

Christ the Sower Ecumenical School Pupil Premium 2017-2018 (updated November 2018)

At present the Government has allocated £1,320 per child in receipt of Pupil Premium in Foundation to Year 6. They also provide Early Years funding of £300 per eligible pupil for 3-4 year olds. Looked after children (LAC), or children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order are eligible for Pupil Premium Plus which is £1900.

Our allocation for 2017-18 is £85558.

This funding was spent as follows

- TA interventions including specific Thrass Phonics and Numicon teaching - **£34000**
- Learning Mentor Support - **£15722**
- Targeted intervention in Early Years - **£17026**
- Reading Recovery Teacher (40% of total cost) - **£9584**
- After School Sports Clubs (20% of Sport Teacher Cost) - **£5825**
- Subsidies to residentials, music lessons and clubs - **£3500**
- Additional miscellaneous grants - **£500**

The total of these amounts is £86157 so we overspend in 2017-18 by £599.

Review of spending Nov 18:

Outcomes for all pupils 2017-18

- Overall attendance for the academic year 2017-18 was 95.81% including the Nursery provision. Attendance for Foundation 2 through to Year 6 was 95.83%. This means that we are slightly above the national average 95.3% (2016-17 figure)
- Disadvantaged attendance is broadly in line with non-disadvantaged in 2017-18

	Pupils in group	Attendances
Pupil Premium	63	95.60
Not Pupil Premium	389	95.84

- In 2018 the proportion of disadvantaged foundation pupils achieving a GLD was 100% (although the cohort was only 2 pupils)
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- In the phonics screening check 33% of pupils (1/3) achieved the standard compared with 91% non-disadvantaged pupils. All pupils who did not meet the phonics screening check are being supported with daily small group phonics teaching and some have additional interventions.

Disadvantaged pupils KS1 2018
Reading

	Cohort size	All Pupils	National 2017	PP (6)	Non-PP (52)
Overall EX	58	74%	75%	50%	77%
Overall GD	58	22%	26%	0%	25%
LPA EX	14	43%	34%	0%	55%
LPA GD	14	2%	1%	0%	9%
MPA EX	40	83%	87%	100%	81%
MPA GD	40	20%	20%	0%	22%
HPA EX	4	100%	99%		100%
HPA GD	4	100%	70%		100%

Writing	Cohort size	All Pupils	National 2017	PP (6)	Non-PP (52)
Overall EX	58	62%	70%	67%	58%
Overall GD	58	17%	16%	17%	19%
LPA EX	17	18%	24%	0%	21%
LPA GD	17	6%	1%	0%	7%
MPA EX	36	75%	78%	100%	73%
MPA GD	36	14%	10%	0%	15%
HPA EX	5	100%	98%		100%
HPA GD	5	80%	50%		80%

Maths

	Cohort size	All Pupils	National 2017	PP (6)	Non-PP (52)
Overall EX	58	76%	76%	50%	81%
Overall GD	58	16%	22%	33%	13%
LPA EX	20	40%	36%	33%	47%
LPA GD	20	5%	2%	0%	6%
MPA EX	36	94%	85%	67%	97%
MPA GD	36	17%	16%	67%	12%
HPA EX	2	100%	99%		100%
HPA GD	2	100%	56%		100%

A gap existed in KS1 in 2018 between outcomes for disadvantaged pupils and non-disadvantaged in reading and maths. (although the cohort size was small). The school was not able to close the gap for PP LPA or accelerate the progress of MPA to greater depth. In writing however PP pupils performed better than Non-PP overall, although overall outcomes for Non-PP were low.

The school is now targeting Disadvantaged pupils with LPA to support them to close the gap in each year – they are indicated as a priority on the MAGs so all staff are aware. Able pupils eligible for PP will be identified to increase their progress to achieve GD at the end of each year.

Disadvantaged pupils KS2 2018

2018	
Year 6 expected progress between KS1 and 2	CTS Disadvantaged average progress
Average progress in Reading	-1.03 (-4.5 to 2.5)
Average progress in Writing	-2.21 (-5.6 to 1.2)
Average progress in Maths	-3.32 (-6.5 to 0.1)

All pupils 2018:

Progress measures: KS1 to KS2	
Reading progress score (confidence interval in brackets)	-0.46 (-2.1 to 1.1)
Writing progress score (confidence interval in brackets)	-0.93 (-2.5 to 0.7)
Maths progress score (confidence interval in brackets)	-1.39 (-2.9 to 0.1)

- Overall Disadvantaged pupils made less progress than all pupils overall in 2018, although cohort sizes are sometimes very small. This is being addressed through careful tracking of current pupils and clear identification of pupils eligible for PP and their starting points. Where PP are currently performing lower than their peers, this is added to the school development plan by key stage and shared with stakeholders. Interventions are in place and progress is reviewed constantly through a wide range of monitoring – see Teaching over time cycle.