



# Alma Park Primary School

## Achievement Partnership Success

### Alma Park Primary School Pupil Premium Report 2016 – 2017

Pupil Premium Grant (PPG) Allocation for 2016/17 (academic year) was: £150,671.66  
(plus £2416.80 EYPPG)

Disadvantaged pupils	Pupil Premium per pupil
Early Years Pupil Premium	£302.10
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	£1,320
Looked After Children (LAC)	£1,900
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order	£1,900

#### Number of pupils and PPG received:

Total number of pupils on roll: 488

	Sept. 16 – Mar. 17	Apr. 17 – Aug. 17	Total
	7/12ths of amounts below	5/12ths of amounts below	
E6	80,080	55,000	£135,080
LAC	1000	500	1500
Post LAC	7,758.33	6,333.33	14, 091.66
<b>Total</b>	<b>88,838.33</b>	<b>61, 833.33</b>	<b>150,671.66</b>

#### Principles of using PPG funding at Alma Park

- We strive to ensure that teaching and learning opportunities meet the needs of all of our pupils.
- At Alma Park the disadvantaged children continue to be our target children to ‘narrow the gap’ regarding attainment.
- In making additional provision, we recognise that not all pupils who receive free school ‘meals or who are ‘looked after’ will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Not all children eligible for PPG funding will be in receipt of interventions at any one time or at the same time.
- PPG represents only a small part of the overall budget committed to meeting the additional needs of all pupils at Alma Park.



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### Provision at Alma Park using PPG funding (2016-17)

The percentage of qualifying pupils (FSM) at Alma Park (14%) is slightly above the national average of 13%.

### Nature of support GIVE EGS

Focus on learning in the curriculum eg **Curriculum related intervention/ staffing ratio**

Focus on social, emotional and behavioural needs eg **pastoral interventions tiered approach menu of programmes / staff deployment**

Focus on enrichment beyond the curriculum eg **sporting activities before and after school, music enrichment, upper KS2 residential**

### Attainment in Year 1 phonics screening test for 17 pupils eligible for PPG:

65% of disadvantaged pupils at Alma Park achieved the expected standard which is below the 84% national standard for **all** pupils.

	No. of pupils	% Meeting required standard	
<b>Disadvantaged</b>	17	(11) 65%	<b>26% gap</b>
<b>Non Disadvantaged</b>	47	(43) 91%	

*(3 children profoundly deaf)*

### Overall attainment at KS1 for 16 pupils (disadvantaged) eligible for PPG:

	School % achieving expected standard 2017				
	Cohort	Reading	Writing	Maths	Science
All Pupils	61	69%	74%	74%	87%
Disadvantaged	16	56%	69%	63%	88%
Others	45	73%	76%	78%	87%
<b>National % achieving expected standard 2017</b>					
All Pupils		76%	68%	75%	83%

	School % achieving higher standard 2017			
	Cohort	Reading	Writing	Maths
All Pupils	61	30%	20%	20%
Disadvantaged	16	13%	6%	13%
Others	45	36%	24%	22%
<b>National % achieving higher standard 2017</b>				
All Pupils		25%	16%	21%



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### Overall attainment at KS2 for 19 pupils eligible for PPG:

Yr 6 (based on 57 children) the % of disadvantaged children (19) who met the expected standard in R=53%; W= 68%; M= 47%; Combined=37%

Non-disadvantaged = R=50%; W=74%; M=71%; Combined=42%; therefore the **gap** = R=3%; W=6%; **M=24%**; Combined=5%

School % achieving higher standard 2017					
	Cohort	Reading	Writing	Maths	RWM
All Pupils	57	12% 25	7% 18	18% 23	4% 9
Disadvantaged	19	5% 29	5% 21	16% 27	0% 11
Others	38	16% 29	8% 21	18% 27	5% 11
FSM	11	9% 29	9% 21	18% 27	0% 11
National % achieving higher standard 2017					
All Pupils		25%	18%	23%	9%

School % achieving expected standard 2017						
	Cohort	Reading	Writing	Maths	RWM	Science
Pupils	57	51% 71	72% 76	63% 75	40% 61	88% 82
Disadvantaged	19	53% 77	68% 81	47% 80	37% 67	95%
Others	38	50% 77	74% 81	71% 80	42% 67	83%
FSM	11	55% 77	73% 81	46% 80	36% 67	100%
National % achieving expected standard 2017						
All Pupils		71%	76%	75%	61%	82%

For those pupils who achieved the higher standard, the widest gap between disadvantaged and non-disadvantaged pupils was in Reading. At the higher standard, the gap between disadvantaged and non-disadvantaged pupils in Writing and Maths was very small. This was also well below the national for both disadvantaged and non-disadvantaged pupils.



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### Overall progress from KS1 to KS2 for 19 (disadvantaged) pupils eligible for PPG:

The new progress measures are a type of value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment. There are multiple stages in the process.

Progress scores will be centred around zero, with most schools within the range of -5 to +5.

- A **score of 0** means pupils in this school on average do about **as well** at KS2 as those with similar prior attainment nationally.
- A **positive score** means pupils in this school on average do **better** at KS2 as those with similar prior attainment nationally.
- A **negative score** means pupils in this school on average do **worse** at KS2 as those with similar prior attainment nationally.

A negative score does not mean that pupils did not make any progress, rather it means they made less progress than other pupils nationally with similar starting points.

