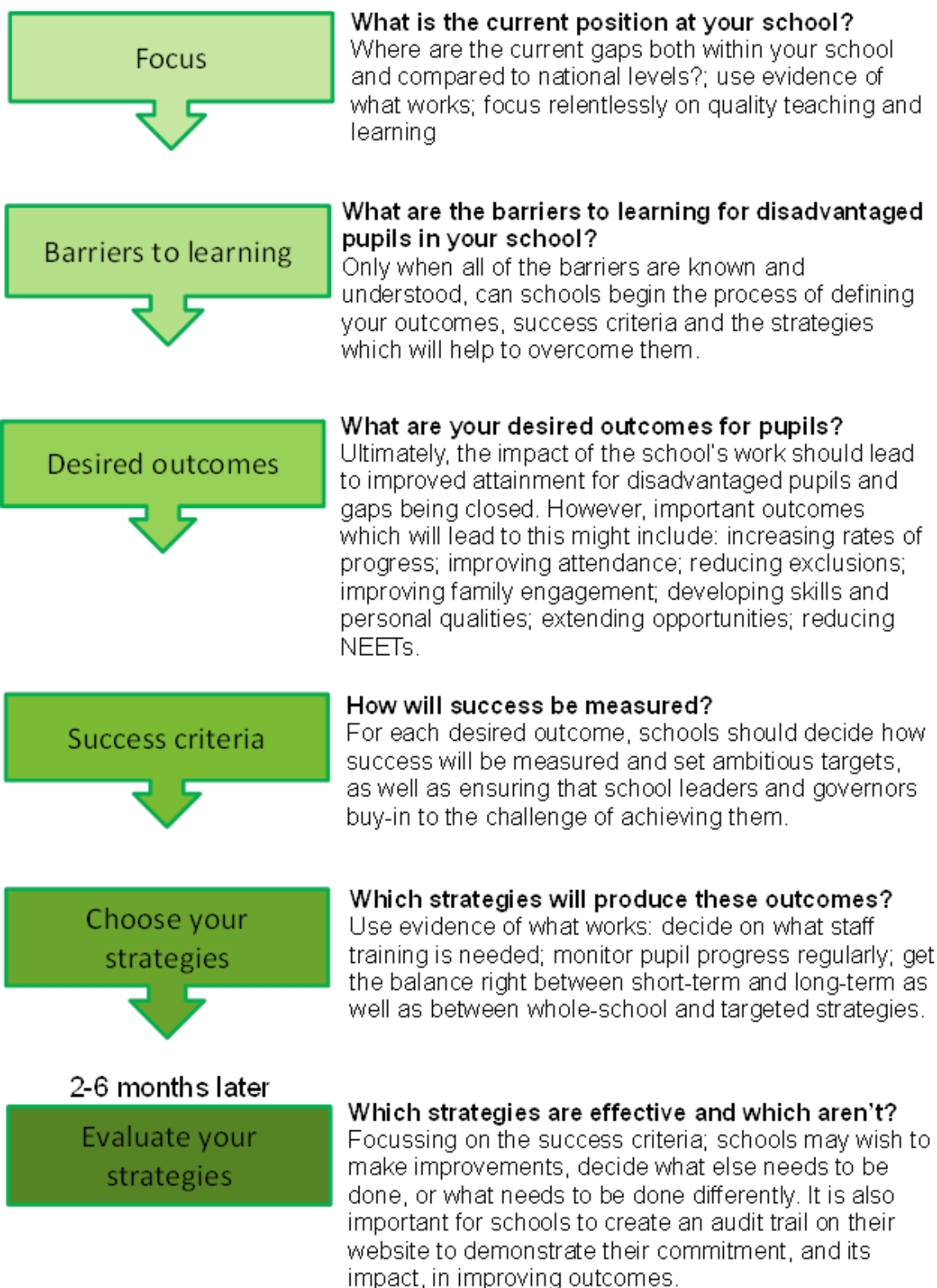


PUPIL PREMIUM SELF

REVIEW LEEDS AND BROOMFIELD C OF E PRIMARY



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Self-Evaluation

RAISEonline /Inspection dashboard and Inspection report provides a summary of the performance of disadvantaged pupils compared with non-disadvantaged pupils within the school and nationally. This data could/should be the starting point for self-evaluation and informing strategies for narrowing the gap.

Self-evaluation - discussion.

1) What is the background and detail to the attainment data?

Context of the school

As at March 2018 81 pupils with 15% pupil premium.

KEY STAGE 2 - Last year we had 9 pupils in year 6, 6 of these who were in receipt of pupil premium(EVER6). Each pupil represents 11% out of the whole group. Each disadvantaged pupil represents 17% of that group. Data from small cohorts can be misleading but it is important that analysis takes place in order to identify patterns of strength and areas for development.

