



Pupil Premium Report

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to:

- Children of statutory school age who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

The DFE states that schools are free to spend their Pupil Premium allocation as they see fit as they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are accountable for the impact of this spending.

The purpose of the information on this page is to inform parents, carers and governors how much Pupil Premium has been received by the school, how it was spent and the impact the spending has had on pupils' achievement. The report also gives details of funding for 2017-18 and its intended use.

Maybury is located in an area of high social deprivation. Over 80% of our households are situated within 10% of the most deprived households nationally. The school has two looked after children. The percentage of pupils eligible for free school meals 'Ever6' is 56.9% which is significantly higher than the national average. As a result of this, Maybury receives a considerable amount of Pupil Premium funding. This means that support put into place impacts on all pupils, including a significant number who do not attract the Pupil premium but live in homes which reflect high levels of deprivation.

The main barriers to educational achievement faced by eligible pupils at the school are:

- Low starting points
- Poor language acquisition (Speech and Language, Speaking and Listening Skills)
- Personal, Social, Health and Emotional factors
- Equality of opportunity

The Pupil Premium for the academic year 2017-18

Date for review: September 2018

The school has a pupil premium budget of £157,960 for the year 2017-18. The Early Years pupil premium budget is £4,500 for 2017-2018. The table below sets out how this money is to be used to fund activities, initiatives and staffing: Total: £162,460

Evidence of impact and progress of children eligible for the Pupil Premium is monitored termly.

Type of Provision	Definition	Monitoring of Impact	Cost
Actions focused on learning in the curriculum	Whole staff training on Talk for Writing: Training for all staff – some new to the school. Ensure that writing is taught effectively across the school by all members of staff impacting on all outcomes for children regardless of starting points	All children make good progress in writing. All staff know who the PP children are and their barriers to learning in writing PP children make accelerated progress from their starting points – evidenced through in-house tracking	£1,000
	Whole staff training on Maths No Problem: Training for all staff. Ensure that maths is taught effectively across the school by all members of staff	All children make good progress in maths. All staff know who the PP children are and their barriers to learning in maths PP children make accelerated progress from their starting points – evidenced through in-house tracking	£1,000
	To continue the employment of two speech and language professionals one half per week. Targeted work mainly on speech therapy and language acquisition in F1 and F2 plus critical cases from the rest of the school; as well as training for lead TAs	Children make good progress in communication and language from starting points. Impacts on work across the curriculum – especially writing.	£20,000
	1 TA to deliver speech and language programmes F1, F2 and Y1: 6 x 15 minutes daily; 1 Ta to deliver speech and language programmes Y3 and Y4: 3 x 15 minutes daily	Children make good progress in communication and language from starting points	£4,710 £4,710
	Employ 2.5 additional teachers to maintain the equivalent of three teachers across Y1 and Y2; Y3 and Y4; Y5 and Y6. Quality first teaching at all times as supply teachers are never used and qualified teachers are able to provide focused and targeted teaching to identified children. Also ensure capacity building for continuity of teaching and learning:	To increase the rate of progress and further improve the attainment of all pupils- especially those who benefit from the pupil premium for 2017/18	£68,951
	Maintain two teachers in Foundation 2 to ensure quality first teaching	Improvements in Prime and Specific areas of learning so that the GLD in 2018 moves closer to national average	£24,975
	FFT Wave 3 support – two TAs to target support for pupils in reading	Accelerated rates of progress to close the gap with peers for children in Key Stage 1	£4,710
Actions focused on social, emotional and behavioural issues	To continue to sustain the post of Readiness to Learn TLR:2 Leader to lead on overall wellbeing of child (including responsibility for playtime and lunchtime and attendance) to ensure readiness to learn. Provide advice, support and challenge to staff to enable all children to access learning	Children attend school, have good attitudes to learning and well-being. Children reach targets across the curriculum.	£2,665

