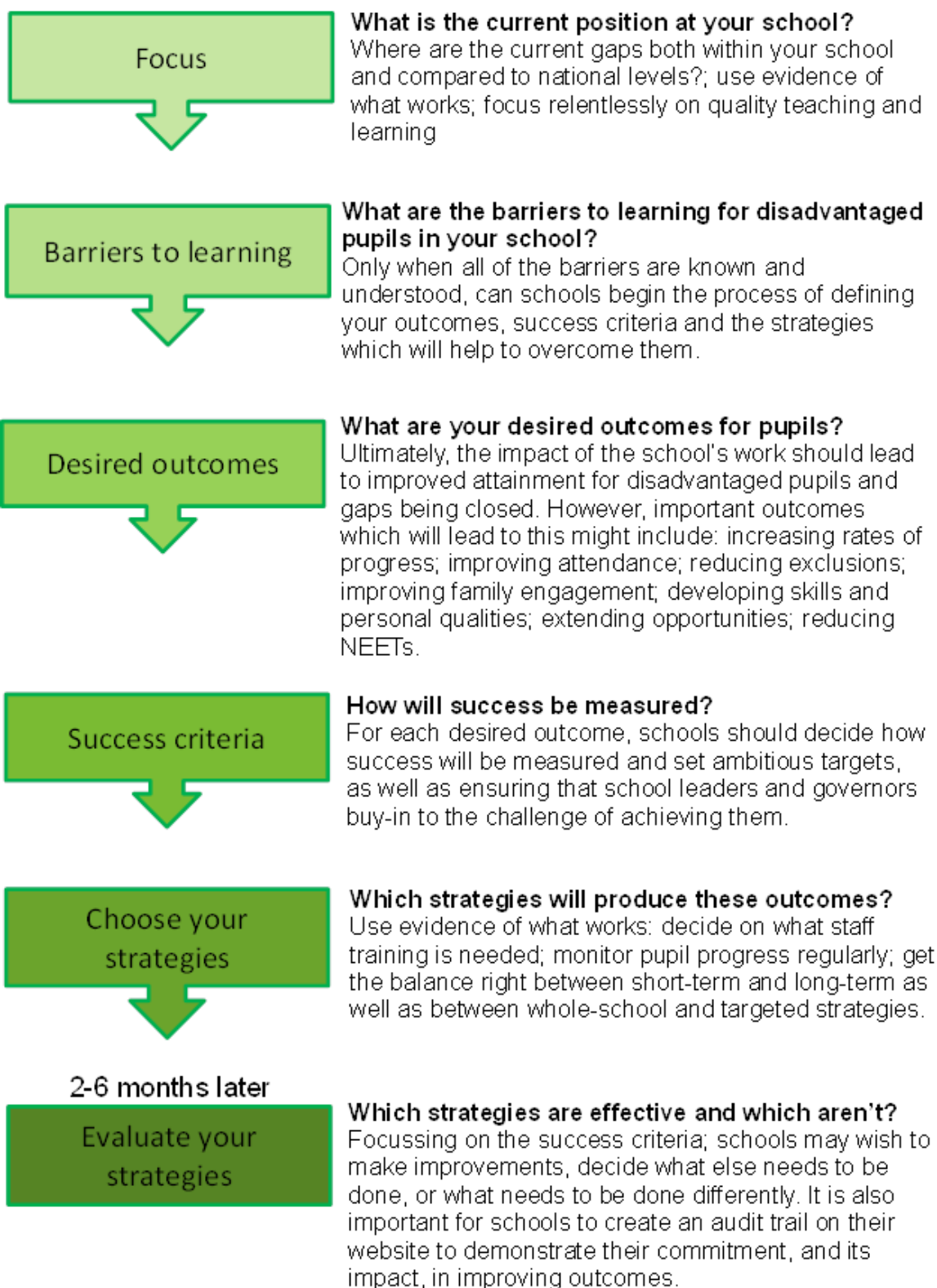


PUPIL PREMIUM SELF

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 January 75 pupils with 19% pupil premium.

KEY STAGE 2 - Last year we had 12 pupils in year 6, 4 of these who were in receipt of pupil premium(EVER6). Each pupil represents 8.3% out of the whole group. Each disadvantaged pupil represents 25% 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.

Subject	Reading	Writing	Maths	Combined R/W/M
Expected	50%	75%	58.3%	50%
National	75%	78%	76%	64%
Disadvantaged pupils	25%	25%	25%	25%
Greater Depth	8.3%	16.7%	8.3%	0 %
National	28%	20%	24%	10%
Disadvantaged pupils	0 %	0%	0%	0%
Scaled Score - Cohort	97.8	N/A	98.8	N/A
Scaled Score - National	105	N/A	104	N/A
Scaled Score – Disadvantaged	91.8	N/A	92	N/A

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pupils				
Progress Measure - cohort	-1.9	+4.5	-0.2	N/A
Progress Measure - national	0	0	0	N/A
Progress Measure – disadvantaged pupils	-1.7	+2.8	-1.4	N/A

Disadvantaged pupils achieved less favourably than non-pupil premium pupils in all areas. There were 4 disadvantaged pupils in last year's cohort. One pupil achieved expected in each area. This was the same pupil as the combined is also 25%

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

No disadvantaged pupils achieved greater depth in any area. This is an area of development.

