



WHISTON WILLIS
COMMUNITY PRIMARY
SCHOOL

PUPIL PREMIUM IMPACT REVIEW
2015-2016

This review outlines the impact of Pupil Premium Spending.
How well do vulnerable pupils achieve at Whiston Willis Community Primary School?

IAN COOPER
ian.cooper@knowsley.gov.uk

SUMMARY STATEMENT

The historical performance of Disadvantaged/Pupil Premium Eligible pupils (PPE) since the last inspection (September 2013) is outlined below:

The impact of Pupil Premium funding on disadvantaged pupil outcomes in 2013-2014 resulted in;

- From at least 5/6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing and in maths was similar to other pupils nationally.
- The proportion of disadvantaged KS2 pupils that attained at least a level 4 was equal to or above the national figure for other pupils nationally.
- At least twice, KS2 expected progress from starting points for disadvantaged pupils was well below (by 1 pupil or more) other pupils nationally in maths
- The percentage of disadvantaged pupils attaining 2b+ remained below national in all subject areas and the gap to national other was 18% reading, 33% writing and 34% maths
- The percentage of disadvantaged pupils attaining L3 remained below national in all subject areas.
- The percentage of disadvantaged pupils achieving GLD was 44% which remained below national figures despite closing the gap from the previous year.
- Attendance was low for FSM pupils

The impact of Pupil Premium funding on disadvantaged pupil outcomes in **2014/2015** resulted in;

- KS2 value added in all subjects was broadly average or above for disadvantaged pupils
- From 5/6 starting points, the proportion of disadvantaged KS2 pupils making and exceeding expected progress in reading, in writing and in maths was similar to that of other pupils nationally.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils nationally.
- The proportion of disadvantaged KS2 pupils that attained at least a Level 4 was equal to or above the national figure for other pupils in reading and maths.
- The proportion of disadvantaged KS2 pupils that attained at least a Level 5 was equal to or above the national figure for other pupils in reading.
- The percentage of disadvantaged pupils attaining 2b+ remained below national in all subject areas and the gap to national other was 23% reading, 35% writing and 11% maths.
- The percentage of disadvantaged pupils attaining L3 remained below national in all subject areas.
- The 3 year trend for disadvantaged pupils continued to improve with 71% of Y1 pupils meeting the expected standard in phonics.
- The percentage of disadvantaged pupils achieving GLD dropped to 19% and the gap widened to national figures
- Attendance was low for FSM pupils

The impact of Pupil Premium funding on disadvantaged pupil outcomes in 2015-2016 resulted in;

- At the end of KS2, the proportion of disadvantaged pupils meeting expected standards or above in all subjects was below national and the gap was particularly wide in reading and writing for this cohort.
- At the end of KS2, the proportion of disadvantaged pupils achieving a high score was in line with national other in maths but below national in both reading and writing.
- KS2 progress was significantly below average and in the lowest 10% for disadvantaged pupils and middle prior attaining disadvantaged pupils in reading.
- KS2 progress was not significantly different to national for disadvantaged pupils in writing or maths but was strongest in maths particularly for middle prior attaining disadvantaged pupils at both expected or above and high score.
- At the end of KS1 the proportion of disadvantaged pupils meeting expected standards or above in all subjects was below national and the gap to national other was 14% reading, 13% writing and 20% maths at expected.
- At the end of KS1 the proportion of disadvantaged pupils achieving at greater depth remains in all subjects below national.
- Despite excellent progress in Y1 fewer than 70% of disadvantaged pupils met the expected standard in phonics.
- 59% of FSM eligible pupils achieved GLD which narrowed the gap to national figures and was the highest percentage of FSM children achieving GLD historically.
- Attendance was low for FSM pupils and Persistent absence was high for FSM pupils

What worked well in 2015-2016

- Early identification, careful monitoring and Increased levels of support within EYFS to target disadvantaged pupils.
- High quality phonic intervention in Y1 to accelerate progress from low starting points in reading for disadvantaged pupils.
- Booster/intervention in KS1 to reduce the historical gaps in the proportion of disadvantaged children meeting expected attainment
- Introduction of additional class in January 2016 to KS2 resulted in improved outcomes for children in Y3,Y4 and Y5 including disadvantaged children.
- Y6 maths interventions and booster sessions for Y6 disadvantaged pupils.