	Funding for services to support children with behaviour/emotional/welfare issues: <ul style="list-style-type: none"> • Advotalk - one morning per week • Dog Therapy – on afternoon per week 	Pupil Premium children targeted but no child in need of services left out Positive changes in targeted children with behavioural, emotional and social difficulties enabling children to be 'ready to learn'	Advotalk-£3,420 Pet Therapy-£2,660
	To fund Jigsaw Families programme to explore issues that can be challenging for families, for example managing bedtimes, building self-esteem. Parents of targeted children work jointly with their children through a six session programme led by trained TAs.	Positive changes in children of targeted families leading to improved progress and outcomes for targeted children.	£1,482
	Socially Speaking Group Y2 -30 minutes 3x per week	Children develop skills to inform their own learning – resilience, persistence and motivation	£4,261
	To continue to fund towards staff school dinners: Ensures all staff eat in the Restaurant with the children promoting social skills; speaking and listening (conversation around the meal table) and healthy food choice	Children develop positive attitudes to eating and appropriate social skills leading to good attitudes to learning and well being	£3,610
Actions focused on enrichment beyond the curriculum	Continued to fund towards increased opportunities for instrumental tuition for children in KS2	Children develop good attitudes to learning and well-being. Equality of opportunity to learn to play brass, percussion and guitar.	£8,800
	SMSC development. Enrichment through visits and visitors – heavily subsidised or free of charge including those through Hull Children's University: Children have equality of opportunity for experiences within and beyond their local environment. Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions: e.g. Factory and workplace visits Space Centre London – Houses of Parliament and tour of capital	Children gain enjoyment of learning and raise aspirations through experiences within and beyond Children make good progress in reading, writing and maths	£6,000
		Total:	£162,954

Provision in red shows where the Early Years Foundation stage Pupil premium budget was used.

Impact of Pupil Premium spending 2016/17: Summary

Attendance: % of sessions missed due to overall absence

School FSM	School Non FSM	In School Gap	National FSM	National Non FSM	National Gap	School FSM	National FSM	Gap
5.0	3.6	1.4	5.8	3.7	2.1	5.0	5.8	-0.8

- The absence rates of our FSM children is below that of their peers nationally
- The absence rates of our FSM children is above that of our non FSM children. The gap is below that seen nationally

Persistent Absence: % of pupils absent for 10% or more of their individual sessions

School FSM	School Non FSM	In School Gap	National FSM	National Non FSM	National Gap	School FSM	National FSM	Gap
10.8	2.5	8.3	18.0	7.1	10.9	10.8	18.0	-7.2

- Persistent absence rates of our FSM children is below that of their peers nationally
- Persistent absence rates of our FSM children is above that of our non FSM children. The gap is below that seen nationally

Achievement

It is important to remember the very low starting points of our children and that our aim is to close what is initially a wide gap in performance.

End of Foundation Stage

% of children achieving a Good Level of Development

PP School (15)	Non PP School (16)	All children School (31)	All children Nationally (2017)
47%	67%	55%	71%

- There were 31 children in FS2 in 2016/17; 15 of these were PP (61%)
- One PP child (girl) who did not achieve GLD was admitted to the school following an appeal in the Spring Term
- Seven out of the 15 PP children achieved GLD- five girls and two boys. Of the eight who did not: six are boys; three were on the SEN register and two were summer born

Key Stage 1

Y1 Phonics Screening Check 2017:

	2017 School % of Y1 children meeting the required standard	2017 National Other % of Y1 children meeting the required standard
PP (10)	80% (10)	
Non-PP (16)	78% (14)	84%
All Pupils (29)	86% (25)	81%

- Of the 29 pupils in Year 1 in 2016/17, 10 of these were Pupil Premium children. 80% of PP children in Y1 met the expected standard – this was in line with the national figure for all children of 81% but just below the national figure for other (non-Pupil Premium) children of 84%
- The gap between the school's PP children and other children nationally is narrower than the gap in 2016
- Of the four children who did not meet the required standard in the phonics screening test, two of these were Pupil Premium children. One of these two children is on the SEN register at SEN support level with SLCN included as their identified need; neither of these children achieved a Good Level of Development at the end of EYFS. .
- All four children are currently in a phonic set relevant to their need. Their progress and provision is reviewed regularly. The children on SEN support also receive Fischer Family Trust Wave 3 intervention.