Overall attainment was above national in the vast majority of areas for all pupils in year 6.

Subject	Reading	Writing	Maths	Combined R/W/M
Expected	55.6%	77.8%	44.4%	33%
National	71%	76%	75%	61%
Disadvantaged pupils	50%	83.3%	33.3%	33.3%
Greater Depth	22.2%	22.2%	11.1%	11.1%
National	25%	18%	23%	9%
Disadvantaged pupils	33.3 %	33.3%	17%	17%
Scaled Score - Cohort	101	N/A	96	N/A
Scaled Score - National	104	N/A	104.2	N/A
Scaled Score – Disadvantaged	100.5	N/A	94.0	N/A

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pupils				
Progress Measure - cohort	-1.18	+2.1	-6.7	N/A
Progress Measure - national	0	0	0	N/A
Progress Measure – disadvantaged pupils	-0.6	5.4	-7.5	N/A

Disadvantaged pupils achieved best in writing, 83%% achieved the expected standard and 33% achieved greater depth

Maths outcomes for disadvantaged pupils were not as favourable when compared to all pupils.

There is a need to improve the number of pupil premium pupils that achieve expected, especially in maths

Analysis of scaled scores show that all pupils achieve greater scores than disadvantaged pupils in all areas

Progress measures are higher in reading and writing for disadvantaged pupils but but lower in maths. Maths is also significantly below national

KEY STAGE 1

There were 14 pupils in year 2 last year – 2017, 1 of these who were in receipt of pupil premium(EVER6)

Subject	Reading	Writing	Maths
Expected	92.9%	92.9%	92.9%
National	76%	68%	75%
Disadvantaged pupils	100%	50%	50%
Greater Depth	21.4%	14.3%	14.3%

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National	25%	16%	21%
Disadvantaged pupils	0%	0%	0%

Of the one pupil premium pupil , one achieved expected in all subjects.

There is a need to improve the number of pupil premium pupils that achieve greater depth.

PHONICS SCREENING CHECK

Last year, 2017, 15 year 1 children undertook the phonics screening check, of which 0 were disadvantaged pupils

Subject	Phonics screening check
Met the standard – all pupils	86.7%
National	81.2%
Disadvantaged pupils	N/A

There are 0 pupil premium pupil in Year 1.

There were one PP child in Year 2 however she successfully passed the Year 1 phonics screening so were not part of the retakes.

At the end of Year 2 93% of all pupils had achieved the required standards in phonics compared to 100% of pupil premium pupils.

GOOD LEVEL OF DEVELOPMENT

In 2017, there were 14 year R pupils, 1 of which were disadvantaged.

Subject	Good level of development
Good level of development –	73.3%

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all pupils	
National	74.2%
Disadvantaged pupils	100%

There was 1 pupil premium child in Year R

2) What does data show as at March 2018?

Year 1 – there is 1 pupil premium pupil who is home grown and who is expected to reach at least expected national outcomes in all three curriculum areas as stated below.

The RWM for pupil progress outcomes is as follows:

Diminishing the Difference– Year 1

Subject:	Cohort size	National expectations – 85%			Progress – 6 points		
		Below %	On Track %	Above %	Below %	On Track %	Above %
Reading							
All	13	23	77		23	77	
PP	1		100 (+25)			100 (+25)	
Not PP	12	25	75		25	75	

Subject:	Cohort size	National expectations – 85%			Progress – 6 Points		
		Below %	On track %	Above %	Below %	On Track %	Above %
Writing							
All	13	23	62	15	23	54	23
PP	1		100 (+25)			100 (+25)	(-17)
Not PP	12	24	60	16	24	52	24

Subject:	Cohort size	National expectations – 85%			Progress – 6 points		
		Below %	On Track %	Above %	Below %	On Track %	Above %
Maths							
All	13	23	70	7	13	70	7
PP	1		100 (+25)			100 (+25)	
Not PP	12	24	68	8	12	68	8

Year 2:

There are 0 pupil premium pupils

The RWM for pupil progress outcomes is as follows:

Subject:	Cohort size	National expectations – 85%			Progress – 6 points		
		Below %	On Track %	Above %	Below %	On Track %	Above %
Reading							
All	14	7	79	14	7	58	35

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		National expectations – 85%			Progress – 6 Points		
Subject:	Cohort size	Below %	On track %	Above %	Below %	On Track %	Above %
Writing							
All	14	7	86	7	7	79	14

		National expectations – 85%			Progress – 6 Points		
Subject:	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
Maths							
All	14	7	79	14	7	58	35

Year 3

In Year 3 there is one pupil premium child who is home grown. They have are expected to make national expectation outcomes in all three subjects, with the possibility of exceeding in maths.