Areas for development- What needs to change to improve impact as a result of this review?

- **Internal data indicates that a longer term plan to address needs of children in lower Key stage 2 is necessary with more sharply focused intervention.**
- **Maximise the impact of TA by delivering high quality intervention programmes with proven evidence of clear impact**
- **Improve attendance of PPE groups in terms of overall attendance and Persistent absence.**
- **Ensure support is in place for PPE children to support emotional well-being and remove/reduce the impact of this barrier to learning**
- **Improve engagement and motivation of key vulnerable disadvantaged pupils**
- **Sharper focus from Commando Joe sessions is required to ensure PPE children gain maximum impact in challenging attitudes, motivation and behaviour**
- **Ensure appropriate SEND identification and support is in place for disadvantaged SEND pupils.**

2015-2016 REVIEW- INFORMATION AND FINDINGS

Attainment and progress at end of KS2 (Raiseonline/Inspection dashboard)

YEAR 6 COHORT 2015-2016

56% of pupils in Y6 (2015-2016) received Pupil Premium Funding (22/39)

PRIOR ATTAINMENT OF THIS GROUP AT KS1

	TOTAL	LOW		MIDDLE			HIGH
		5.9 OR BELOW	6-11.9	12.0-13.9	14.0-15.9	16-17.9	18.0+
OVERALL	22	3	6	0	7	5	1
READING	22	4	4	2	4	7	1
WRITING	22	4	5	3	9	1	0
MATHS	22	0	5	5	4	7	1

41% of this group had low overall prior attainment, 55% had middle overall prior attainment and 5% had high overall prior attainment.

36% of this group had low prior attainment, 59% had middle prior attainment and 5% had high prior attainment in reading

41% of this group had low prior attainment, 59% had middle prior attainment and 0% had high prior attainment in writing.

23% of this group had low prior attainment, 73% had middle prior attainment and 5% had high prior attainment in maths.

YEAR 6 – END OF KEY STAGE 2 OUTCOMES

Pupil Premium Pupils – 22 Non Pupil Premium Pupils – 17

ATTAINMENT- Shows the percentage of pupils who met National Expectations at end of Key Stage 2

Subject	All pupils	disadvantaged	Non disadvantaged	School Gap Dis v Non	National gap Dis v Nat Non
Reading	54%	32%	82%	-50%	-39%
Writing	62%	41%	88%	-47%	-38%
Maths	74%	59%	94%	-35%	-16%
SPAG	69%	55%	88%	-33%	-23%
RWM Combined	49%	27%	76%	-49%	-33%

Progress from End of Key Stage 1 to End of Key Stage 2

Subject	All Pupils	Disadvantaged	Non- disadvantaged
Reading	-1.74	-3.38	0.28
Writing	-0.59	-1.25	0.26
Maths	2.16	1.98	2.39

SUMMARY:

- The Y6 cohort achieved progress scores that were above national averages and floor targets in maths, not significantly different to national and above floor targets in writing.
- Achieved progress scores that were significantly below national but above floor targets in reading.
- The proportion of disadvantaged children meeting expected levels of attainment is low in all subject areas
- The proportion of disadvantaged children achieving a high score in maths was in line with national non disadvantaged.

Areas for improvement

From the results of this cohort, areas for development in KS2 for disadvantaged children are:

- Increasing the proportion of disadvantaged children meeting and exceeding expected levels of attainment in all subject areas.
- Improving progress scores in reading and writing for disadvantaged pupils
- Improving support programmes for children within KS2 who are vulnerable for a number of possible reasons but specifically attendance and CP (see case study work for this cohort)
- Ensuring high quality intervention is in place across the whole of KS2 utilising proven intervention programmes to improve outcomes
- A longer term plan for PPE pupils needs to be in place to narrow gaps earlier
- Increase staff accountability for the performance of all groups of learners including disadvantaged pupils.
- Improve tracking and monitoring of PPE pupils by all middle leaders.

