

LEE BRIGG INFANT & NURSERY SCHOOL – PUPIL PREMIUM REVIEW OF EXPENDITURE 2017-18



Pupil Premium Provision Map 2017-2018 Review of Expenditure

Funding allocation 2017 -18

In the 2017 – 2018 financial year Lee Brigg Infant and Nursery School received £14,520 pupil premium funding. We had 9.8% of pupils in school who were eligible for the pupil premium grant. In comparison the national average of pupils eligible for the pupil premium grant was 25.1% in 2017.

Key outcomes for 2017-18 in relation to the objectives set.

End of KS1 Attainment Outcomes

	National 2018				School 2018				School 2017			
	Expected+		GDS		Expected+		GDS		Expected+		GDS	
	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis	Dis	Non dis
No. of children					5*	37			5	39		
Reading	60%	78%	13%	28%	100% (5/5)	92%	40% (2/5)	53%	60% (3/5)	90%	40% (2/5)	38%
Writing	53%	73%	7%	17%	80% (4/5)	87%	0%	32%	40% (2/5)	79%	40% (2/5)	28%
Maths	61%	79%	11%	24%	80% (4/5)	95%	40% (2/5)	42%	60% (3/5)	92%	40% (2/5)	33%
RWM+					60% (3/5)	84%	0%	26%	40% (2/5)	77%	40% (2/5)	26%

Year 1 Phonics Check

	National 2018		School 2018		School 2017	
	Disadvantaged	Non disadvantaged	Disadvantaged (3 Children)	Non disadvantaged (37 Children)	Disadvantaged (5 Children)	Non disadvantaged (38 Children)
% WA	70%	84%	67% (2/6)	88%	50% (3/6)	88%
% WA Y2 retake	84%	93%	n/a	n/a	83%	100%

EYFS Outcomes

	National 2018		School 2018		School 2017	
	Disadvantaged	Non disadvantaged	Disadvantaged (4 Children)	Non Disadvantaged (38 Children)	Disadvantaged (3 Children)	Non Disadvantaged (36 Children)
GLD	56%	74%	50%	79%	0%	83%
Expected all areas	55%	73%	50%	79%	0%	81%

Average total point score	31.5	35.0	33.0	37.1	23.0	34.7
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Value added (FFt) – End of KS1 2018

Group	Reading & Maths Scaled Score	Reading & Maths Value Added	Reading Scaled Score	Reading Value Added	Maths Scaled Score	Maths Value Added
Non Disadvantaged (37)	106.8	+2.1	108.2	+3.4	105.4	+0.7
Disadvantaged (6)	106.6	+5.6	109.0	+8.7	104.2	+2.6

In School - Progress Data

All disadvantaged pupils	Reading	Writing	Maths
Progress from starting points	77%	85%	92%
Accelerated progress from starting points	38%	15%	23%

Progress from starting points (accelerated progress from starting points)

		READING		WRITING		MATHS	
		Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged	Disadvantaged	Non Disadvantaged
From entry to reception	YR (4/42)	75% (50%)	97% (55%)	75% (25%)	95% (37%)	75% (25%)	97% (50%)
From end of reception	Y1 (3/37)	67%	85%	100%	74%	100%	65%
From end of reception	Y2 (5/43)	100% (40%)	97% (27%)	100% (20%)	84% (16%)	100% (40%)	92% (14%)

Differences in the attainment of disadvantaged pupils between outcomes in 2017 and 2018

	EYFS		Year 1		Year 2					
	GLD	Diff	Phonics	Diff	Reading	Diff	Writing	Diff	Maths	Diff
2018	50%	50%	67%	17%	100%	40%	80%	40%	80%	20%
2017	0%		50%		60%		40%		60%	

EXPENDITURE 2017-18

The numbers of children in the pupil premium group are low. Further analysis for each child's attainment and progress can be found in their individual case studies.

	Desired outcome and how this will be measured	Success Criteria	Evaluation of outcomes
A	To increase the percentage of disadvantaged children achieving the expected combined standard at the end of Key Stage 1, so that it is higher than 2017.	The percentage of disadvantaged children working at the expected standard in reading and writing at the end of KS1 has increased from 2017.	<p>Attainment Data Measures</p> <ul style="list-style-type: none"> • The percentage of disadvantaged children achieving the expected combined standard (RWM+) at the end of Key Stage 1 has increased from 2017 from 40% to 67%. • The percentage of disadvantaged children achieving the expected standard in reading at the end of Key Stage 1 has increased from 2017 from 60% to 83%. This is now above outcomes nationally for non-disadvantaged children. • The percentage of disadvantaged children achieving the expected standard in writing at the end of Key Stage 1 has increased from 2017 from 40% to 67%. • The percentage of disadvantaged children achieving the expected standard in mathematics at the end of Key Stage 1 has increased from 2017 from 60% to 67%. • The two HA children who were targeted through interventions to achieve GDS in reading and mathematics have met these targets. • The attainment gap at the expected standard in reading, writing and mathematics between disadvantaged and nondisadvantaged children in school has reduced from 2017. (Even though attainment for the non-disadvantaged group has increased) • The attainment gap at the expected standard in reading, between disadvantaged and non-disadvantaged children is now lower than national. Progress Data Measures • With the exception of one child who joined the Year 2 in April 2018, all disadvantaged children have made 'expected' progress from, with accelerated progress being made in reading and mathematics. • The FFt value added scores clearly demonstrate that the progress made by disadvantaged children is higher in reading, writing and mathematics, in comparison to non-disadvantaged pupils. <p>This use of funding will continue to support high quality first teaching and specific interventions in 2018/19 due to the successful outcomes in 2017/18.</p>