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

Progress measures are higher in reading for disadvantaged pupils than all pupils, but lower in writing and maths. The maths progress scores however improved significantly from 2017.

KEY STAGE 1

There were 13 pupils in year 2 last year – 2018 0 of these who were in receipt of pupil premium(EVER6)

Subject	Reading	Writing	Maths
Expected	85.7%	71.4%	85.7%
National	75.4%	69.9%	76.1%
Disadvantaged pupils	N/A	N/A	N/A

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Greater Depth	21.4%	21.4%	35.7%
National	25.6%	15.9%	21.8%
Disadvantaged pupils	N/A	N/A	N/A

There were no disadvantaged pupils in the year 2 cohort in 2018.

Results with the exception of reading at greater depth were all at or above national average

PHONICS SCREENING CHECK

Last year, 2018, 15 year 1 children undertook the phonics screening check, of which 1 were disadvantaged pupils

Subject	Phonics screening check
Met the standard – all pupils	71.4%
National	82.5%
Disadvantaged pupils	0%

There are 1 pupil premium pupil in Year 1.

There were no pupils in year 2 in 2018, there were 3 pupils that re took the phonics screening.

At the end of Year 2 100 % of all pupils had achieved the required standards in phonics.

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GOOD LEVEL OF DEVELOPMENT

In 2018, there were 6 year R pupils, 1 of which was disadvantaged.

Subject	Good level of development
Good level of development – all pupils	83.3%
National	71.5%
Disadvantaged pupils	100%

There was 1 pupil premium child in Year R, he achieved good level of development.

2) What does data show as at January 2019 ?

Year 1 – 5 pupils

There is 1 pupil premium pupil who is not home grown and who is expected to reach expected national outcomes in all three curriculum areas, however his progress is not on track in reading at this point in the year.

The RWM for pupil progress outcomes is as follows:

Subject: Reading	Cohort size	Attendance	National expectations – 85%			Progress – 6 points		
			Below %	On Track %	Above %	Below %	On Track %	Above %
All	5	96.4%	20%	60%	20%	60%	40%	
PP	1	98.6%		100%		100%		
Not PP	4	95.8%	25%	50%	25%	50%	50%	

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			National expectations – 85%			Progress – 6 points		
Subject: Writing	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	5	96.4%	20%	60%	20%	40%	60%	
PP	1	98.6%		100%			100%	
Not PP	4	95.8%	25%	50%	25%	50%	50%	

			National expectations – 85%			Progress – 6 points		
Subject: Maths	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	5	96.4%		80%	20%		100%	
PP	1	98.6%		100%			100%	
Not PP	4	95.8%		75%	25%		100%	

Year 2 - 12 pupils

There is 1 pupil premium pupil, they are expected to reach expected national outcomes at the end of the year, based on their trajectory. Her progress is on track in reading but not in writing or maths

The RWM for pupil progress outcomes is as follows:

			National expectations – 85%			Progress – 6 points		
Subject: Reading	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	94.8%	33%	33%	33%	67%	33%	
PP	1	91.7%		100%			100%	
Not PP	11	95.1%	36%	46%	18%	73%	27%	

			National expectations – 85%			Progress – 6 points		
Subject: Writing	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	12	94.8%	33%	25%	42%	50%	42%	8%

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PP	1	91.7%		100%		100%		
Not PP	11	95.1%	36%	18%	45%	45%	45%	10

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Maths								
All	12	94.8%	25%	42%	33%	58%	33%	9%
PP	1	91.7%		100%		100%		
Not PP	11	95.1%	27%	36%	36%	55%	36%	9

Year 3 – 9 pupils

In Year 3 there are 0 disadvantaged pupils.

The RWM for pupil progress outcomes is as follows:

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Reading								
All	9	96.3%	44%	33%	22%	23%	77%	

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Writing								
All	9	96.3%	44%	44%	12%	55%	45%	

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Maths								
All	9	96.3%	33%	22%	45%	18%	45%	27%

Year 4 – 11 pupils

There are three disadvantaged pupils in year 4 –one is home grown

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Pupil A – her trajectory suggests she should be expected at the end of year 4 and key stage 2 in all subjects. She is on track to be greater depth in reading and maths at the end of year 4, and expected in writing. She has made accelerated progress over the key stage so far in reading and maths. Pupil A is homegrown and has attendance over 97%

Pupil B - .is not home grown, and his attendance is just under 97%. He has no previous data. He is at present set to achieve emerging in reading, expected in writing and greater depth in maths.

Pupil C – is not home grown and has poor attendance. He joined the school in October 2018. He was WTS in all subjects at the end of key stage 1. He is currently making little progress. He is predicted to be emerging by the end of year 4 in all areas.

