

Pupil Premium

The Pupil Premium is additional funding provided by the Department for Education to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the local authority; and the children of armed service personnel. Funding is provided in order to “diminish the (attainment) difference” between children entitled to pupil premium and those classed as “other” (non-pupil premium).

Schools are free to make decisions on how best to spend their pupil premium funding, as long as spending has a positive impact on overcoming educational barriers.

Barriers to Educational Achievement

There are a number of actual and potential barriers to educational achievement that our pupil premium children face. These include:

- Starting points which are often noticeably below those typically found of their peers nationally. This means that our children need to catch up rapidly. This is particularly true in terms of early language and communication acquisition, as well as social and emotional development.
- Access to language – especially from books. Lack of early speech and language opportunities can impact on progress and development for some of our children.
- Approximately 40% of children in receipt of pupil premium funding also have special educational needs and therefore require a high level of differentiated teaching and support.
- A proportion of our school population find it difficult to regulate and manage their feelings and behaviour and require additional support from mentors.
- A significant proportion of families live in the most deprived households in England.
- Families who cope well with the day to day care of their children, but may struggle to pay for the ‘additions’ to the curriculum, such as school trips, residential and experiences.
- Sometimes requiring support regarding breaking habits and routines at home which could be detrimental to the educational development of their children. For example, poor homework routines, bedtime routines or attendance issues.

After researching (through a literature review) the impact on learning of effective spending Stephenson Way Academy and Nursery school have decided to spend the majority of its pupil premium funding on additional staffing. We have taken this decision to reduce class and group sizes and/or increase the opportunity for children to work with an adult regularly. According to research (Hattie, Visible Learning and the EEF), reducing class size in itself does not have a significant impact on learning (unless class size is below 15) but it does facilitate the following factors which do have a significant impact on progress and learning:

- More opportunity to cater for diversity and difference
- Greater engagement in learning
- Better monitoring of pupil progress
- Earlier diagnosis of pupil difficulty

- More inclusive and more personal teaching
- A reduction in bullying
- Higher levels of physical safety
- More immediate rewards for achievement
- Children are more likely to be 'on-task'
- Group work is more easily managed
- More opportunity for pupil interactions

Therefore as a school we currently spend the majority of our additional funding on staff so that the above can be realised.

The impact of our spending on academic outcomes since academy conversion is outlined below:

Key Stage 2 Outcomes

| Reading | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|--|---|--|---|------|
| Pupil Premium National Average | 82 | 83 | 53 | 53* | |
| Pupil Premium School | 82 | 86 | 41 | 74 | |
| Non Pupil Premium National | 92 | 92 | 71 | 71* | |
| Non Pupil Premium School | 92 | 80 | 75 | 73 | |
| Difference between school pupil premium and National average other ("Diminishing the difference") | -10 (compared to -10 nationally) 0 | -6 (compared to -9 nationally) +3 | -30 (compared to -18 nationally) -12 | +3 (compared to -18 nationally) +21 | |

| Writing | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|--|--|-----------------------------------|--|------|
| Pupil Premium National Average | 76 | 79 | 64 | 64* | |
| Pupil Premium School | 82 | 85 | 86 | 78 | |
| Non Pupil Premium National | 89 | 90 | 78 | 78* | |
| Non Pupil Premium School | 75 | 95 | 92 | 74 | |
| Difference between school pupil premium and National average other ("Diminishing the difference") | -7 (compared to -13 nationally) +6 | -5 (compared to -11 nationally) +6 | +8 (gap nationally -14) +22 | 0 (compared to -14 nationally) +14 | |

| Maths | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------------------|-----------|-----------|-----------|------------|------|
| Pupil Premium National Average | 78 | 80 | 58 | 58* | |
| Pupil Premium School | 89 | 85 | 48 | 83 | |
| Non Pupil Premium National | 90 | 90 | 75 | 75* | |
| Non Pupil Premium School | 92 | 90 | 83 | 74 | |

