



## Knowsley Lane Primary School

### Pupil Premium Grant expenditure report to parents: 2016-17

| <b>Overview of the school<br/>(based on Pupil Premium final allocations for 2016-17- January 2016 Census)</b> |                 |
|---|-----------------|
| Total number of pupils on roll  | (R-Y6)          |
| Total number of Children eligible for PPG   | 171             |
| Amount of funding received per FSM pupils   | £1320           |
| <b>Total amount of funding received</b>   | <b>£225,270</b> |

#### Summary of main barriers to achievement

Knowsley Lane is a one form entry primary school with 242 pupils on roll. The proportion of pupils who speak English as an additional language is low (5.8%). The proportion of pupils currently eligible for the pupil premium grant is well above national average (71.3%). Over 95% of children are living with in the 30% most deprived area in the UK. The vast majority of pupils enter the Early Years within the low ability range, especially for language and communication. The current reception class has 15.0% of children where English is not their first language. The current Year 6 have a high percentage of pupil premium pupils (73.1%) and pupils with special educational needs (23.1%).

| <b>Previous performance of disadvantaged pupils (2016-17)</b>                                 |                             |                    |                      |
|---|-----------------------------|--------------------|----------------------|
| <b>Early Years</b>  |                             | <b>School Data</b> | <b>Knowsley Data</b> |
| % of children attaining a Good Level of Development   | <b>All pupils</b>           | <b>61%</b>         | <b>67%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>44%</b>         | <b>54%</b>           |
| <b>Key Stage 1</b>  |                             | <b>School Data</b> | <b>Knowsley Data</b> |
| % of pupils achieving the expected standard in reading, writing and mathematics combined      | <b>All pupils</b>           | <b>64%</b>         | <b>58%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>62%</b>         | <b>48%</b>           |
| % of pupils achieving a high level of attainment in reading, writing and mathematics combined | <b>All pupils</b>           | <b>4%</b>          | <b>6%</b>            |
|   | <b>Disadvantaged pupils</b> | <b>5%</b>          | <b>3%</b>            |
| % of pupils achieving the expected standard in reading  | <b>All pupils</b>           | <b>75%</b>         | <b>71%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>71%</b>         | <b>61%</b>           |
| % of pupils achieving a high level of attainment in reading                                   | <b>All pupils</b>           | <b>18%</b>         | <b>17%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>19%</b>         | <b>10%</b>           |
| % of pupils achieving the expected standard in writing  | <b>All pupils</b>           | <b>64%</b>         | <b>63%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>61%</b>         | <b>53%</b>           |
| % of pupils achieving a high level of attainment in writing                                   | <b>All pupils</b>           | <b>4%</b>          | <b>9%</b>            |
|   | <b>Disadvantaged pupils</b> | <b>5%</b>          | <b>4%</b>            |
| % of pupils achieving the expected standard in mathematics                                    | <b>All pupils</b>           | <b>75%</b>         | <b>71%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>71%</b>         | <b>61%</b>           |
| % of pupils achieving a high level of attainment in mathematics                               | <b>All pupils</b>           | <b>21%</b>         | <b>13%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>19%</b>         | <b>8%</b>            |
| % of Year 1 pupils achieving the required level in Phonics                                    | <b>All pupils</b>           | <b>85%</b>         | <b>78%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>85%</b>         | <b>72%</b>           |
| % of KS1 pupils achieving the required level in Phonics                                       | <b>All pupils</b>           | <b>93%</b>         | <b>90%</b>           |
|   | <b>Disadvantaged pupils</b> | <b>95%</b>         | <b>85%</b>           |

