



Pupil Premium Statement and Impact: 2017-18

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.

"Pupils at Pleasant Street Primary School make good, and often significant, progress from their starting points. Disadvantaged pupils make better progress and attain particularly well, due to high-quality teaching and targeted academic, social and emotional support."

Ofsted, June 2017

	% 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)	205 (September 2017)

Pupil Premium Grant Funding:	
Number of pupils eligible for PPG Funding	63/159 (Exc. Early Years)
% of pupils entitled to PPG Funding	40%
Total amount of PPG Funding received	£110,880 (subject to October Census Data)

Entitlement by Year Group:	
Nursery	5/19 Pupils (26%)
Reception	9/27 Pupils (33%)
Year 1	9/29 Pupils (31%)
Year 2	2/21 Pupils (10%)
Year 3	11/27 Pupils (41%)
Year 4	16/28 Pupils (57%)
Year 5	11/27 Pupils (41%)
Year 6	14/27 Pupils (52%)

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 or return to home countries on a regular basis. The table below shows the percentage of children who have joined the country from Non-English speaking countries during both their current key stage and this current year (**March 2017**).

	EYFS	KS1	KS2
New to country during current Key Stage	48% of pupils	59% of pupils	48% of pupils
New to country during this academic year	31% of pupils	31% of pupils	22% of pupils

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 which remain a focus of a 3-year plan:

- *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 2017/2018:			
Aim/Proposal:	Cost:	Nature of Support:	Success Criteria:
Deployment of 3 teachers (50%) to support learning and interventions in each phase (KS1, LKS2 & UKS2).	£68,536	Curriculum Learning	Improved teacher knowledge and understanding and confidence in delivery resulting in raising of standards across the school.
Deployment of 1 Learning Support Assistant to administer intervention programs facilitated by the Intervention Manager.	£8,883	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 Early Years to enhance the learning environment.	£10,000	Curriculum Learning	Nursery and Reception classroom investments to make learning more accessible and personalized.
Booster sessions to raise attainment of vulnerable and under-performing pupils.	£5,500	Curriculum Learning	Targeted pupils to meet Age Related Expectations at the end of Year 6.
Continue to subsidise residential visits as well as educational school day trips.	£12,000	Enrichment beyond the Curriculum.	An improving enriched curriculum with all pupils to experience hands-on learning experiences. Children's interests and imagination ignited. Creative writing opportunities.
UK Military School to deliver transitional activities to whole class and individual pupils.	£3,000	SMSC & Pupil Well-Being	Children with an improved confidence in moving to new secondary schools and increased awareness of new challenges and opportunities.
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.	£7,500	Family Support	Reduced Persistent Absenteeism across the school. To push attendance rate over 96% and nearer school target of 97%. Short term rewards / links.
Continue to subsidise breakfast club to further improve attendance and punctuality.	£5,200	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.
Total Cost:	£128,319		

Nature of Support:	Cost:
Curriculum Learning	£92,919
Enrichment beyond the Curriculum	£12,000
SMSC & Pupil Well-Being	£10,700
Family Support	£12,700
Total Cost:	£128,319

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

Impact (July 2018):

Early Years:

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

Reception GLD:

2014	2015	2016	2017	2018
21%	27%	33%	46%	52%

Out of the **9 Pupil Premium** children 6 achieved a GLD equating to **66% Pupil Premium GLD** – 14% higher than the whole cohort.

Year 1 Phonics Scores 2014-2018

2014	2015	2016	2017	2018
34 %	66% 75% (without C7)	76% 86% (without C7)	82% 86% (without C7)	83%

2018 data shows the school to be in line with NA. **7/8 Disadvantaged pupils met the required standard in Phonics (88%).**

Year 1: 2017-18

The year 1 cohort is made up of 29 children. The Year 1 class is 90% EAL (26/29pupils). **8/29 pupils are disadvantaged (28%)** with 4/29 SEN (14%). 10 pupils have joined the cohort since Reception.

Working within the Age Related Expectation band in RWM at end of Year 1:

Overall	Stability (pupils at school since Reception)	Disadvantaged
41%	47%	50%

Year 2: 2017-18

The year 2 cohort is made up of 23 children. The Year 2 class is 82% EAL (19/23 pupils). **2/23 pupils are disadvantaged (9%)** with 4/23 SEN (17%). 13 pupils have joined the cohort since Reception.

Working within the Age Related Expectation band in RWM at end of Year 2:

Overall	Stability (pupils at school since Reception)	Disadvantaged
45%	57%	0%

- Only 2 pupils in Y2 Disadvantaged (Both SEN)

Year 3: 2017-18

The year 3 cohort is made up of 28 children. The Year 3 class is 82% EAL (23/28 pupils). **9/28 pupils are disadvantaged (32%)** with 3/28 SEN (11%). 13 pupils have joined the cohort since Reception.

Working within the Age Related Expectation band in RWM at end of Year 3:

Overall	Stability (pupils at school since Reception)	Disadvantaged
73%	71%	89%

Year 4: 2017-18

The year 4 cohort is made up of 30 children. The Year 4 class is 57% EAL (17/30 pupils). **11/30 pupils are disadvantaged (37%)** with 8/30 SEN (27%). 11 pupils have joined the cohort since the end of KS1.

Working within the Age Related Expectation band in RWM at end of Year 4:

Overall	Stability (pupils at school since Reception)	Disadvantaged
54%	62%	69%

Year 5: 2017-18

The year 5 cohort is made up of 28 children. The Year 5 class is 75% EAL (21/28 pupils). **6/28 pupils are disadvantaged (21%)** with 6/28 SEN (21%). 13 pupils have joined the cohort since the end of KS1.

Working within the Age Related Expectation band in RWM at end of Year 5:

Overall	Stability (pupils at school since Reception)	Disadvantaged
54%	75%	33%

Year 6: 2017-18

The year 6 cohort is made up of 28 children. The Year 6 class is 75% EAL (21/28 pupils). **12/28 pupils are disadvantaged (43%)** with 7/28 SEN (25%). 14 pupils have joined the cohort since the end of KS1.

Working within the Age Related Expectation band in RWM at end of Year 6:

Overall	Stability (pupils at school in Y2)	Disadvantaged
52%	73%	67%

- Due to the high levels of mobility within the school exact percentages will fluctuate depending on the time of year data is collated and analysed.

In 5 of the 7 classes Disadvantaged Pupils' performance is greater than Other School pupils in working at the Age Related Expectations in Reading, Writing and Mathematics combined. This illustrates the positive impact of our Pupil Premium on pupils' attitude to learning, behavior and academic performance.

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 2014-17:

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: 2014-18

	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 (further data to be added when available).