The RWM for pupil progress outcomes is as follows:

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Reading								
All	11	94.1%	27%	36%	36%	36%	64%	
PP	3	84.7%	67%		33%	66%	33%	
Not PP	8	96.5%	12%	50%	38%	25%	75%	

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Writing								
All	11	94.1%	36%	54%	10%	37%	63%	
PP	3	84.7%	33%	67%		33%	67%	
Not PP	8	96.5%	38%	58%	12%	37%	63%	

			National expectations – 85%			Progress – 6 points		
Subject:	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
Maths								
All	11	94.1%	45%	27%	27%	82%	18%	
PP	3	84.7%	33%	33%	33%	100%		
Not PP	8	96.5%	50%	25%	25%	78%	22%	

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Year 5 – 11 pupils

A cohort of children where 2 out of 11 children are pupil premium children. All are home-grown. One has good attendance.

Pupil A – Achieved GDS in reading and writing, and expected in maths at the end of key stage 1. She is on track to achieve greater depth in all areas at the end of year 4. Her progress is on track for writing and maths. It needs to accelerate in reading.

Pupil B – Achieved expected in reading and WTS in writing and maths at the end of key stage 1. She is on achieve expected in reading, and emerging in writing, her maths however is lower she is likely to be below the programme of study by the end of year 5. She needs to accelerate her progress in maths.

The RWM for pupil progress outcomes is as follows:

			National expectations – 85%			Progress – 6 points		
Subject: Reading	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	11	94.4%	45%	18%	36%	55%	45%	
PP	2	95.8%		50%	50%	50%	50%	
Not PP	9	94.1%	55%	12%	33%	55%	45%	

			National expectations – 85%			Progress – 6 points		
Subject: Writing	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	11	94.4%	64%	9%	27%	55%	45%	
PP	2	95.8%	50%		50%		100%	
Not PP	9	94.1%	66%	11%	23%	67%	33%	

			National expectations – 85%			Progress – 6 points		
Subject: Maths	Cohort size	Attendance	Below %	On Track %	Above %	Below %	On Track %	Above %
All	11	94.4%	45%	36%	18%	36%	64%	
PP	2	95.8%	50%		50%	50%	50%	
Not PP	9	94.1%	44%	33%	33%	33%	67%	

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Maths	size			%			%	
All	13	95.6%	23%	31%	46%	23%	77%	
PP	5	93.9%		40%	60%	40%	60%	
Not PP	8	96.7%	38%	25%	38%	12%	88%	

4) Any characteristics of the disadvantaged pupils?

In total there are 14 children in receipt of pupil premium funding – 14% of these are Early Years PP, 7% of these have a diagnosed Special educational need with no pupil in receipt of high needs funding. 0% of these pupils are GRT and 0% 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.

b. Across year groups?

There are 2 PP pupils in EY. They are both making at least expected progress.

All other PP pupil's progress is detailed above.

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

c. 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.

d. Who takes a lead?

The head of school who feeds back to the Executive Headteacher

e. Why is achievement not higher?

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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.

f. What are the barriers to learning?

Attendance, less than good teaching over time, emotional needs and lack of independence of the pupils, lack of support from adults at home.

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

Behaviour is improving 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	Authorise d Absences	Unauthorise d Absences	Possible	% Attend
Year R	93.3	0.8	5.0	1.0	100.0	94.1
Year 1	94.6	1.6	3.1	0.7	100.0	96.2
Year 2	91.7	1.3	6.7	0.3	100.0	93.0
Year 3	95.3	0.7	1.9	2.1	100.0	96.0
Year 4	95.1	0.6	3.6	0.7	100.0	95.7
Year 5	90.3	0.8	8.0	0.8	100.0	91.2
Year 6	95.7	0.9	2.6	0.8	100.0	96.6
Totals	93.6	0.9	4.6	0.9	100.0	94.5

Year Group R

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	2	92.52	7.48	0.00	0.00	0.00
Not Pupil Premium	12	94.39	4.47	1.14	2.20	0.45

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Year Group 1

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	1	93.57	5.71	0.71	5.00	0.71
Not Pupil Premium	5	96.78	2.57	0.64	0.16	0.00

Year Group 2

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	1	95.71	4.29	0.00	0.00	0.00
Not Pupil Premium	13	92.79	6.90	0.31	0.93	0.25

Year Group 3

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Not Pupil Premium	9	96.03	1.90	2.06	1.03	0.00

Year Group 4

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	3	88.28	8.85	2.86	2.34	0.26
Not Pupil Premium	8	98.21	1.79	0.00	0.00	0.00

Year Group 5

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	3	92.18	7.26	0.56	0.56	0.00
Not Pupil Premium	9	90.86	8.21	0.93	0.25	0.00

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Year Group 6

Percentages

	Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After
Pupil Premium	5	95.43	3.00	1.57	2.29	0.00
Not Pupil Premium	8	97.32	2.41	0.27	0.63	0.00

FUNDING

h. What is this year's PP funding?

Total funding for year = £21,120

i. What strategies are being used?

See separate paperwork : Pupil Premium strategy

j. How are they evaluated?

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

k. 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

Hannah Ward – Head of School

January 2019