The RWM for pupil progress outcomes is as follows:

		National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
Reading							
All	11		82	18		63	37
PP	1		100 (+20)	(-20)		100 (+20)	(-40)
Not PP	10		80	20		60	40

		National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
Writing							
All	11	9	91		36	63	
PP	1		100			100 (+40)	
Not PP	10		100		40	60	

		National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
Maths							
All	11		64	36		63	37
PP	1			100 (+70)			100 (+60)
Not PP	10		70	30		60	40

Year 4

There are two PP pupils in year 4 – both are home grown. One child has previously had additional support due to EAL needs. Both are expected to achieve expected age-related expectations in reading, writing and maths, although one of the pupils could make exceeding outcomes in reading and writing with raised expectations and targeted support.

The RWM for pupil progress outcomes is as follows:

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		National expectations – 85%			Progress – 6 points		
Subject: Reading	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	25	50	25	25	75	
PP	2		50	50 (+29)		100 (+30)	
Not PP	10	30	50	21	30	70	

		National expectations – 85%			Progress – 6 Points		
Subject: Writing	Cohort size	Below %	On track %	Above %	Below %	On Track %	Above %
All	12	33	50	17	51	42	7
PP	2		100 (+60)	(-20)		100 (+40)	
Not PP	10	40	40	20	40	60	

		National expectations – 85%			Progress – 6 Points		
Subject: Maths	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	33	42	25	24	69	7
PP	2	50 (+20)	50 (+10)	(-30)		100 (+40)	
Not PP	10	30	40	30	40	60	

Year 5 - A cohort of children where 3 out of 12 children are pupil premium children. All are home-grown. All three pupils are on track to achieve age related expectations in all areas although one could make exceeding outcomes if challenged appropriately..

The RWM for pupil progress outcomes is as follows:

		National expectations – 85%			Progress – 6 points		
Subject: Reading	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	17	41.5	41.5	17	74	9
PP	3		33 (-11)	66 (+33)		66 (-11)	33 (+33)
Not PP	9	22	44	33	22	77	

		National expectations – 85%			Progress – 6 Points		
Subject: Writing	Cohort size	Below %	On track %	Above %	Below %	On Track %	Above %
All	12				42	58	
PP	3		33 (-11)	66 (+22)	33	67 (+11)	
Not PP	9	11	44	44	44	56	

		National expectations – 85%			Progress – 6 Points		
Subject: Maths	Cohort size	Below %	On Track %	Above %	Below %	On Track %	Above %
All	12		66.5	33.5	25	75	
PP	3		66 (-22)	33 (+22)	33 (+11)	33 (-45)	33 (+33)
Not PP	9		88	11	22	78	

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Year 6

The class with the largest number of pupil premium children. Two out of the five are not home grown and one child is in receipt of HNF. Three children are on the SEN register. Three out of the five children achieved working towards/level one in KS1 SATs and are on track to achieve their expected trajectory of emerging in all three curriculum areas identified below. The two other children should both achieve age related expected outcomes although one may gain higher in reading and writing.

The RWM for pupil progress outcomes is as follows:

Subject:	Cohort size	National expectations – 85%			Progress – 6 points		
		Below %	On Track %	Above %	Below %	On Track %	Above %
Reading							
All	12	17	58	25	8	59	33
PP	5	40	40 (-31)	20 (-9)		40 (-31)	60 (+31)
Not PP	7		71	29		71	29

Subject:	Cohort size	National expectations – 85% %			Progress – 6 Points %		
		Below %	On track %	Above %	Below %	On Track %	Above %
Writing							
All	12	8	84	8	8	84	8
PP	5	20	80 (-6)	(-14)		80 (-6)	20 (+20)
Not PP	7		86	14	14	86	

Subject:	Cohort size	National expectations – 85%			Progress – 6 Points		
		Below %	On Track %	Above %	Below %	On Track %	Above %
Maths							
All	12	17	66	17		83	17
PP	5	40	40 (-46)	20 (-6)		80 (-6)	20 (+6)
Not PP	7		86	14		86	14

4) Any characteristics of the disadvantaged pupils?

In total there are 12 children in receipt of pupil premium funding – 0% of these are Early Years PP, 8% of these have a diagnosed Special educational need with no pupil in receipt of high needs funding. 16% of these pupils are GRT and 8% are in receipt of Pupil premium due to adoption.

a. What is the current position at school?.

The vast majority of pupil premium pupils are making progress at the expected rate, some are making accelerated progress. All pupils are set a target are expected to make at least six steps progress each year. If they are working below the programme of study accelerated progress is targeted.

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b. Across year groups?