Y2 Cumulative Phonics Screening Check 2017:

	2017 School % of Y2 children meeting the required standard	2017 National % of Y2 children meeting the required standard
PP (18)	94% (17)	
Non-PP (14)	93% (13)	
All Pupils (32)	94% (30)	92%

- Of the 32 children in Year 2, 18 are Pupil Premium children.

- Six children re took the Phonics Screening Check in Year 2. Four of these are Pupil Premium children- three boys and one girl- and all four are on the SEN register. Of these four children, three reached the required standard – one girl and two boys. The one Pupil Premium boy who did not meet the required standard is on the SEN register with an EHC plan for Severe Learning Difficulties and has one to one full time support.
- By the end of Y2, 94% of Pupil Premium children reached the required standard for the Phonics Screening check, which was above the national figure of 92% for all children nationally

Attainment at the end of KS1 2017:

32 children in cohort	Reading		Writing		Maths	
	EXS+	GD	EXS+	GD	EXS+	GD
PP School (16)	69% (11)	6% (1)	56% (9)	6% (1)	56% (9)	6% (1)
Non PP School (16)	75% (12)	19% (3)	69% (11)	13% (2)	75% (12)	19% (3)
All pupils School (32)	72% (23)	13%(4)	63% (20)	9% (3)	66% (21)	13% (4)
Other pupils nationally	79%	28%	72%	18%	79%	23%
All pupils nationally	76%	25%	68%	16%	75%	21%

- There were 32 children in Year 2: 23 boys and nine girls. Of these, 16 were Pupil Premium (50%): 12 boys and four girls
- Eleven (69%) PP children were assessed to be working at the expected level or above for reading by the end of KS1. At the end of EYFS, eight (50%) were working at the expected level or above for reading and eight (50%) achieved GLD. Of the five (31%) of PP children who did not achieve the expected standard, four of these are on the SEN register – one of whom has an EHC plan and receives one to one support
- Nine (56%) PP children were assessed to be working at the expected level or above for writing by the end of KS1. At the end of EYFS, seven (44%) were working at the expected level or above for writing and eight (50%) achieved GLD. Of the seven (44%) of children who did not achieve the expected standard, five of these are on the SEN register – one of whom has an EHC plan and receives one to one support. One other PP child who did not achieve the expected level had a substantial amount of time off school in Y2 due to a medical condition
- Nine (56%) PP children were assessed to be working at the expected level or above for maths. At the end of EYFS, seven (44%) were working at the expected level or above for maths and eight (50%) achieved GLD. Of the seven (44%) of children who did not achieve the expected standard, four of these are on the SEN register – one of whom has an EHC plan and receives one to one support. One other PP child who did not achieve the expected level had a substantial amount of time off school in Y2 due to a medical condition

End of Key Stage 2

Historically, by the time pupils leave the school at the end of Year 6, disadvantaged pupils in the school usually have reached standards and made progress that is as good as, and often better than, other pupils nationally. The school recognises that in 2016/17, attainment and progress of the Pupil Premium children was lower than in previous years - this is cohort specific and was impacted, in particular, by two identified Pupil Premium boys.

Attainment

This cohort consisted of 29 pupils of which 19 were Pupil Premium children and 10 were non-Pupil Premium. One child also started the year as a Pupil Premium child, but by the end of the year was no longer eligible to be counted as Pupil Premium. As funding was received for her at the beginning of the year, she was targeted as a Pupil Premium child but her outcomes are measured in the 'Other' group breakdown. The five children on the SEN register for SEN support were all Pupil Premium children.

