

Scholes (Elmet) Primary School Pupil Premium Planned Expenditure 2015-2016

Context of school

At Scholes Elmet Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge. Our dedication and commitment to learning that make the difference between success and failure and we are determined to ensure that our children are given every chance to realise their full potential. We believe that one of the biggest barriers for children can be poverty of expectation and so are determined to create a climate that does not limit a child's potential in any way.

Scholes (Elmet) Primary School is a LA maintained community school, located in the village of Scholes, in a semirural area on the north-eastern outskirts of Leeds. The school is part of a federation which also includes Wetherby St James C of E primary School. The school is slightly larger than average, with one-and-a-half forms of entry. The Office for National Statistics 'indices of deprivation' indicate that the neighbourhood in which the school is located has overall levels of deprivation that are lower than average; with the 'total deprivation' index on the 72nd centile (where 1st centile is the most deprived).

☐ The 2014-15 Pupil Premium funding allocation was based on 7.4% of the school population being eligible for Free School Meals (FSM) at some point in the last 6 years. This is considerably lower than the national rate of 26.7%.

☐ In contrast to the ONS statistics, figures from the Spring 2015 census reveal that the proportions of children attending the school who live in areas considered to be amongst the 3%, 10% or 20% most deprived in the country, are in line with national averages (2.6%, 9.1%, 23.1% respectively). This data may provide evidence that although the school itself is located in a relatively affluent area, it is drawing some of its children from nearby urban areas to the west of the school, which are much more deprived.

☐ Pupil mobility rates at the school are lower than national rates. RAISEOnline (2014) states that 92% of the children in the school were admitted within the normal admissions window.

☐ According to RAISEOnline (2014), levels of Special Educational Needs (SEN) are close to national, with 7.4% of the children in the school recorded on the SEN register at School Action+ or statemented, compared to 7.7% nationally.

☐ The proportions of children from Black and minority ethnic (BME) backgrounds and those with English as an additional language (EAL) are considerably below average, at 11% and 0% respectively, according to RAISEOnline 2014.

☐ Attendance rates at the school have been above the national average in recent years. In 2014 overall absence was 3.0% compared to 3.9% nationally.

Early Years Foundation stage

Over the last three years, the proportion of children achieving a Good Level of Development (GLD) has been improving and in 2015 it has reached 80%. This level of attainment is 18.2 percentage points (%pts) above the provisional Leeds figure and 13.7%pts above the emerging national figure.

☐ Only 1 child (2.5% of the cohort) scored 26 points or lower, which would put them in the bottom 20% of achievers in the LA, if the scoring profile remains the same as last year.

EYFSP Pupil Groups

In 2014/5 there were 22 girls in this year group and all but 1 of them (95.5%) achieved GLD. A smaller proportion (61.1%) of the 18 boys achieved GLD. Although the 'gender gap' in attainment in this cohort is larger than average, it should be noted that Scholes' boys outperformed national performance for boys, which was 54% in 2014.

☐ Of the 40 children in this cohort, only 1 was identified as currently eligible for Free School Meals (FSM) and this child did not achieve GLD. The proportion of Leeds FSM children overall who achieved GLD was (44%).

☐ There were 3 children with SEN in the cohort, one of whom was registered as 'School Action' and two at 'School Action+'. The child at 'School Action' did achieve GLD, but the 2 at 'School Action+' did not. In Leeds, 29% of children at 'School Action' and 24% of children at 'School Action+' achieved GLD.

☐ One would normally expect to see fewer summer-born children achieving GLD compared to their older class mates; in Leeds the percentage of summer-born children achieving GLD is over 20%pts lower than that of autumn born children. However, this is not the case for this cohort of children where attainment was more consistent, at 86% for autumn-born, 70% for spring-born and 81% for summer-born children.

☐ There were no children identified as having English as an additional language.

☒ At this point in time, there is no ethnicity data available from the LA for this key stage.

Analysis of the specific learning goals reveals that the proportion of children achieving the expected level of development is above the Leeds average in every area of learning, with every child meeting the expected level of development in 7 out of the 17 areas. As with most schools, the lowest scoring area is Writing, but at 82.5%, attainment in this learning goal remains well above the overall Leeds figure of 65% and the 2014 national figure of 67%.

