

Impact of Pupil Premium Funding at Beckford 2017-2018

'The pupil premium is paid to schools as they are best placed to assess what additional provision their pupils need.'

<https://www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children/supporting-pages/pupil-premium>

Much discussion around how to spend the Pupil Premium has referenced the Sutton Trust's 'Toolkit of Strategies to Improve Learning: Summary for Schools Spending the Pupil Premium' (Higgins et al, 2011), now revised in 'The Teaching and Learning Toolkit' (Higgins et al, 2012). The toolkit identifies and compares a range of 'approaches' to teaching and learning and orders them in terms of 'potential gain' to pupils.

Approaches	Potential Gain (in months)	Approaches	Potential Gain (in months)
Feedback	+ 8	Parental engagement	+ 3
Meta-cognition	+ 7	Reducing class sizes	+ 3
Reading comprehension strategies	+ 6	Individualised instruction	+ 3
Peer tutoring	+ 5	Within-class attainment grouping	+ 3
Mastery learning	+ 5	Sports participation	+ 2
Collaborative learning	+ 5	Summer schools	+ 2
Oral language interventions	+ 5	After school programmes	+ 2
One-to-one tuition	+ 5	Arts participation	+ 2
Homework (Secondary)	+ 5	Learning styles	+ 2
Early Years intervention	+ 5	Extending school time	+ 2
Phonics	+ 4	Homework (Primary)	+ 2
Social and Emotional Learning	+ 4	Teaching assistants	+ 1
Small group tuition	+ 4	Performance pay	+ 1
Outdoor adventure learning	+ 4	Mentoring	+ 0
Digital technology	+ 4	School uniforms	+ 0
Behaviour interventions	+ 3	Setting or streaming	- 1

The toolkit is born of the assertion:

'... establishing a clear link between increasing educational expenditure and pupils' learning is harder than you might think. It may seem obvious that more money will lead to better or higher quality educational experience, but extensive research shows that there is no clear relationship between increased expenditure and increased outcomes ... If the pupil premium is to succeed in achieving its ambitious goals, the choices that schools make in allocating the money are of vital importance.' (p.3)

Pupil Premium spending for 2017-18 academic year

Number of pupils eligible	183
Total PP received	£243,300

Due to the successful impact on attainment of our 2016-17 strategy to Pupil Premium spending, the strategy adopted for 2017-18 will be based on the same approaches.

Area of spend	Focus	Total allocation
Improve feedback and metacognition through staff training and development on Assessment for Learning	English and Maths	Negligible costs
1:1 and small group intervention – tuition in Year 6	English and Maths	£11,640
Support for learning, small group intervention and tuition Y3 - 5	English and Maths	£10,860
Support for learning, teacher ratio, small group intervention and tuition Y2	English and Maths, Personal and Social	£11,550
Dyslexia support group	English	£5,080
1:1 emotional therapeutic support (TAVI)	Personal and Social	£6,000
Small group Learning Mentor pastoral support	Personal and Social	£37,300
In class support – EAL/SEND intervention support in Years 1 to 6	English and Maths	£80,000
In class support – TA support in Y1 and Reception	English, Maths, Personal and Social	£80,000
Personalised IT based home learning	English and Maths	£7,000
Subsidising school trips to build resilience	Personal and Social	£1,500
TOTAL SPEND		£250,930
Inclusion cost to school		-£7,630

Impact of spending – attainment and progress of Pupil Premium children 2017-18

Attainment – percentage achieving end of year expectation:

Year group	Reading		Writing		Mathematics	
	All pupils	Disadvantaged	All pupils	Disadvantaged	All pupils	Disadvantaged
Nursery	66	67	15	0	63	67
Reception	62	29	62	29	67	41
1	68	56	64	56	66	56
2	74	62	62	52	74	62
3	75	68	64	56	75	68
4	77	74	68	68	79	82
5	78	64	67	48	78	68
6	78	83	87	90	82	80

Progress:

Comparison of percentage attaining expected or above with end of previous Key Stage. Pink = -2% or more below; Yellow = within +/- 2%; Green = 2% or more above.

Year group	Disadvantaged pupils		
	Reading	Writing	Maths
Nursery	+67	=0	+67
Reception	+23	+23	+28
1	=0	=0	=0
2	+12	+7	-3
3	+1	+2	+5
4	+3	+12	+8
5	-1	+2	+3
6	-1	+25	-4

At the end of each Key Stage (end of Reception, end of Y2, end of Y6), children are assessed to see whether they are working at the nationally expected standards for their age.