Attainment and progress at KS1 (Raiseonline/Inspection Dashboard)

Y2 COHORT 2015-2016

38% of pupils in Y2 (2015-2016) received Pupil Premium Funding (14/37)

PRIOR ATTAINMENT OF THIS GROUP AT EYFSP

SUBJECT	EMERGING	EXPECTED	EXCEEDING
READING	6 (43%)	6 (43%)	2 (14%)
WRITING	7 (50%)	6 (43%)	1 (7%)
MATHS	5(36%)	8 (57%)	1 (7%)

43% of this group had low prior attainment, 43% had middle prior attainment and 14% had high prior attainment in reading

50% of this group had low prior attainment, 43% had middle prior attainment and 7% had high prior attainment in writing.

36% of this group had low prior attainment, 57% had middle prior attainment and 7% had high prior attainment in maths.

END OF KEY STAGE 1 ATTAINMENT AND PROGRESS

SUBJECT	% BELOW	% EXPECTED OR ABOVE	% GREATER DEPTH
READING	5 (36%)	9 (64%)	1 (7%)
WRITING	6 (43%)	8 (57%)	0
MATHS	6 (43%)	8 (57%)	0

ATTAINMENT- Shows the percentage of pupils who met National Expectations at end of Key Stage 1

Subject	All pupils	disadvantaged	Non disadvantaged	School Gap Dis v Non	National gap Dis v Nat Non
Reading	73%	64%	78%	-14%	-14%
Writing	62%	57%	65%	-8%	-13%
Maths	76%	57%	87%	-30%	-20%

SUMMARY

- In reading, the proportion of school disadvantaged children attaining at expected or above is below national non disadvantaged
- In writing, the proportion of school disadvantaged children attaining at expected or above is below national non disadvantaged
- In maths, the proportion of school disadvantaged children attaining at expected or above is below national non disadvantaged.
- Progress for disadvantaged children in all subjects from all EYFSP early learning goals is not significantly different to national non disadvantaged at both expected or above and greater depth

Areas for improvement

From the results of this cohort, areas for development in KS1 for disadvantaged children are:

- Increasing the proportion of disadvantaged children meeting expected levels of attainment in all subject areas.
- Increasing the proportion of disadvantaged children working at greater depth in all subject areas.
- Improving support programmes for children within KS1 who are vulnerable for a number of possible reasons but specifically attendance and CP (see case study work for this cohort)
- Ensuring high quality intervention is in place across the whole of KS2 utilising proven intervention programmes to improve outcomes
- A longer term plan for PPE pupils needs to be in place to narrow gaps earlier
- Increase staff accountability for the performance of all groups of learners including disadvantaged pupils.
- Improve tracking and monitoring of PPE pupils by all middle leaders.

YEAR 1 PHONIC SCREEN

ALL	Disadvantaged	Non disadvantaged	School gap Dis v Non Dis	National gap Dis v Nat Non
72	65%	77%	-12%	-18%

SUMMARY:

- The overall percentage of disadvantaged pupils meeting the expected standard in the phonics screen is 65%
- Progress of this group across Y1 in phonics has been good as only % achieved expected in the reading early learning goal.
- Intervention groups worked well and will continue to be in place to support the children who failed to meet the expected standard prior to retesting
- Intervention groups will continue to be used for phonics with children in Y1 next academic year.

