carried out as part of teaching and learning. TA provides a judgement that is based on knowledge of how the pupil has performed over time and in a variety of contexts.

The table below compares disadvantaged children (KS1) with other children.

Number in the cohort: 19 (Each child represents 5.3%)

Total disadvantaged: 9

Total not disadvantaged: 10

Subject	Disadvantaged (Below the expected standard)	Not Disadvantaged (Below the expected standard)	Disadvantaged (At or above the expected standard)	Not Disadvantaged (At or above the expected standard)	Disadvantaged (Above the expected standard)	Not Disadvantaged (Above the expected standard)
Reading	77.8%	20.0%	22.2%	80%	0.0%	0%
Writing	88.9%	40.0%	11.1%	60%	0.0%	0%
Maths	66.7%	20%	33.3%	80%	0.0%	0%

KS2 Statutory Assessment:

Impact of Pupil Premium – An Analysis of the Data 2017-18

Using all of the tools at our disposal, we have taken an in-depth look at our KS2 data for 2017-18 to determine the impact of Pupil Premium on academic progress and attainment at Windmill Hill Primary School.

Figure 1 compares disadvantaged children (KS2) with other children.

Number in the cohort: 2018 (Each child represents 5.5%)

Total disadvantaged: 10

Total not disadvantaged: 8

Figure 1: a table to show a comparison of results between PP and non-PP children in KS2 SATs

Subject	Disadvantaged (Below the expected standard)	Not Disadvantaged (Below the expected standard)	Disadvantaged (At or above the expected standard)	Not Disadvantaged (At or above the expected standard)	Disadvantaged (Above the expected standard)	Not Disadvantaged (Above the expected standard)
Reading	40%	0%	60%	100%	30%	37.5%
GPS	40%	0%	60%	100%	40%	37.5%
Writing	60%	38%	40%	62.5%	30%	37.5%
Maths	40%	0%	60%	85.7%	10%	50%
RWM combined	60%	38%	40%	62.5%	10%	25%

Figure 2: a table to show the results altered to include two PP children who joined post census.

Subject	Disadvantaged (Below the expected standard)	Not Disadvantaged (Below the expected standard)	Disadvantaged (At or above the expected standard)	Not Disadvantaged (At or above the expected standard)	Disadvantaged (Above the expected standard)	Not Disadvantaged (Above the expected standard)
Reading	33%	0%	67%	100%	33%	37.5%
GPS	33%	0%	67%	100%	25%	37.5%
Writing	50%	38%	50%	62.5%	42%	37.5%
Maths	33%	0%	67%	85.7%	33%	50%
RWM combined	50%	38%	50%	62.5%	17%	25%

Figure 3: shows the average scale score of disadvantaged children in reading, GPS and maths.

Subject	Average Scaled Score for Disadvantaged Children
Reading	103.9
GPS	106.1
Maths	103.1

A scaled score of 100 will always represent the expected standard on the test. Pupils scoring at least 100 will have met the expected standard on the test.

**Pupil Premium Entitlement: DPP (Deprivation Pupil Premium); LAP (Looked After Premium) and AFC (Adopted From Care Premium).*