29 children in cohort	Reading			Writing		Maths		
	EXS+	GD	SS	EXS+	GD	EXS+	GD	SS
PP School (19)	68% (13)	32% (6)	103.2	68% (13)	5% (1)	63% (12)	11%(2)	99.6
Non PP School (10)	90% (9)	40% (4)	108.3	90% (9)	40% (4)	80% (8)	0	102.0
All pupils School (29)	76% (22)	34% (10)	104.9	76% (22)	17% (5)	69% (20)	7% (2)	100.5
Other pupils nationally	77%	29%	105.4	81%	21%	80%	27%	105.3
All pupils nationally	71%	25%	104.1	76%	18%	75%	23%	104.2

29 children in cohort	SPaG			RWM Combined	
	EXS+	GD	SS	EXS+	GD
PP School (19)	74% (14)	21%(4)	103.8	63% (12)	5% (1)
Non PP School (10)	100% (10)	10% (1)	107.7	70% (7)	0
All pupils School (29)	83% (24)	17% (5)	105.1	66% (19)	3% (1)
Other pupils nationally	82%	36%	107.0	67%	11%
All pupils nationally	77%	31%	106.0	61%	9%

Outcomes for PP children at expected standard were above national figures for all pupils nationally in reading, writing and maths combined but is below the figure for other (non-Pupil Premium Pupils) nationally.

Progress

	PP Progress	Other pupils nationally Progress
Reading	+0.43	at national average
Writing	-2.2	below national average
Maths	-2.9	below national average

In reading, progress scores were impacted by a negative outlier – PP Progress for reading would have improved to 1.67. Two vulnerable boys (see separate case studies) also impacted on progress in writing and maths. Progress for PP children without these boys would be in line with national average. In writing, progress was also impacted by two Pupil Premium SEN children who were assessed at PKG.

Rest of School In House Data

Attainment in KS2: Pupils working at ARE

Year Group	Number	Reading		Writing		Maths	
		PP	NonPP	PP	NonPP	PP	NonPP
Y3	21 PP/ 10 NonPP	62%	90%	57%	90%	62%	80%
Y4	18 PP/ 12 NonPP	61%	83%	56%	75%	61%	83%
Y5	23 PP/8 NonPP	70%	88%	61%	75%	70%	75%
Y6	19 PP/ 10 NonPP	68%	90%	68%	90%	63%	80%

This table shows how the Pupil Premium funding was spent in the last academic year:

The Pupil Premium for the academic year 2016-17

The school had a pupil premium budget of £158,400 for the year 2016-17. The Early Years pupil premium budget was **£6,000** for 2016-2017. The table below sets out how this money was used to fund activities, initiatives and staffing:

Type of Provision	Definition	Monitoring of Impact	Cost	Impact and Evaluation
Actions focused on Learning in the Curriculum	Employment of two speech and language professionals one half per week. Targeted work mainly on speech therapy and language acquisition in F1 and F2 plus critical cases from the rest of the school; as well as training for lead TAs	Children make good progress in communication and language from starting points. Impacts on work across the curriculum – especially writing.	£20,000	The school has its own in-school referral system and tracks the level, timescale and impact of intervention. Evaluation shows that all children who have had support have made progress in communication and language. This has impacted in actual measured outcomes for some at the end of key stage data collections.
	1 TA to deliver speech and language programmes F1, F2 and Y1: 6 x 15 minutes daily; 1 Ta to deliver speech and language programmes Y3 and Y4: 3 x 15 minutes daily	Children make good progress in communication and language from starting points	£4,680 £4,680	TAs are fully trained – weekly feedback with Speech and language specialists. Evaluation shows that all children who have had support have made progress in communication and language. This has impacted in actual measured outcomes for some at the end of key stage data collections
	FFT Wave 3 support – two TAs to target support for pupils in reading	Accelerated rates of progress to close the gap with peers for children in Key Stage 1	£4,680	10 children from Y2 targeted for intervention. 7 of these were PP children. 90% achieved the expected standard in reading at the end of Key Stage 1. All the PP children achieved EXS.
	Higher level of staffing in EYFS to facilitate targeted and focused support- one 0.5 teacher and one 0.5 TA	Improvements in Prime and Specific areas of learning so that the GLD in 2017 moves closer to national average	£21,503	The one Foundation 2 class is staffed by two teachers and one TA ensuring that children are taught in high pupil to teacher ratios and are directly taught by qualified teachers in focused activities.
	Increase and maintain high level of teaching staff so that there is one extra teacher across Y1 and Y2; Y3 and Y4; Y5 and Y6 to provide focused and targeted teaching. Also ensure capacity building for continuity of teaching and learning	To increase the rate of progress and further improve the attainment of all pupils- especially those who benefit from the pupil premium for 2016/17	£77,022	Children have been taught in all lessons (including when their class teacher has PPA, or during staff absence) by a qualified teacher with a good professional knowledge of them. This has also allowed qualified teachers to lead small group focused interventions. There has also been opportunity for experienced teachers to work alongside less experienced teachers to develop quality first teaching across the school. All children have had the very best opportunity to succeed through quality first teaching.
	Bespoke leadership training for middle leaders: develop leadership skills in order to drive consistent teacher quality in their areas of responsibility leading to outstanding classroom practice across the school	Middle leaders develop effective skills. Teaching consistently good or better across the school leading to good and better progress and attainment.	£3,500	Effective training supported internal promotion of two staff to Assistant headship following the promotion of the Deputy Headteacher ensuring smooth transition and continuity of the Leadership Team. Two of the middle leaders who were given opportunity for external development gained promotion before impact of