ATTAINMENT EYFSP 2015-2016

RECEPTION PERCENTAGE ACHIEVING GLD

17 Pupils PP 22 Non PP

ALL	Disadvantaged	Non disadvantaged	School gap Dis v Non Dis	National gap Dis v Nat Non
69%	59%	77%	-18%	

SUMMARY

- The proportion of disadvantaged children achieving GLD has increased by 39% from 2015 results.
- The in school gap between PPE and NPPE has been reduced by 6%

INTERNAL DATA REVIEW

YEAR 5 COHORT 2015-2016

42% of pupils in Y5 (2015-2016) received Pupil Premium Funding (16/38)

PRIOR ATTAINMENT OF THIS GROUP AT KS1

	TOTAL	LOW		MIDDLE			HIGH
		5.9 OR BELOW	6-11.9	12.0-13.9	14.0-15.9	16-17.9	18.0+
OVERALL	16	0	2	6	5	1	2
READING	16	0	3	4	6	1	2
WRITING	16	0	7	7	1	1	0
MATHS	16	0	1	3	7	3	2

13% of this group had low **overall** prior attainment, 69% had middle overall prior attainment and % had high overall prior attainment.

19% of this group had low prior attainment, 69% had middle prior attainment and 13% had high prior attainment in **reading**

44% of this group had low prior attainment, 56% had middle prior attainment and 0% had high prior attainment in **writing**.

6% of this group had low prior attainment, 81% had middle prior attainment and 13% had high prior attainment in **maths**.

END OF Y5 ATTAINMENT

SUBJECT	% BELOW	% EXPECTED OR ABOVE	% GREATER DEPTH
READING	8 (50%)	8 (50%)	2 (13%)
WRITING	12 (75%)	4 (25%)	0
MATHS	10 (63%)	6 (38%)	1 (6%)

SUMMARY

- The proportion of disadvantaged children meeting ARE in all subjects is low in this cohort.
- Attainment in writing is of particular concern.
- In school gaps in attainment between PPE and NPPE children have narrowed but are still wide in all subjects (Reading-21%, writing-40% and maths-37%)
- Progress from PAG in reading indicates 5 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- Progress from PAG in writing indicates 5 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- Progress from PAG in maths indicates that 9 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- In school gap

YEAR 4 COHORT 2015-2016

36% of pupils in Y4 (2015-2016) received Pupil Premium Funding (14/38)

PRIOR ATTAINMENT OF THIS GROUP AT KS1

	TOTAL	LOW		MIDDLE			HIGH
		5.9 OR BELOW	6-11.9	12.0-13.9	14.0-15.9	16-17.9	18.0+
OVERALL	14	0	3	2	6	2	1
READING	14	0	3	2	7	1	1
WRITING	14	0	4	5	3	1	1
MATHS	14	0	2	3	6	3	0

21% of this group had low overall prior attainment, 71% had middle overall prior attainment and 7% had high overall prior attainment.

21% of this group had low prior attainment, 71% had middle prior attainment and 7% had high prior attainment in reading

29% of this group had low prior attainment, 64% had middle prior attainment and 7% had high prior attainment in writing.

14% of this group had low prior attainment, 86% had middle prior attainment and 0% had high prior attainment in maths.

END OF Y4 ATTAINMENT

SUBJECT	% BELOW	% EXPECTED OR ABOVE	% GREATER DEPTH
READING	7 (50%)	7 (50%)	1 (7%)
WRITING	13 (93%)	1 (7%)	0
MATHS	7 (50%)	7 (50%)	1 (7%)

SUMMARY

- The proportion of disadvantaged children meeting ARE in all subjects is low in this cohort.
- Attainment in writing is of particular concern.
- In school gaps in attainment between PPE and NPPE children are closing in reading and maths but still exist in all subjects and are widest in writing. (Reading-19%, writing-48% and maths-14%)
- Progress from PAG in reading indicates 3 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- Progress from PAG in writing indicates 9 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- Progress from PAG in maths indicates that 5 children have not made the progress required across KS2 so far despite making good progress during the academic year.

YEAR 3 COHORT 2015-2016

42% of pupils in Y3 (2015-2016) received Pupil Premium Funding (16/38)

PRIOR ATTAINMENT OF THIS GROUP AT KS1

	TOTAL	LOW		MIDDLE			HIGH
		5.9 OR BELOW	6-11.9	12.0-13.9	14.0-15.9	16-17.9	18.0+
OVERALL	16	0	2	1	8	4	1
READING	16	0	2	2	6	4	2
WRITING	16	1	1	6	6	2	0
MATHS	16	0	2	1	8	5	0

13% of this group had low overall prior attainment, 81% had middle overall prior attainment and 6% had high overall prior attainment.

