

## **Voluntary Controlled Church of England School 1. A summary of information and context**

Our Christian belief that all pupils are individual and that we have a role to support each child to find their wonderful and flourish, underpins our Pupil Premium work at the school. Our Christian value of compassion is used regularly to support our Pupil Premium families, and the individual students. As staff we have learnt that the value of endurance is key to supporting our students in overcoming their barriers to learning and to becoming resilient and successful in their school life and education.

This report is designed to help parents and our external audience understand how we have reviewed the impact of the 2017 – 2018 spend, what current barriers to learning are for our Pupil Premium students, and how we plan to spend our budget this year to support those students to succeed in 2018 – 2019?

**What is our context?** Our Pupil Premium students arrive with us having spent until age 9 in the first school system in Buntingford and surrounding villages. We receive our students from over 20 different partner schools, although the majority feed into the school from the 2 first schools in Buntingford. On entry the students have already completed two years of their Key Stage 2 learning and we have a year and half with students prior to them sitting their SAT exams. On entry the Year 4 data from their first schools identifies a significant gap between the students' progress at the end of Year 4 and their Key Stage 2 predictions. For PP and SEND pupils this gap in progress is wider than any other cohort of students. Please ask for the accompanying data report on our entry data. Our Pupil premium students also enter the school with a greater likelihood, of a history of poor attendance compared to non-pupil premium students, and this is also impacting on their achievement.

Therefore, transition is a crucial focus for the school as it at these points that you can lose students and or parents. At Edwinstree we work focus relentlessly on getting to know our most disadvantaged pupils and families, so that we build trust as quickly as possible. It is our PP and SEND who are often the most vulnerable during this transition stage, and in the last two years, we have begun to work with these students and families from April onwards, with our first school's permission. The divide between PP and their counterparts on entry is expansive in attainment and progress. For our PP to close the divide that has begun, post Key Stage 1 in their lower Key Stage 2 schooling, they need to make rapid progress in all year groups on entry into Edwinstree. For many students this progress is the equivalent to 3 years in the space of a year and half – if they are to achieve their end of key stage 2 targets.

With a current housing programme, that will double the size of Buntingford within five years, and with each housing area providing social housing, Edwinstree is seeing an increase in Pupil Premium students in the lower years, and this is predicted to continue. The numbers of PP students with significant vulnerability, ie SEND and PP and multi- agency input is also increasing. Case studies are available to external auditors on request.

How did we spend our Pupil premium money last year and did it have impact? September 2018

2. Our spend for 2017 – 2018 and our planned spend for 2018 – 2019

<b>Summary information: Edwinstree Middle School Academic Year 2017-18. Total PP Funding April 2017 (2017/18 Delegated Budget)</b>			
<b>Academic year</b>	2017 - 2018	Total PP Funding April 2017 (2017/18 Delegated Budget. Based on Oct 2016 Census)	<b>£</b> Y5 & Y6 <u>27</u> @ <b>1,320</b> Y7 & Y8 <u>29</u> @ <b>935</b> <b><u>56</u>    <u>62,755</u></b>
<b>Total number of students</b>	Y5    86 Y6    94 Y7    111 Y8 <u>108</u>  <b>Total <u>399</u> Pupils</b>	Number of eligible pupils: 67	Y5 11 (13%) Y6 24 (26%) Y7 12(11%) Y8 14 (13%)  <b>Total 61 (15%) of all students</b>

**How did we allocate our money last year and was this spend cost effective?**

**2017/18 Pupil premium funding was allocated in the following way:**

Planned spend	Detail	Cost
Small group tuition	This focused on withdrawal groups to address each of the maths and English barriers above. From January PP students along with catch up were offered after school and Saturday sessions to close the gap. Please see appendix for quotes on how the students feel about these sessions.	7,000
Educational Visits	All parents were informed that they needed to apply individually for support for trips as opposed to a blanket payment.	1,984
Counselling / mentoring	Support for our most anxious and vulnerable pupil students to improve attendance and build resilience and self-esteem.	<u>1,800</u>
		<b><u>20,326</u></b>
<b>Learning Support Assistants</b>	The creation of the learning Zone and two key Learning Support Assistance with the aim to build resilience and form strong relationships with home for our most vulnerable, ensuring that their attendance improves and that home and school are aligned in supporting the child to move forward. Supporting students emotionally so that they are ready to learn.  Redirection and funding for training to support bespoke with drawl programmes in number fluency, reading to infer, handwriting, and speech and language support. Funding for an LSA to support home learning organisation and completion prior to school, during school and post school.	<b>42 838</b>
<b>Misc. PP Expenditure</b>	For example Taxi fares, breakfast and lunch – support for dyslexia glasses, uniform, milk, breakfasts.	<b>4,084</b>
Carried Forward		1,600
<b>Total Expenditure</b>		<b><u>62,755</u></b>

How did we spend our Pupil premium money last year and did it have impact? September 2018

### How successful were we in supporting students in make good and or rapid progress last year?

In all years, PP students made rapid progress in reading, writing and grammar, spelling and punctuation, in line and at times above that of their counterparts. In maths in Years 7 and 8 PP students made rapid progress in line and just above their peers. In Years 5 and 6 PP students made good progress over the year, but this was just below their peer's yearly progress.

