



## Pupil Premium Statement and Impact: 2016-17

### School Context:

Pleasant Street is a diverse, single form entry community primary school - that includes a speech and language unit, of average size, in the heart of inner city Liverpool. The school provides a secure, stimulating and enriched environment where pupils develop positive personal qualities, social awareness and understanding.

The school promotes independence, self-esteem, academic achievement and a desire to learn. It is a place where children of all races and religions find safety and respect for themselves, their families and their traditions. The school is inclusive providing for the needs of all pupils regardless of ability, gender or background.

***“The impact of teaching on pupils spiritual, moral and social development is outstanding... a harmonious community where the wide range of different cultures is celebrated and valued.”***

### Ofsted

	% of pupils eligible for FSM	% of pupils with EAL	% of pupil stability	% of pupils from minority ethnic groups	% of pupils with SEN Support	School deprivation indicator
School	39.0	67.0	47.9	85.5	27.7	0.36
National	25.2	20.1	85.7	31.6	12.1	0.24

### RaiseOnline November 2016

Pupils on Roll:	
Total (Inc. Nursery)	229 (September 2016)

Pupil Premium Grant Funding:	
Number of pupils eligible for PPG Funding	54/179 (Exc. Early Years)
% of pupils entitled to PPG Funding	30%
Total amount of PPG Funding received	<b>£112,780 (subject to October Census Data)</b>

Entitlement by Year Group:	
Nursery	3/21 Pupils (14%)
Reception	6/29 Pupils (21%)
Year 1	3/21 Pupils (14%)
Year 2	6/30 Pupils (20%)
Year 3	12/26 Pupils (46%)
Year 4	5/29 Pupils (17%)
Year 5	11/29 Pupils (38%)
Year 6	11/27 Pupils (41%)
Class 7	6/17 Pupils (35%)

### **Mobility:**

Due to the high levels of mobility within the school exact percentages will fluctuate across the year and therefore explaining any differences in percentages from external data. The proportion of pupils joining or leaving the school other than at the beginning of the school year is significantly above average. There are also a significant number of pupils who join the school for a short stay period. A study of children in KS1 found 16% of the pupils are short stay pupils whilst in KS2 this number rises to 26%. Additionally, the study showed 22% of KS2 are new to the country this academic year (April 2016). ***We will repeat this study in 2017 to see if data is comparable.***

### **Research:**

The Sutton Trust and Education Endowment Foundation (July 2015) and the EEF Toolkit play a key role in our spending plans for PPG. Collaboration and coaching are key principals of our approach; supplemented by early intervention, phonic development, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit.

### **Barriers to Learning:**

The school's Senior Leadership Team continually looks at ways to improve the life chances of our young people and the barriers that stand in the way of their development. We have categorised this into 5 key areas:

- *Low baselines of attainment on entry to school*
- *Limited experiences of life outside immediate environment*
- *Attendance and Punctuality*
- *Language Acquisition*
- *Self-Belief and Confidence.*

Proposed Spending Plan 2016/17:			
Aim/Proposal:	Cost:	Nature of Support:	Success Criteria:
Deployment of 3 teachers to support learning and interventions in each phase (KS1, LKS2 & UKS2).	£66,740	Curriculum Learning	Improved teacher knowledge and understanding and confidence in delivery resulting in raising of standards across the school.
Deployment of 2 Learning Support Assistants to administer intervention programs facilitated by the Intervention Manager.	£26,332	Curriculum Learning	Vulnerable and under-performing children identified and timed, measurable interventions in place. Improved percentages of Age Related Expectations across the school.
Investment in classroom upgrades to include fitted upholstered 'Reading Corners' and new technologies.	£65,000	Curriculum Learning	Improved Learning environments with a mini-class library in each classroom supporting implementation of English basic skills activities.
Booster sessions to raise attainment of vulnerable and under-performing pupils.	£1,500	Curriculum Learning	Targeted pupils to meet Age Related Expectations at the end of Year 6.
Continue to subsidise residential visits: Barcelona, Crosby Hall Educational Trust and Ingleton Dales as	£15,000	Enrichment beyond the Curriculum.	An improving enriched curriculum with <b>all</b> pupils to experience hands-on learning experiences. Children's

