



# Staplehurst School

## Pupil Premium Impact Statement 2018- 2019



‘In successful schools, there is a very strong commitment, shared by staff and governors, to doing everything possible to remove any barriers that might hinder a pupil’s development. These schools are highly ambitious, respond to what they know to be good practice and ensure that their vision for improvement is clear. In the best schools, the overall package of support for eligible pupils is comprehensive, well-integrated and responsive to their changing needs.’ Ofsted 2014

### Summary Information 2018/19

|                         |             |                                     |                   |                                                |           |
|-------------------------|-------------|-------------------------------------|-------------------|------------------------------------------------|-----------|
| School:                 | Staplehurst |                                     |                   |                                                |           |
| Academic Year:          | 2018-19     | Total PP budget:                    | <b>£97,680</b>    | Date of most recent review:                    | July 2018 |
| Total number of Pupils: | 390         | Total Number of eligible PP pupils: | 76 children (19%) | Date of next internal review of this strategy: | July 2019 |

The Department for Education provides schools with Pupil Premium (PP) funding for disadvantaged pupils, for example:

- Those who are looked after by the Local Authority (LAC).
- Those who have been eligible for Free School Meals (FSM) at any point in the last six years.
- Those whose parents are currently serving in the armed forces.

This additional funding is used to assist these children because they often face unique challenges and struggle to keep up with their peers, both in primary and secondary school.

#### ACCOUNTABILITY

Staplehurst School uses this funding to direct expenditure to these pupils and our Governing Body and Senior Management team regularly monitor: the attainment of the pupils being funded, the progress they are making and the gap between disadvantaged pupils and their peers.

Ofsted inspections report on how the use of this funding impacts the attainment of PP pupils.

## **HOW WE USED THIS FUNDING (£97,680) DURING ACADEMIC YEAR 2018-19**

|                                                                                                                      |             |
|----------------------------------------------------------------------------------------------------------------------|-------------|
| <b>Literacy interventions – Reading comprehension, Writing and SPAG, Daily reading, sentence building, Clicker 6</b> | <b>19%</b>  |
| <b>Numeracy interventions – Focus groups for Maths Boost, precision teaching</b>                                     | <b>13%</b>  |
| <b>Social and emotional interventions – counselling, social skills groups, Lego therapy, PRIDE club</b>              | <b>4%</b>   |
| <b>Speech and language – Language Link and Speech link (contribution to subscription), CLEAR</b>                     | <b>2%</b>   |
| <b>Fine and gross motor skills and sensory feedback interventions – BEAM, Sensory Circuits, Clever Fingers</b>       | <b>3%</b>   |
| <b>Other teaching enrichment (contribution) – trips and curriculum enrichment</b>                                    | <b>15%</b>  |
| <b>Behaviour support – time out sessions, Reflection</b>                                                             | <b>4%</b>   |
| <b>Well Being – Breakfast Club, Sports Clubs, Uniform, Lunches</b>                                                   | <b>13%</b>  |
| <b>Resources (contribution)</b>                                                                                      | <b>9%</b>   |
| <b>Staff Training (contribution). Groups to include PP children where we need to close the attainment gaps.</b>      | <b>2%</b>   |
| <b>Staff Costs (contribution)</b>                                                                                    | <b>6%</b>   |
| <b>Supplementary intensive classroom support (TA focus groups)</b>                                                   | <b>10%</b>  |
|                                                                                                                      | <b>100%</b> |

## **IMPACT OF PUPIL PREMIUM FUNDING 2018/19 (Summer 2 data)**

### **EYFS**

There were 48 children in the year group. There were 4 PP children and 75% of those achieved GLD, with 70% Non PP group achieving GLD.

### **KS1**

There were 63 children in Year 2, out of which 15 were PP.