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|---|--|---|---|--|--|
| Difference between <i>school pupil premium</i> and <i>National average other</i> ("Diminishing the difference") | -1 (compared to -12 nationally) +11 | -5 (compared to -10 nationally) +5 | -27 (compared to -17 nationally) -10 | +7 (compared to -17 nationally) +24 | |
|---|--|---|---|--|--|

Key Stage 1 Outcomes

| Reading | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|--|--|--|---|------|
| Pupil Premium National Average | 15 | 15.2 | 62 | 62* | |
| Pupil Premium School | 14.5 | 14.5 | 55 | 52 | |
| Non Pupil Premium National | 17 | 17.1 | 78 | 78* | |
| Non Pupil Premium School | 15.3 | 14.7 | 43 | 93 | |
| Difference between <i>school pupil premium</i> and <i>National average other</i> ("Diminishing the difference") | -2.5 (compared to -2 nationally) -0.5 | -2.6 (compared to -1.9 nationally) -0.6 | -23 (compared to -16 nationally) -7 | -26 (compared to -16 nationally) -10 | |

| Writing | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|--|--|--|---|------|
| Pupil Premium National Average | 13.7 | 14.0 | 53 | 53* | |
| Pupil Premium School | 14.0 | 13.9 | 52 | 43 | |
| Non Pupil Premium National | 15.6 | 15.8 | 70 | 70* | |
| Non Pupil Premium School | 14.5 | 14.7 | 43 | 87 | |
| Difference between <i>school pupil premium</i> and <i>National average other</i> ("Diminishing the difference") | -1.6 (compared to -1.9 nationally) +0.3 | -1.9 (compared to -1.8 nationally) -0.1 | -18 (compared to -17 nationally) -1 | -27 (compared to -17 nationally) -10 | |

| Maths | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|---|---|---|------|
| Pupil Premium National Average | 15.0 | 15.1 | 60 | 60* | |
| Pupil Premium School | 14.5 | 13.9 | 59 | 52 | |
| Non Pupil Premium National | 16.7 | 16.9 | 77 | 77* | |
| Non Pupil Premium School | 14.6 | 14.9 | 57 | 87 | |
| Difference between <i>school pupil premium</i> and <i>National average other</i> ("Diminishing the difference") | -2.2 (compared to 1.7 nationally) -0.5 | -3 (compared to 1.8 nationally) -1.2 | -18 (compared to 17 nationally) -1 | -25 (compared to 17 nationally) -8 | |

| Phonics | 2014 | 2015 | 2016 | 2017 | 2018 |
|-----------------------------------|-----------|-----------|-----------|-----------|------|
| Pupil Premium National Average | 63 | 66 | 70 | 70 | |
| Pupil Premium School | 62 | 62 | 67 | 72 | |
| Non Pupil Premium National | 78 | 80 | 83 | 83 | |

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|---|---|---|---|---|--|
| Non Pupil Premium School | 53 | 57 | 84 | 100 | |
| Difference between <i>school pupil premium</i> and <i>National average other</i> ("Diminishing the difference") | -16 (compared to -15 nationally) -1 | -18 (compared to -14 nationally) -4 | -16 (compared to -13 nationally) -3 | -11 (compared to -13 nationally) +2 | |

NB. In 2016 and 2017 Y2 Disadvantaged children made good progress relative to their starting points (since 43% reached a GLD in 2014 and only 28% reached a GLD in 2015)

Early Years Outcomes

| GLD | 2014 | 2015 | 2016 | 2017 | 2018 |
|---|---|--|--|---|------|
| Pupil Premium National Average | 45 | 51 | 54 | 54* | |
| <i>Pupil Premium School</i> | 43 | 28 | 37 | 57 | |
| <i>Non Pupil Premium National</i> | 64 | 69 | 72 | 72* | |
| Non Pupil Premium School | 25 | 58 | 64 | 56 | |
| Difference between <i>school pupil premium</i> and <i>National average other</i> ("Diminishing the difference") | -21 (compared to -19 nationally) -2 | -41 (compared to -18 nationally) -23 | -35 (compared to -18 nationally) -17 | -15 (compared to -18 nationally) +3 | |

*2016 National averages