well as educational school day trips.			interests and imagination ignited. Creative writing opportunities.
UK Military School to deliver SMSC opportunities to whole class and individual pupils.	£9,500	SMSC & Pupil Well-Being	Children with an improved understanding of 'Human Values'. Identification of pupils to provide small group support.
Renew counsellor time to work with vulnerable pupils for 1 day per week.	£7,700	SMSC & Pupil Well-Being	Opportunity for vulnerable pupils to share their worries and concerns. Family involvement. Improved home/school relationships.
Attendance initiatives to improve attendance of all pupils; including home / school pick up.	£4,600	Family Support	Reduced Persistent Absenteeism across the school. To push attendance rate over 95% and nearer school target of 97%. Short term rewards / links.
Continue to subsidise breakfast club to further improve attendance and punctuality.	£4,200	Family Support	To increase the number of pupils attending breakfast club. Children starting the day with a healthy breakfast. Improved attendance and punctuality. Social interaction.
<b>Total Cost:</b>	<b>£200,572</b>		

Nature of Support:	Cost:
Curriculum Learning	£159,572
Enrichment beyond the Curriculum	£15,000
SMSC & Pupil Well-Being	£17,200
Family Support	£8,800
<b>Total Cost:</b>	<b>£200,572</b>

- The additional spending will be covered through other budget lines.

#### Impact (July 2017):

#### Early Years:

Early Years performance continues to progress on an upward curve...

#### Reception GLD:

2014	2015	2016	2017
21%	27%	33%	46%

Out of the 7 Pupil Premium children 4 achieved a GLD (All girls) equating to 57% Pupil Premium GLD – 11% higher than the whole cohort.

#### Key Stage 1:

#### Year 1 Phonics Scores 2014-2017

2014	2015	2016	2017
34 %	66%	76%	82%
	75% (without C7)	86% (without C7)	86% (without C7)

The year 1 cohort is made up of 21 children in Y1 and 1 additional child in the school's Speech & Language Unit. The Year 1 class is 86% EAL (18/21 pupils). **3/21 pupils are disadvantaged (14%)** with 2/21 SEN (10%). 15 pupils have left the cohort since Reception (71%).

2017 data shows the school to be above NA overall by 1% at 82%. Girls scored 90% and boys 75%. **All three Disadvantaged pupils met the required standard in Phonics (100%).**

**Year 2:**

There are 28 pupils in Y2 with 4 additional pupils in the school's Speech and Language Unit. In the Year 2 class, 86% are EAL (25/28). 8 Children within the whole cohort (Inc. Speech & Language) are on the SEN Register (25%). **9 of the 28 children in class 2 are disadvantaged (32%).** 3 pupils have since left since the end of Y1. A further 2 pupils have left in Y2. 1 new pupil has joined from overseas.

**Disadvantaged Pupils:**

Reading	Writing	Mathematics
77% expected (7 out of 9 pupils) Excluding class 7	67% expected (6 out of 9 pupils) Excluding class 7	67% expected (6 out of 9 pupils) Excluding class 7

Reading	Writing	Mathematics
33% GDS (3 out of 9 pupils) Excluding class 7	11% GDS (1 out of 9 pupils) Excluding class 7	11% GDS (1 out of 9 pupils) Excluding class 7

Disadvantaged Pupils outperformed the whole cohort at achieving the expected standard in Reading by 30%, in Writing by 23% and 17% in Mathematics. This reflects the positive impact of PP Funding.

**KS2:**

**Year 6:**

There are 31 pupils in the cohort of which 2 can be dis-applied due to being new in the country at various times since the beginning of Y5. 50% of the Y6 class (excluding Speech & Language Unit) is new to the country during KS2 (14 pupils) of which 9 new to country pupils joined since Y4 (32%) 1 pupil has a dyslexia diagnosis with 4 pupils receiving counselling support.

Additionally, 61% of the cohort is EAL (19/31), 23% of the children are on the SEN register (7/31) and 58% of the children are disadvantaged. The mobility within the school is always very high; within Year 6 class only 13 of the 28 pupils have attended Pleasant Street since KS1 (46%) – excluding the 3 children in the Speech & Language Unit.

**Reading:**

20 out of 31 pupils achieved expected standard (65%) with 6 children working at greater depth (19%).