#### **Results:**

|                |                                                                                            |
|----------------|--------------------------------------------------------------------------------------------|
| <b>Maths</b>   | <b>PP 60% Expected. 13% Greater Depth</b><br><b>Non PP 81% Expected. 29% Greater Depth</b> |
| <b>Writing</b> | <b>PP 47% Expected. 7% Greater Depth</b><br><b>Non PP 75% Expected. 19% Greater Depth</b>  |
| <b>Reading</b> | <b>PP 60% Expected. 13% Greater Depth</b><br><b>Non PP 78% Expected. 38% Greater Depth</b> |

The gap between PP and non PP children is still evident in maths, writing and reading. We now have strategies in place to identify the children we need to target to close this gap.

### **Year 1 (Phonics test)**

54 children sat the test, of which 5 were PP.

#### **Results:**

20% of PP children achieved the expected standard.

88% of the non PP children achieved the same.

Despite the interventions, including Phonics club and small group phonic teaching, pupils eligible for FSM and PP still achieved lower standards. Further Phonic support will be targeted through RWI next year.

Year 2 retakes. The total was 18 children out of which 8 (one of which did not take the test) were PP.

#### **Results:**

57% of PP children now achieved the expected standard.

64% of the non PP children achieved the same.

The interventions worked more effectively here to close the gap.

## KS2

### Achievement of our 13 PPG pupils (2019 KS2 Outcomes)

| % achieving EXS or above          | Our pupils eligible for PPG |                     |                      | National average for all pupils |          |                      |
|-----------------------------------|-----------------------------|---------------------|----------------------|---------------------------------|----------|----------------------|
|                                   | % at EXS                    | % at GDS            | Average scaled score | % at EXS                        | % at GDS | Average scaled score |
| Reading, Writing & Maths combined | 46%<br>(6 children)         | 7%<br>(1 child)     | n/a                  | 65%                             | 10%      | na                   |
| Reading                           | 54%<br>(7 children)         | 15%<br>(2 children) | 99                   | 73%                             | 27%      | 104                  |
| Writing                           | 54%<br>(7 children)         | 15%<br>(2 children) | n/a                  | 78%                             | 20%      | na                   |
| Maths                             | 62%<br>(8 children)         | 31%<br>(4 children) | 103                  | 79%                             | 27%      | 105                  |
| SPAG                              | 62%<br>(8 children)         | 23%<br>(3 children) | 103                  | 77%                             | 36%      | 106                  |

#### Key highlights

- There were 62 children in Year 6 in July 2019 – out of which 13 were Pupil Premium (21%)
- In July 2018 the gap between PP and Non PP children for the Expected level in maths was 28%. In July 2019 the gap was narrowed to 16%.
- In July 2018 the gap between PP and Non PP children for the Greater Depth level in writing was 8%. In July 2019 the gap was narrowed to 5%.
- In July 2018 the gap between PP and Non PP children for the Expected level in reading was 29%. In July 2019 the gap was narrowed to 15%.
- In July 2018 the gap between PP and Non PP children for the Greater Depth level in reading was 12%. In July 2019 the gap was narrowed to 7%.

## Barriers to attainment for Pupil Premium Children 2018-2019

|                           |                                                                                                                                 |                                                                                                                                                                                                                                      |                                                                                                                                                                                                       |
|---------------------------|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>In-School Barriers</b> | <b>A. Some PP Pupils have low levels of self-esteem, well-being and involvement in school life.</b>                             | <b>B. Some PP pupils attain lower standards compared to their Non-PP peers due to lower starting points in EYFS, poor behaviour for learning and lack of aspiration. Very few achieve greater depth in any of the core subjects.</b> | <b>C. Some PP pupils have a lack of additional 'rich and rounding' experiences/ opportunities that would support a higher level of emotional well-being, behaviour, understanding and aspiration.</b> |
| <b>External barriers</b>  | <b>D. Some PP pupils have lower attendance rates than their non PP peers. Some also have problems with persistent lateness.</b> | <b>E. Some PP pupils have lower levels of parental support and engagement with their child's education and well-being.</b>                                                                                                           |                                                                                                                                                                                                       |

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