				training within school – school is reviewing policy on this.
Actions focused on social, emotional and behavioural issues	Sustain the post of Readiness to Learn TLR:2 Leader to lead on overall wellbeing of child (including responsibility for playtime and lunchtime and attendance) to ensure readiness to learn. Provide advice, support and challenge to staff to enable all children to access learning	Children attend school; have good attitudes to learning and well-being. Children reach targets across the curriculum.	£2,587	Persistent absence fell from 2015/16 to 2016/17. Incidences of poor playground behaviour are rare and those that do occur are immediately dealt with ensuring good attitudes to learning at commencement of lessons.
	Socially Speaking Group Y2 -30 minutes 3x per week	Children develop skills to inform their own learning – resilience, persistence and motivation	£4,261	10 children targeted and tracked throughout the year – 8 PP. Children tracked made good progress against starting points in key stage.
	To continue to fund towards staff school dinners: Ensures all staff eat in the Restaurant with the children promoting social skills; speaking and listening (conversation around the meal table) and healthy food choice	Children develop positive attitudes to eating and appropriate social skills leading to good attitudes to learning and well being.	£6,500	All children stay in school over lunchtime. School meal uptake was 86% ensuring a very large majority of children ate a healthy and nutritious school lunch. Presence of staff models good eating habits and has developed children's social speaking skills.
Actions focused on enrichment beyond the curriculum	Continued to fund towards increased opportunities for instrumental tuition for children in KS2	Children develop good attitudes to learning and well-being	£8,500	Children have opportunities for brass, percussion and guitar tuition. In 2016/17 54 Pupil premium children had tuition. There was a zero drop-out rate. Offsetting a proportion of the cost of tuition, ensured that tuition was also free for 25 non Pupil Premium children whose families are on low income.
	SMSC development. Enrichment through visits – heavily subsidised or free of charge including through Hull Children's University: Children take part in invaluable learning experiences aimed at raising future aspirations and ambitions: e.g. Factory and workplace visits Space Centre London – Houses of Parliament and tour of capital	Children gain enjoyment of learning and raise aspirations Children make good progress in reading, writing and maths	£4,500	Wide ranging visits, visitors and experiences have taken place over the year– no child excluded. This has extended the experiences, knowledge and enjoyment of all children beyond the classroom and local area ensuring equality of opportunity for all our children.
	Extra worker in Breakfast Club to target readers who have not read at home	Children reach end of year targets in Reading	£4,400	Children who do not have opportunity to read at home identified by class teacher; read with during breakfast club.
		Total:	£167, 443	