There are 0 PP pupils in EY. The one pupil in year 1 is on track for expected and is making good progress. Year 2 has 0 PP pupils. In year 3 there is 1 pupil, this pupil is on track for expected in reading and writing and above in maths. They are making good progress. There are 2 PP In year 4, in reading 1 is on track for expected and 1 is above, both are making good progress. In writing both pupils are on track for expected and are making good progress. In maths one is on track for expected and one is below. They are both making good progress. In year 5, there are 3 PP pupils. In reading, 1 pupil is on track for expected and two are above, all are making good progress. In writing 1 pupil is on track for expected and 2 are above. Two out of three pupils are making good progress. In maths two are on track for expected and one above, and two are making good progress. In year 6 there are 5 pupil premium pupils, in reading, two are working at emerging, two are expected and one above, all pupils are making good progress. In writing 4 pupils are working at expected, and one at emerging. All are making good progress. In maths, two are working at emerging, two at expected and one is on track to be above, and all are

c. How do you know?

6 weekly assessments and pupil progress meetings, all pupils are discussed with class teachers. Regular pupil premium review led by Head of School and Executive Head with a clear analysis of school and published data

d. How is the data gathered, presented, responded to?

Teachers submit their data after moderation, it is presented to the head of school with the SENCo, it is responded to by agreeing termly provision maps and targeted children are identified for accelerated progress.

e. Who takes a lead?

The head of school who feeds back to the Executive Headteacher

f. Why is achievement not higher?

The achievement is not as high due to specific circumstances relating to the home life of some pupil premium children. Attendance rates for disadvantaged pupils are low and currently a key priority for the school. Increasing the percentage of pupil premium children attending regularly would also help improve achievement. Changes to teaching staff have not helped in the recent academic year, and teaching over time has not therefore improved as quickly as would have been liked.

g. What are the barriers to learning in maths?

The maths diet the children have had over time has been focussed on processes and the reasoning has been a lesser focus. This has meant that

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the new curriculum expectations have been harder for the children to get to grips with. The children also struggle with the ability to complete a test in a set time.

h. Attendance; behaviour; quality of teaching and learning; staffing; resources?

Behaviour is good, particularly behaviour for learning. Teaching and learning is improving across all year groups.

Attendance of disadvantaged pupils against all pupils is as follows

ALL

Scope: Year Group R+ 1+2+3+4+5+6

Group	Presents	AEA	Authorised Absences	Unauthorised Absences	Possible	% Attend
Year 1	92.8	0.0	6.8	0.4	100.0	92.8
Year 2	95.1	0.0	4.3	0.6	100.0	95.1
Year 3	96.5	0.0	3.4	0.1	100.0	96.5
Year 4	94.6	0.0	5.0	0.4	100.0	94.6
Year 5	94.9	0.0	4.6	0.5	100.0	94.9
Year 6	95.1	0.6	3.9	0.4	100.0	95.7
Totals	94.8	0.1	4.7	0.4	100.0	94.9

Year Group R

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Not Pupil Premium	6	97.25	2.42	0.33	1.00	0.00

Year Group 1

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	1	98.23	1.77	0.00	0.88	0.00
Not Pupil Premium	13	92.48	7.13	0.40	0.58	0.11

Year Group 2

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Not Pupil Premium	14	95.11	4.27	0.62	1.01	0.03

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Year Group 3

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	1	97.79	2.21	0.00	0.00	0.00
Not Pupil Premium	11	96.43	3.48	0.09	0.27	0.00

Year Group 4

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	2	99.12	0.88	0.00	0.00	0.00
Not Pupil Premium	10	93.81	5.75	0.44	0.22	0.09

Year Group 5

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	4	95.69	3.43	0.88	0.44	0.00
Not Pupil Premium	8	94.42	5.25	0.33	0.44	0.11

Year Group 6

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	5	92.48	6.73	0.80	1.24	0.44
Not Pupil Premium	7	98.10	1.83	0.06	0.63	0.06

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- i. What is this year's PP funding?

Total funding for year = £27,280

- j. What strategies are being used?

See separate paperwork : Pupil Premium strategy

- k. How are they evaluated?

Through discussion of each pupils progress at 6 weekly pupil progress meetings

- l. What is their impact?

The vast majority of pupils including pupil premium pupils making at least expected progress.

- 5) Based on responses to above, what strategies could/should be implemented and to what success criteria?

Monitor attendance weekly and contact parents on a regular basis if child is absent to ensure gap between disadvantaged pupils and all pupils is closed.

- 6) What role do governors have?

Reviewing the use of PP monies and the progress of pupils, in meetings and through monitoring visits

Emma Hickling – Executive Headteacher

Julie Wellman

March 2018