13% of this group had low prior attainment, 75% had middle prior attainment and 13% had high prior attainment in reading

13% of this group had low prior attainment, 88% had middle prior attainment and 0% had high prior attainment in writing.

13% of this group had low prior attainment, 88% had middle prior attainment and 0% had high prior attainment in maths.

END OF Y3 ATTAINMENT

SUBJECT	% BELOW	% EXPECTED OR ABOVE	% GREATER DEPTH
READING	6 (37%)	10 (63%)	2 (13%)
WRITING	10 (63%)	6(38%)	0
MATHS	7 (44%)	9 (56%)	1 (6%)

SUMMARY

- The proportion of disadvantaged children meeting ARE in all subjects is low in this cohort.
- In school gaps in attainment between PPE and NPPE children have closed in all subject areas but still exist in all subjects (Reading-10%, writing-12% and maths-13%)
- Progress from PAG in reading indicates 4 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- Progress from PAG in writing indicates 8 children have not made the progress required across KS2 so far despite making good progress during the academic year.
- Progress from PAG in maths indicates that 5 children have not made the progress required across KS2 so far despite making good progress during the academic year.

Y1 COHORT 2015-2016

42% of pupils in Y1 (2015-2016) received Pupil Premium Funding (16/38)

PRIOR ATTAINMENT OF THIS GROUP AT EYFSP

SUBJECT	EMERGING	EXPECTED	EXCEEDING
READING	14 (88%)	2 (13%)	0
WRITING	14 (88%)	2 (13%)	0
MATHS	12(75%)	4 (25%)	0

88% of this group had low prior attainment, 13% had middle prior attainment and 0% had high prior attainment in reading

88% of this group had low prior attainment, 13% had middle prior attainment and 0% had high prior attainment in writing.

75% of this group had low prior attainment, 25% had middle prior attainment and 0% had high prior attainment in maths.

END OF Y1 ATTAINMENT

SUBJECT	% BELOW	% EXPECTED OR ABOVE	% GREATER DEPTH
READING	10 (63%)	6 (38%)	1 (6%)
WRITING	10 (63%)	6 (38%)	0
MATHS	9 (56%)	7 (44%)	0

SUMMARY

- The proportion of disadvantaged children meeting ARE in all subjects is low in this cohort.
- In school gaps in attainment between PPE and NPPE children have closed in all subject areas but still exist in reading and maths but not in writing. (Reading-21% and maths-15%)
- Progress from PAG in reading indicates 5 children have made accelerated progress and are now working within a higher attainment group
- Progress from PAG in writing indicates 4 children have made accelerated progress and are now working within a higher attainment group
- Progress from PAG in maths indicates that 3 children have made accelerated progress and are now working within a higher attainment group

LESSONS TO BE LEARNED FROM EVALUATION OF INTERNAL DATA FOR DISADVANTAGED PUPILS

- A longer term strategy must be developed to ensure that PPE pupils have needs met in every year group across school and are not allowed to fall behind. Gaps need to be closed earlier and more quickly and it cannot be left until Y2/ Y6 to close gaps.
- In school gaps that exist between PPE and NPPE pupils are too wide and must be narrowed earlier and more quickly with more sharply focused intervention and support.
- Further improve the quality of T&L that PPE pupils receive in KS2; ensuring specific needs are met and gaps are filled in all learning to improve overall outcomes in all subjects. Teaching staff need to have more in depth knowledge of PPE pupils, their needs and how to meet individual needs.
- Improve the quality and focus of intervention groups delivered in KS2 by ensuring all staff are appropriately trained and interventions used are proven to impact on pupil outcomes.
- Ensure vulnerable PPE children receive high quality mentoring support to meet their individual needs emotionally and socially.
- Specific cohorts need tailored intervention to meet behaviour, attitude and motivational needs,
- Attendance of PPE children needs to be challenged more sharply and tracked more carefully.
- PPE pupils SEND needs must be met and accurate identification and provision must be in place.