### How did their attainment improve over the year in each year group?

Please note if the total number of students increases this is due to in year admissions. A minus number for Working towards relates to the number of students leaving this category. Key WT working towards age related, AT at age related and AB above age related.

YEAR 5	WT	AT	AB	YEAR 5	WT	AT	AB	Diff WT	Diff AT	Diff AB
PP OCT 2017 MATHS	7	4	0	PP SUM 2018 MATHS	6	6	0	-1	2	0
PP OCT 2017 READING	10	1	0	PP SUMMER 2018 READING	5	6	1	-5	5	1
PP OCT WRITING	10	1	0	PP SUMMER 2018 WRITING	8	2	2	-2	1	2
PP OCT SCIENCE	8	3	0	PP SUMMER 2018SCIENCE	2	10	0	-6	7	0

YEAR 6	WT	AT	AB	YEAR 6	WT	AT	AB	Diff WT	Diff AT	Diff AB
PP OCT 2017 MATHS	20	3	0	PP SUMMER 2018 MATHS	7	12	4	-13	9	4
PP OCT 2017 READING	14	9	0	PP SUMMER 2018 READING	3	15	5	-11	6	5
PP OCT WRITING	18	3	2	PP SUMMER 2018 WRITING	4	12	7	-14	9	5
PP OCT SCIENCE	12	9	2	PP SUMMER 2018 SCIENCE	1	19	3	-11	10	1

YEAR 7	WT	AT	AB	YEAR 7	WT	AT	AB	Diff WT	Diff AT	Diff AB
PP OCT 2017 MATHS	7	3	0	PP SUMMER 2018 MATHS	3	4	3	-4	1	3
PP OCT 2017 READING	7	3	0	PP SUMMER 2018 READING	1	6	3	-6	3	3
PP OCT WRITING	7	3	0	PP SUMMER 2018 WRITING	1	6	3	-6	3	3
PP OCT SCIENCE	3	6	1	PP SUMMER 2018 SCIENCE	0	7	3	-3	1	2

YEAR 8	WT	AT	AB	YEAR 8	WT	AT	AB	Diff WT	Diff AT	Diff AB
PP OCT 2017 MATHS	14	1	0	PP SUMMER 2018 MATHS	7	6	1	-7	5	1
PP OCT 2017 READING	11	4	0	PP SUMMER 2018 READING	5	7	2	-6	3	2
PP OCT WRITING	9	6	0	PP SUMMER 2018 WRITING	5	6	3	-4	0	3
PP OCT SCIENCE	3	12	0	PP SUMMER 2018 SCIENCE	0	12	2	-3	0	2

**How did Pupil premium attendance compare to non- pupil premium last year? Were we able to reduce the divide?**

Pupil premium attendance remains a barrier to learning for a significant number of our students. However, when we remove the “Outlier” students who have external service reasons for not attending, ie reduced timetables as a recommendation from Social Services and or CAMS. The divide between PP and Non- PP shows a shrinkage from 3% to the negative to a 2.1% difference from 2017 – 2018. The gap between our PP and Non- PP has shrunk significantly this year.

**Are PP students more likely to misbehave than Non - PP students?**

In Year 5, 6 and 8, PP students are not overrepresented within the 2<sup>nd</sup> yellow and red card negative behaviour system. In year 7 PP and SEND students are currently over – represented.

**What was our success criteria for the 2017 – 18 spend? Did we succeed?**

- 1) **The divide between PP and Non PP student’s progress disappears and the interventions put in place support students to make rapid progress in English and Maths this year.** Rapid progress was achieved for PP students in all areas of English and in Year 7 and 8 maths. Year 5 and 6 progress over the year remained stubbornly good not rapid. Interventions in Maths Year 5 only took place in term 3 which delayed PP progress.
- 2) **Pupil premium students succeed in completing their homework and do not fall behind in their work. This is eradicated as a reason for poor progress.** Those students who attended the bespoke programme saw a swift reduction in their homework cards and a growth independence and resilience over the year.
- 3) **PP attendance divide shrinks to as close to the national as possible.** While the gap between PP attendance and Non PP remains this has shrunk from 3% last year to 2.1% to the negative, this year.
- 4) **Parents of pupil premium students are able to communicate effectively with the school and feel supported.** The learning zone have a significant number of case studies that evidence the growing trust parents have in the school. PP student behaviour is not over represented in any year group except Year 6 last year, our current Year 7 this year.