<b>Reading Expected Level</b>	<b>Reading (Disadvantaged Pupils)</b>	<b>Reading Expected Level (with dis-applied Ch.)</b>
65% (20/31 Pupils)	72% (13/18 pupils)	69% (20/29 Pupils)

<b>Reading GDS</b>	<b>Reading GDS (Disadvantaged Pupils)</b>	<b>Reading Expected Level GDS (with dis-applied Ch.)</b>
19% (6/31 Pupils)	11% (2/18 pupils)	21% (6/29 Pupils)

**Writing:**

18 out of 31 pupils achieved expected standard (58%) with 0 children working at greater depth.

<b>Writing Expected Level</b>	<b>Writing (Disadvantaged Pupils)</b>	<b>Writing Expected Level (with dis-applied Ch.)</b>
58% (18/31 Pupils)	67% (12/18 pupils)	62% (18/29 Pupils)

<b>Writing GDS</b>	<b>Writing GDS (Disadvantaged Pupils)</b>	<b>Writing Expected Level GDS (with dis-applied Ch.)</b>
0%	0%	0%

**GPS:**

20 out of 31 pupils achieved expected standard (65%) with 3 children working at greater depth (10%).

<b>GPS Expected Level</b>	<b>GPS Expected Level (Disadvantaged Pupils)</b>	<b>GPS Expected Level (with dis-applied Ch.)</b>
65% (20/31 Pupils)	72% (13/18 pupils)	69% (20/29 Pupils)

<b>GPS GDS</b>	<b>GPS GDS (Disadvantaged Pupils)</b>	<b>GPS GDS (With dis-applied Ch.)</b>
10% (3/31 Pupils)	11% (2/18 pupils)	10% (3/29 Pupils)

**Mathematics:**

22 out of 31 pupils achieved expected standard (71%) with 10 children working at greater depth (32%).

<b>Maths Expected Level</b>	<b>Maths (Disadvantaged Pupils)</b>	<b>Maths Expected Level (with dis-applied Ch.)</b>
71% (22/31 Pupils)	72% (13/18 pupils)	73% (22/30 Pupils)

Maths GDS	Maths GDS (Disadvantaged Pupils)	Maths GDS (With dis-applied Ch.)
32% (10/31 Pupils)	22% (4/18 pupils)	33% (10/30 Pupils)

18 pupils achieved the combined expected level. When validated 18/29 will represent 62% of the cohort.

Combined Expected Level RWM	Combined (Disadvantaged Pupils)	Combined Expected Level (with dis-applied Ch.)
58% (18/31 Pupils)	67% (12/18 pupils)	62% (18/29 Pupils)

Disadvantaged Pupils outperformed the whole cohort at achieving the expected standard in Reading by 7%, in Writing by 9%, in GPS by 7% and 1% in Mathematics. Disadvantaged Pupils performed in line with the whole cohort at GDS in GPS but slightly lower in Reading and Mathematics.

Disadvantaged Pupils outperformed the whole cohort in achieving the combined expected standard in RWM by 9%. This reflects the positive impact of PP Funding.

#### **Attendance:**

The school's whole school approach to attendance continues to show positive results. Despite the context of the school, with very high mobility and many parents who are overseas students, attendance continues to rise on a 3-year trend. Attendance of Disadvantaged Pupils is higher both than Other School Pupils and Local Authority Sector Averages.

#### **Whole School Attendance Data:**

Year:	School Attendance:		Sector Average Attendance:	
	Persistent Absenteeism	Attendance	Persistent Absenteeism	Attendance
2014-15	9.57%	94.50%	10.04%	95.42%
2015-16	6.86%	95.54%	11.33%	95.42%
2016-17	8.82%	96.28%	10.97%	95.64%

#### **Disadvantaged Pupil's Data:**

	School Attendance:		Sector Average Attendance:	
	Other School Pupils	Disadvantaged Pupils	Other School Pupils	Disadvantaged Pupils
2014-15	95.01%	93.63%	96.73%	93.73%
2015-16	95.43%	95.74%	96.13%	93.64%
2016-17	96.15%	96.40%	96.26%	93.81%

- Data collected from each year's Local Authority Autumn / Spring Attendance Profile.