



UNSWORTH PRIMARY SCHOOL 'Together We Build Understanding'

Pupil Premium Impact Summary July 2017



The allocation of pupil premium funding for **2016-2017** was £51,160.

By the end of July 2017 41 pupils had been identified as being eligible for pupil premium across the school.

Eleven pupils eligible for pupil premium also had SEN/D. Six of these pupils had a statement or an Education, Health, Care Plan. Two pupils are looked after pupils.

The following barriers to learning were identified in the school's Pupil Premium Strategy and action plan:

1. A number of pupils eligible for pp also have complex SEN/D (9 pupils in 2015-2016).
2. No pupils eligible for pp achieved 'greater depth' in any subject in Y6 2016.
3. Most pupils eligible for pp were below age related expectations in Y4 2016 (in all subjects).
4. Some pupils eligible for pp are affected by social, emotional and mental health issues.
5. Attendance – pupils eligible for pupil premium had lower attendance rates than other pupils at the school during the academic year 2015-2016 (gap of -1.76%)
6. Some pupils eligible for pupil premium do not receive any support from home with their homework.
7. Some pupils eligible for pupil premium cannot afford to pay for school trips, music tuition and do not experience a range of enrichment experiences outside of school.

Impact of the Pupil Premium Strategy 2016-2017

1. Strategic Planning

Following attendance on pupil premium reviewer training funded by the Bury Teaching School Alliance, and other pupil premium conferences, a much clearer process was devised to plan strategically for pupil premium spending and to monitor for impact.

In September 2016, a Pupil Premium Strategy document was created built on a full analysis of individual pupil outcomes and internal and external barriers to learning. This resulted in a strategy and plan focused on both whole school and targeted approaches. The actions in the plan covered strategy, attendance, learning interventions and enrichment.

2. Attendance

Following a full analysis of attendance for 2015-2016 a number of actions were put in place to improve the attendance of pupils eligible for pupil premium across 2016-2017. In 2015-2016 the attendance of pp pupils was 95.5% compared to 96.7% of all pupils in the school and 96.1% of all pupils nationally. The rate of persistent absence for pp pupils at the school was 9.1% which represents 3 out of the 33 pupils.

Across 2016-2017 attendance was 95.6% of pp pupils compared to 96.4% of all pupils in the school. 5.1% (2 pupils) of pupils eligible for pp were persistent absentees in 2016-2017. These were different pupils from those who were PA last year. National figures are not yet available.

3. Interventions

Across 2016-2017 interventions were planned to overcome the barriers to learning identified in the Pupil Premium Strategy. Whole school training took place on early identification and awareness of mental health issues in primary school children. The school's PSA also undertook the Enhanced Evidence Based Practice Programme in Cognitive Behaviour Therapy. These strategies have resulted in earlier identification of pupils with such issues and increased ability to undertake therapeutic actions with a number of individual pupils who might not meet thresholds for external intervention.

Targeted interventions have also taken place for pupils with SEN/D resulting in good progress across reading, writing and maths for those pupils according to the school's tracking system. Further interventions were also put in place for more able pupils. This resulted in increased numbers moving into greater depth in the core areas. The table below shows outcomes at key points for all pupils in the school, pupils eligible for pupil premium and all pupils nationally. The individual attainment and progress of every individual pupil eligible for pupil premium is reported to the Attainment and Progress Committee of the Governing Body each term.

Assessment	School outcomes – all pupils	School outcomes – pp pupils	National outcomes – all pupils
GLD at end of EYFS	74%	75% (3 out of 4 pupils)*	71%
Y1 Phonics	79%	67% (4 out of 6 pupils)*	81%
KS1 Outcomes			
Reading	71%	50% (2 out of 4 pupils)*	76%
Writing	62%	50% (2 out of 4 pupils)*	68%
Mathematics	71%	50% (2 out of 4 pupils)*	75%
KS2 Outcomes			
Reading	84%	100% (3 out of 3 pupils)	71%
Writing	81%	100% (3 out of 3 pupils)	76%
Maths	81%	100% (3 out of 3 pupils)	75%
Combined	71%	100% (3 out of 3 pupils)	61%

**Pupils who did not achieve age expectation had special educational needs in all cohorts.*

4. Enrichment

The impact of enrichment activities and approaches is difficult to quantify. It can only be judged in terms of increased participation and involvement. All pupils eligible for pp attended all school trips including the Y6 residential. Two pupils were able to have musical tuition across the year and one joined the local youth choir. Two pupils were able to visit the theatre for the first time and attend some activity days in the summer holidays funded by school. Children report their delight and enjoyment of all of these activities.

Report prepared by:

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