B	To increase the percentage of pupil premium children whose attendance meets the school target of 96.5%.	The percentage of disadvantaged children whose attendance meets the school target of 96.5% has increased from 2017.	<ul style="list-style-type: none"> • Current attendance for KS1 pupil premium children in 2017/18 is 96.4% • This particularly group of children have increased their attendance by 1.2% from 2017/18. • Due to two children in reception being classed as PA attendance for this group of pupils will remain a priority next year. Steps that have been put in place in school to address this have already seen an increase in the attendance of these two children from the autumn to the summer term.
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	Desired outcome and how this will be measured	Success Criteria	Evaluation of outcomes
C	To increase the percentage of disadvantaged children achieving a GLD at the end of Foundation Stage so that it is higher than 2017.	The percentage of disadvantaged children achieving a GLD at the end of EYFS has increased from 2017.	<p>Attainment Data Measures</p> <ul style="list-style-type: none"> • The percentage of disadvantaged children achieving a GLD at the end of EYFS has increased from 0% (0/3) in 2017 to 50% (2/4) in 2018. (See case studies for additional information for the remaining 2/4 of this group). • In addition to this 50% of this group (2/4) achieved exceeding in reading and mathematics and 25% (1/4) also achieved exceeding in writing, due to targeted interventions and support. • The average total points score for this group has increased by 10.0 from 2017(23.0) to 2018 (33.0) and the points difference between the disadvantaged group and the non-disadvantaged group has decreased from 11.7 in 2017 to 4.7 in 2018, (even though the non-disadvantaged group also increased the average points score in 2018). <p>Progress Data Measures</p> <ul style="list-style-type: none"> • 75% (3/4) of this group made 'expected' progress with 2/4 making accelerated progress in reading and 1/4 also making accelerated progress in writing and mathematics. <p>This use of funding will to support an additional adult in EYFS not only led to increased outcomes for disadvantaged pupils, it also had a positive impact on outcomes for the rest of the cohort and as such funding will continue to be used to support this in 2018/19.</p>
D	To increase engagement of parents and carers of disadvantaged pupils in accessing support and working with their children in school, in order to encourage further support at home.	The percentage of parents and carers of disadvantaged children accessing events/training in school is above 75%. Monitoring of reading journals show that more than 75% of disadvantaged children in school read at home at least three times a week.	<p><input type="checkbox"/> A review of reading journals in the summer term evidenced an increase in those children reading regularly at home. This improved from 42% in the autumn term to 75% in the summer term. <input type="checkbox"/> 100% of parents have accessed either training or events in school to promote engagement in their child's learning.</p>

E	<p>To increase the engagement and participation of disadvantaged children in wider opportunities on offer at school.</p>	<p>The percentage of disadvantaged children accessing after school club increases to 75%.</p> <p>The percentage of children participating in events to represent the school increase to 75%</p> <p>The APS score for disadvantaged children at the end of EYFS in 2018 will at least be in line with National in 2018.</p> <p>The percentage of children achieving expected in PD at the end of EYFS has increased from 2017.</p> <p>The percentage of disadvantaged children achieving expected in EAD at the end of EYFS has increased from 2017.</p> <p>The percentage of children assessed at ARE or above in art and PE is above 80%</p>	<ul style="list-style-type: none"> • 92% of disadvantaged children had accessed at least one after school club by July 2018. • 100% of disadvantaged children have participated in additional curricula events either in or out of school. • The APS score for disadvantaged children at the end of reception has increased by 10.0 from 2017(23.0) to 2018 (33.0) and the points difference between the disadvantaged group and the non-disadvantaged group has decreased from 11.7 in 2017 to 4.7 in 2018, (even though the non-disadvantaged group also increased the average points score in 2018). • 100% of disadvantaged children achieved expected in PD and EAD at the end of EYFS in 2018. • 83% of disadvantaged children at key stage 1 are assessed as working at or above ARE in PE and art. <p>The school will continue to use some element of funding to support wider opportunities for disadvantaged children in 2018/19.</p>
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