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
<b>School progress score</b>	<b>-3.97</b>	<b>-2.00</b>	<b>-1.22</b>
Confidence interval	-5.68 to -2.26	-3.64 to -0.36	-2.76 to +0.32
Well above national average (about 10% of schools in England)			
Above national average (about 10% of schools in England)			
Average (about 60% of schools in England)			
Below national average (about 10% of schools in England)			
Well below national average (about 10% of schools in England)			
<b>Number of pupils</b>	51	52	51

  

	Reading <a href="#">Explore data in detail</a>	Writing <a href="#">Explore data in detail</a>	Maths <a href="#">Explore data in detail</a>
<b>Progress score for disadvantaged pupils</b>	<b>-3.49</b>	<b>-1.50</b>	<b>-1.73</b>
Confidence interval	-6.45 to -0.53	-4.29 to +1.30	-4.40 to +0.94
National average for non-disadvantaged pupils	+0.33	+0.17	+0.28
<b>Number of disadvantaged pupils</b>	17	18	17

In the 2015 – 16 report the progress of children in Maths was highlighted as an area of focus for our children. The current progress scores would suggest that the interventions put in to place have been effective. It could also be suggested that the school focus on writing has also impacted positively on the progress of children who qualify for pupil premium funding. The average gap in progress between disadvantaged and non-disadvantaged pupils is approximately 0.5. **maybe closer to 0.7**



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### Projected Pupil Premium spending for 2017 – 18

**Grant Received - £155, 696 (incld £2416 EYPP @ £302.10 per child)**

Ever 6 = 104 pupils

EYPP = 8 pupils

LAC = 1 pupil

Post LAC = 7 pupils

TOTAL = 120 pupils

### Proposed Spending Foci

<u>Spending</u>	<u>Outcome</u>
<ul style="list-style-type: none"> <li>Academic – Deployment of AHTs across the school English &amp; Maths support; Boosters (including before and after school groups); Targeted Maths support including 1<sup>st</sup> Class @Number 2 and Numicon, Reading intervention – Lexia, Clicker 7</li> </ul>	<ul style="list-style-type: none"> <li>Increased attainment for disadvantaged pupils</li> <li>Reduced gap between disadvantaged and non-disadvantaged</li> <li>Improved progress of all qualifying pupils</li> </ul>
<ul style="list-style-type: none"> <li>Well Being – Pastoral team (1 Learning mentor, 3 behaviour guidance and support, 1 AHT); training &amp; delivery of interventions, Play Therapy</li> </ul>	<ul style="list-style-type: none"> <li>Qualifying pupils are given strategies manage SEMH barriers to learning</li> <li>Staff supported to understand and meet the needs of all pupils</li> <li>Parent/carers helped with strategies to best support their child(ren)</li> </ul>
<ul style="list-style-type: none"> <li>Enrichment &amp; engagement –Forest Schools, Music Events, Residential Visit,</li> </ul>	<ul style="list-style-type: none"> <li>Pupils continue to have multiple enrichment experiences</li> </ul>

### **Percentage of PP / non PP children at/above expected at the end of Summer 2017**

PP vs Non-PP	Reading			Writing			Mathematics		
	PP	Gap	Non PP	PP	Gap	Non PP	PP	Gap	Non PP
<b>Summer End of Term</b>									
Yr.1	(+) 47.1% (8/17)	Non PP +30.7%	77.8% (35/45)	47.1% (8/17)	Non PP +12.9%	60.0% (27/45)	58.8% (10/17)	Non PP +1.2%	60.0% (27/45)
Yr.3	(+) 75.0% (9/12)	PP +9.9%	65.1% (28/43)	66.7% (8/12)	PP 3.9%	62.8% (27/43)	75.0% (9/12)	PP 12.2%	62.8% (27/43)
Yr.4	(+) 53.3% (8/15)	Non PP +10.3%	63.6% (28/44)	53.3% (8/15)	Non PP +8.0%	61.4% (27/44)	53.3% (8/15)	Non PP +3.5%	56.8% (25/44)
Yr.5	(+) 42.1% (8/19)	Non PP +37.9%	80.0% (36/45)	21.1% (4/19)	Non PP +30.1%	51.1% (23/45)	42.1% (8/19)	Non PP +20.1%	62.2% (28/45)

Yr.2 & Yr. 6 data in information presented earlier in the report.



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### Pupil Premium Pupil Voice Questionnaire Spring 2018

<b>Questionnaire completed by 2 PP qualifying pupils from years 2 - 6</b>	Yes ☺	No ☹	Don't know
I feel happy and looked after at school.	<b>100%</b>		
Teaching is good and I learn a lot in lessons.	<b>100%</b>		
I am getting better at my work because adults explain to me how to improve.	<b>100%</b>		
I like learning and there are a good range of activities which I find enjoyable.	<b>95%</b>		<b>5%</b>
I can ask an adult a question or problem and they will listen and help me.	<b>95%</b>	<b>One child responded 'sometimes'</b>	
Behaviour is good in my school and I understand how to sort out problems with my friends.	<b>80%</b>	<b>5%</b>	<b>15%</b>
Brain builder helps me learn.	<b>100%</b>  <b>(One child's response was 'sometimes')</b>		
What do you like best at school?  <b>There were a range of responses which included those opposite.</b>	<b>Learning different stuff</b> <b>Painting</b> <b>Going on trips</b> <b>Playing with friends</b> <b>Maths</b> <b>English</b> <b>Choir</b> <b>Science experiments</b> <b>After school sports</b> <b>Computing</b> <b>Gym</b>		

### Glossary

- PPG – Pupil Premium Grant
- EYPP – Early Years Pupil Premium
- FSM – Free School Meal
- BRP – Better Reading Partnership
- BBC – Breakfast Book Club
- CPD – Continued Professional Development
- TA – Teaching Assistant
- Ed. Psych. – Educational Psychologist