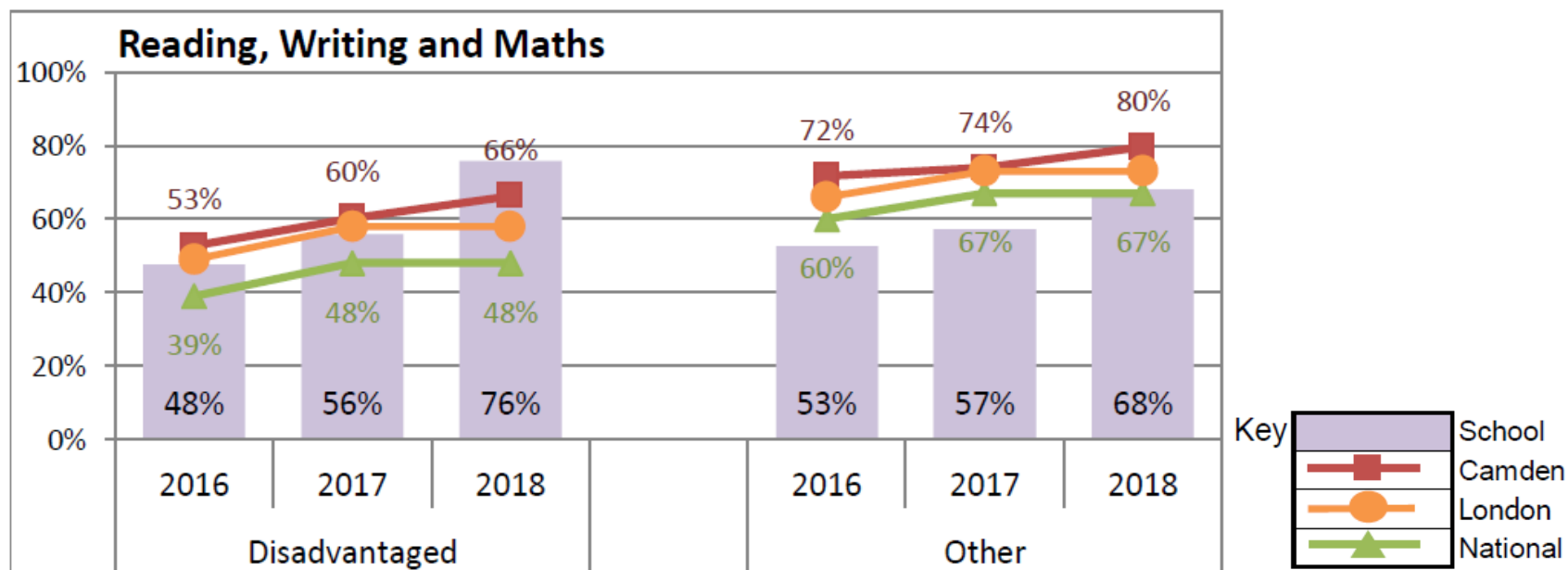
At Beckford, we regularly compare pupils' current attainment with how they did at the end of the previous key stage. If more of our pupils are now at the nationally expected standard, this chart will report a positive percentage point gain (e.g. if 60% of disadvantaged Y2 pupils met the expected standard at end of Reception, and 64% met the standard at the end of Y2, this constitutes a +4 percentage point gain).

Impact of Pupil Premium funding at Beckford Primary School 2017-18

End of KS2 attainment

	PP	Non PP	Combined R,W,M			Reading Test			Writing TA			Maths Test		
			PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap	PP	Non PP	Gap
Beckford	33	25	76	68	+8	79	72	+7	85	84	+1	79	84	-5
National			48	67	-19	60	77	-17	66	81	-15	63	80	-17
Comparison to National														

Three-year picture



Conclusions

At the end of KS2, disadvantaged pupils at Beckford attained far better than disadvantaged pupils nationally in Reading, Writing and Maths in summer 2018. The gap between the attainment of disadvantaged pupils and their peers was considerably smaller at Beckford than it was nationally.

Across most year groups and subjects, disadvantaged pupils made good or better progress from their starting point at the beginning of the key stage. Progress was notably strong in the Early Years, in Year 4, and in English for Year 2. In Year 2 and Year 6, Maths progress was slightly slower than expected, although in all other year groups good or better progress was made.

In terms of attainment, for some cohorts at Beckford, disadvantaged pupils do as well or better than others (YN, Y4 and Y6), whereas in other cohorts they attain less well across all subjects (YR, Y2, Y3 and Y5).

Implications for School Development Planning

Disadvantaged pupils who have made slower progress to be targeted for additional support/tuition to accelerate progress (in particular for Maths in Year 3 in 2018-19).

Disadvantaged pupils in years 1, 3, 4 and 6 (in 2018/19) to be targeted for additional support/tuition to accelerate progress to close the gap for these cohorts.

Pupil Premium spending plan for 2018-19 academic year

Number of pupils eligible	181
Total PP received	£241,860

Due to the successful impact on attainment of our 2017-18 strategy to Pupil Premium spending, the strategy adopted for 2017-18 will be based on the same approaches.

Area of spend	Focus	Total allocation
Improve feedback, metacognition and the teaching of Reading Comprehension Strategies through staff training and development	English and Maths	Negligible costs
Increased teacher ratio in mornings in Y3-6 to increase opportunities for feedback to and from pupils and facilitate smaller class sizes	English and Maths	£91,200
In class support – TA support in Y1 and Reception	English, Maths, Personal and Social	£60,000
1:1 and small group support for SEMH and Dyslexia	English, Personal and Social	£7,600
1:1 and small group support for Speech, Language and Communication needs	English	£12,160
1:1 and small group tutoring for English and Maths	English and Maths	£15,200
1:1 emotional therapeutic support (TAVI)	Personal and Social	£10,000
In class support –SEND/SEMH intervention support in Years 1 to 6 (HLTA)	English, Maths, Personal and Social	£23,750
In class support –SEND/SEMH intervention support in Years 1 to 6 (ILSA)	English, Maths, Personal and Social	£45,600
Subsidising school trips to build resilience	Personal and Social	£1,500
TOTAL SPEND		£267,010
Inclusion cost to school		-£25,150