| <b>Key Stage 2</b>   |                             | <b>School Data</b> | <b>Knowsley Data</b> |
|--|-----------------------------|--------------------|----------------------|
| % of pupils achieving the expected standard in reading, writing and mathematics combined | <b>All pupils</b>           | <b>58%</b>         | <b>57%</b>           |
|  | <b>Disadvantaged pupils</b> | <b>52%</b>         | <b>45%</b>           |
| % of pupils achieving the expected standard in reading                                   | <b>All pupils</b>           | <b>58%</b>         | <b>68%</b>           |
|  | <b>Disadvantaged pupils</b> | <b>52%</b>         | <b>58%</b>           |
| % of pupils achieving the expected standard in writing                                   | <b>All pupils</b>           | <b>74%</b>         | <b>70%</b>           |
|  | <b>Disadvantaged pupils</b> | <b>66%</b>         | <b>62%</b>           |
| % of pupils achieving the expected standard in grammar, punctuation and spelling         | <b>All pupils</b>           | <b>79%</b>         | <b>73%</b>           |
|  | <b>Disadvantaged pupils</b> | <b>72%</b>         | <b>65%</b>           |
| % of pupils achieving the expected standard in mathematics                               | <b>All pupils</b>           | <b>87%</b>         | <b>73%</b>           |
|  | <b>Disadvantaged pupils</b> | <b>83%</b>         | <b>64%</b>           |
| Average scaled score in reading (100 is expected standard)                               | <b>All pupils</b>           | <b>99</b>          | <b>103</b>           |
|  | <b>Disadvantaged pupils</b> | <b>98</b>          | <b>100</b>           |
| Average scaled score in mathematics (100 is expected standard)                           | <b>All pupils</b>           | <b>104</b>         | <b>103</b>           |
|  | <b>Disadvantaged pupils</b> | <b>103</b>         | <b>102</b>           |

### **Objectives in spending funding:**

- To target underachievement compared to potential outcomes.
- To ensure that learning and teaching opportunities meet the needs of all vulnerable pupils.
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring the needs of socially disadvantaged pupils are adequately assessed and addressed.
- To ensure that high achieving children achieve their full potential.
- To improve the attendance and punctuality of all pupils.
- To ensure that additional adult support is specifically supporting vulnerable groups.

### **Summary of fund spending and actions taken**

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rate was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and consideration of current research into effective provision has guided us in deciding where and how to spend our pupil premium allocation.

The Pupil Premium funding that is received by school annually is used in a variety of ways in order to improve pupil attainment and help overcome barriers to learning. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of the socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all our pupils who receive Free School meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PPG. We therefore allocate the Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately been identified as being socially disadvantaged.

### **Provision to be put in place 2017/18**

- To provide teaching assistants across all year groups to ensure that all children achieve their full potential. This is through the provision of quality first teaching and additional interventions, particularly in literacy and numeracy.
- To continue to employ a learning mentor to support children with particular emotional and social concerns.
- To continue to employ an attendance and pastoral care manager to increase attendance levels and provide support for target families.
- To provide an additional teacher in Year 6 to target higher attaining children to achieve a high level of attainment in reading, writing and mathematics at the end of Key Stage 2.
- To provide an additional teacher to provide support for identified children in Year 6 to achieve age related expectations.
- To provide a booster club for identified year 6 children to ensure they achieve age related expectations.
- To provide an additional teacher in Key Stage 1 to ensure all children achieve their full potential.
- To provide EAL teaching support to ensure that language is not a barrier to learning.
- To ensure that all children are fully aware of their targets and next steps for learning through the Learning Review programme.
- To subsidise a before school breakfast club to ensure children are in school on time and ready for learning.
- To provide Speech and Language Therapy within the Early Years to ensure that a high percentage of pupils meet the Communication and Language strand of the Early Years curriculum.
- To provide a wider range of opportunities and activities for children receiving pupil premium where parents may not be able to fully fund.
- To enrich the curriculum and prepare all children for the future.
- To provide support for parents through parent workshops, behaviour courses and pastoral care manager support for identified families.

### **Desired Impact of Intended Spend**

The impact of the intended spend will be monitored through:-

- Regular Pupil Progress meetings between class teachers and SLT
- Robust analysis of attainment and progress data within each year group
- Robust analysis of attendance and punctuality data
- Lesson observations for teachers and teaching assistants
- Analysis of additional interventions
- Pupil discussions and questionnaire
- Parental discussions and questionnaires
- Subject leader analysis of curriculum
- Book and planning scrutinies

|                               |          |
|-------------------------------|----------|
| <b>Total funding received</b> | £225,270 |
| <b>Total funding spent</b>    | £225,688 |
| <b>Funding remaining</b>      | -£418.00 |

**Strategy Review**

Local Governing Body meetings

Autumn 2017

Spring 2018

Summer 2018