

## Fairhouse Primary School: Pupil Premium (PPG) 2017-18 Evaluation

### Attainment at KS2 as a result of Pupil Premium funding

	Reading, writing and maths combined		
	2016	2017	2018
<b>All pupils</b>	39%	58%	61%
<b>PPG</b>	21%	43%	50%
<b>Non-PPG</b>	60%	69%	68%

- In 2016 there was a 39% difference in PPG and non-PPG. In 2017, there was a 26% gap and in 2018, an 18% gap. This shows we are continuing to close the gap further each year and in total have closed the gap by 21%.

### Progress at KS2 as a result of Pupil Premium funding

	All	PPG	Non-PPG
<b>Reading</b>	-0.4	-0.9	-0.3
<b>Writing</b>	+0.5	+0.1	+0.5
<b>Maths</b>	+1.0	-0.3	+1.4

- Pupils in receipt of the pupil premium grant and those that are not, make progress at similar rates across the school.

\*For the 2018 cohort, whilst disadvantaged pupils made good progress in maths, there is a slight gap between them and other pupils. This is specific to this current cohort.

Activity	Allocation 150 pupils	Expenditure	Impact
Overall picture.	£177,137	All pupil premium funding contributes towards an improvement in attainment and progress.	<p>Children have made good progress from KS1 to KS2. Both disadvantaged and non-disadvantaged pupils make similar progress – there is no significant gap.</p> <p>The gap in attainment between PPG and other pupils has decreased by 21% at the end of KS2 (from 2016). We have seen a 10% increase over the last 3 years, with the gap now being 18%. We are in the third year of pupils being tested at the higher standard and it is clear that teaching and learning is pitched correctly for the curriculum.</p> <p>Prior to amalgamation, all groups of pupils had gaps in knowledge and understanding due to poor teaching. Also, data from the end of KS1 was inaccurate, which has continued to have an impact on attainment and progress.</p>
1.To employ a Behaviour Support Manager to support staff in managing poor behaviour and reduce exclusion across the primary phase.	£28,000	Funded post	<p>Due to the work of the Inclusion Team and the Behaviour Support Manager, the school code of conduct is embedded across all aspects of school life. Behaviour is good and children are rewarded through gold merit badges to further excel in all areas of school life. Following feedback from parents and pupils, our gold merit system was adapted to ensure all children had a fair opportunity at gaining merit badges, though for some it may be at a slower pace. As a result, pupils are motivated in their learning and behaviour.</p> <p>The Behaviour Support Manager has supported vulnerable pupils both in and out of class in order for them to access all areas of the curriculum and for a smooth transition between phases (Reception to KS1 and KS1 to KS2). Provision for the small amount of pupils who may display disruptive behaviour is in place, ensuring learning is not interrupted. Alternatives to exclusion remain in place, ensuring that education is not missed.</p>

<p>2.To employ a Pupil Support Worker in EYFS &amp; KS1 to support vulnerable pupils and their families.</p>	<p>£21,000</p>	<p>Funded post</p>	<p>The Pupil Support Worker has supported vulnerable pupils both in and out of class in order for them to access all areas of the curriculum and for a smooth transition between phases (Reception to KS1). Provision for the small amount of pupils who may display disruptive behaviour is in place, ensuring learning is not interrupted. Alternatives to exclusion remain in place, ensuring that education is not missed. Alongside class teachers, barriers to learning have been identified and various systems have been put in place to minimise the effect.</p> <p>Strong links have been forged between the Pupil Support Worker and the families of vulnerable pupils. This has enabled early intervention, preventing instances where behaviour may have escalated. All groups of pupils make a similar amount of progress. Attainment is at National average in phonics and GLD and close to National average in KS1.</p>
<p>3.To provide access to breakfast and homework clubs to prepare children for the day and to consolidate learning in lessons in order to raise standards. Daily breakfast club and homework club 4 x week provided by HLTAs and TAs.</p>	<p>£27,000</p>	<p>Funded posts</p>	<p>The attendance gap between disadvantaged and non-disadvantaged pupils has decreased to 1%.</p> <p>Over 50% of our pupils regularly attend breakfast and study club. Children arrive at school to attend breakfast club ready to learn and prepared for the school day.</p> <p>Children take pride in their homework, particularly holiday homework projects. As learning is consolidated through homework, children are able to progress in their learning. Attainment is at National average in phonics and GLD and close to National average in KS1 and KS2.</p>
<p>4.To subscribe to IXL Maths and Grammar and BUG Club reading.</p>	<p>£4,500</p>		

<p>5.To provide teaching support for additional tuition in year 6 to ensure an increasing number of pupils meet National Standards by reducing the gap between pupils in receipt of PPG and other pupils.</p>	<p>£10,000</p>	<p>One-to-one and group catch up year 6 in English and Maths</p>	<p>Analysis of data shows that pupils in year 6 who took up these opportunities made better progress than others.</p> <p>All pupils within the year group were offered tuition. Pupils were invited to targeted sessions and catch-up class. Pupils who were reluctant to attend were encouraged to take up the opportunity.</p> <p>The gap in attainment of pupils in receipt of PPG has reduced by 21% since 2016.</p> <p>Pupils in receipt of the pupil premium make similar rates of progress to other pupils in all phases.</p>
<p>6.To provide access to curriculum enrichment to support individual needs and reward pupils for good contributions to school life.</p>	<p>£20,000</p>	<p>Enrichment</p>	<p>Throughout the year, a wide range of curriculum enrichment activities are offered for all which has promoted equality of opportunity. These activities, events and trips have enhanced our curriculum and fostered a love of learning. Parent and pupil surveys show that this is a vital aspect of teaching, learning and enrichment at Fairhouse.</p>
<p>7.To enhance staffing in Early Years to ensure vulnerable pupils make progress in line with their peers.</p>	<p>£17,000</p>	<p>Funded post</p>	<p>68% of pupil attained GLD which is close to national average. Both disadvantaged and non-disadvantaged made similar progress.</p>
<p>8.To employ additional classroom staff ( 3 posts)to work in class to support learning and accelerate progress</p>	<p>£49,637</p>	<p>Funded post</p>	<p>Internal and external lesson observations have shown that support staff provide high quality support, both within class and during intervention sessions.</p> <p>Progress and attainment across the school is good. End of KS2 test results are close to national average. The gap continues to close between disadvantaged and other pupils. Different groups of pupils make similar progress.</p>