2014/15 Key Stage 1 Average Point Score Trend

After being below national averages for two years, the KS1 APS improved significantly in 2014 and has improved again in 2015. The overall KS1 APS now stands at 17.6pts, the highest it has ever been, based on available data. This level of attainment is considerably higher than the provisional Leeds figure of 15.6pts and is likely to be judged as being significantly higher than the national figure (15.9pts in 2014). On average, the children in this cohort achieved one sub-level higher than the 'average' child in England.

☒ The APS for Reading is 17.9, up from 17.8 last year.

☒ The APS for Writing is 17.1, up from 16.3 last year.

☒ The APS for Maths is 17.9, up from 17.1 last year.

2014/15 Key Stage 1 Reading

This year (and last year), every child reached the minimum expected standard (level 2+) in reading. This puts the school well above the provisional Leeds figure of 88% and the emerging national figure of 90.5%. The proportion of children achieving the 'age-related expectation' of L2B+ has dipped slightly from 89.7% to 87.8%, but remains well above the equivalent Leeds figure of 78.9%. However, the number of children achieving the higher level of attainment (L3+), has risen by 5%pts to 46.3% and is now almost twice as high as the provisional Leeds figure and 15%pts above last year's national figure.

2014/15 Key Stage 1 Writing

L2+ attainment in Writing has also hit 100% for the second year in a row and is 12%pts higher than the emerging national figure of 88%. The proportion of children achieving L2B+ has risen from 79.5% to 82.9%, higher than the Leeds figure of 69% and last year's national figure of 70%. L3+ has risen from 20.5% to 29.3%, considerably higher than the Leeds figure of 14.5% and last year's national figure of 16%.

2014/15 Key Stage 1 Maths

☒ Attainment in maths has improved from a below-national position in 2013, to 100% of children reaching L2+ in 2014 and 2015. 87.8% achieved L2B+ (10.9%pts higher than 2014), and further improvement has been achieved at L3+, with 46.3% of the cohort reaching this higher level, compared to 35.9% last year. This year L3+ attainment is twice as high as the provisional Leeds figure of 21% and almost twice as high as last year's national figure of 24%.

2014/15 Key Stage 1 Pupil Groups

☒ On average, boys' attainment was very high; 17.4pts compared to an average of 15.3pts for boys across Leeds. Girls' attainment was even higher; 17.9pts compared to 16.1pts for Leeds girls. One would normally expect to see an attainment gap, with girls outperforming boys, and the gap here is slightly smaller than the Leeds and national averages for this Key Stage.

☒ There was only 1 child eligible for FSM in this year group and their APS of 13.7 was considerably lower than the 14.6pts scored by FSM children nationally in 2014. The in-school gap between FSM and non-FSM children (the latter scoring 17.7pts) is considerably larger than the Leeds gap of 2.6pts and the national 2014 gap of 1.8pts, but we need to bear in mind that this is based on the attainment of only 1 child.

☒ 2 children (5%) were eligible for Pupil Premium (PP) funding. Their APS was also 13.7pts, lower than that of PP children across Leeds (14.1pts) and the attainment of Disadvantaged1 children nationally in 2014 (14.6pts). The gap between the PP and non-PP children was 4.1pts, much larger than the equivalent 2014 national gap of 1.8pts, but again, this needs to be seen in the context of the very small numbers of children that these figures are based on.

☒ 2 children were from BME backgrounds, both from Mixed heritages. Their APS scores were 18pts in reading, 18pts in maths and 17pts in writing; in line with levels of attainment achieved by their class mates and well above that of average attainment for BME children across Leeds.

☒ There were 4 children recorded on the SEN register, at 'School Action+'. Their APS of 14.0pts, was well below that of the other children in the year group, but 1.8pts above the Leeds average for similar children and 2.0 pts above last year's equivalent national figure.

2014/15 Key Stage 2 Average point Score

- ☑ The overall KS2 APS has been well above national averages in the last three years, at 29.5, 29.7 and 29.6 this year. The provisional Leeds figure for 2015 is 28.2pts and last year's national was 28.7pts.
- ☑ The APS for reading has stayed static at 30.1pts, still well above 28.4pts for Leeds and 29.0pts nationally in 2014.
- ☑ Writing has dropped slightly, from 29.3pts last year to 29.0pts in 2015. Again, this is considerably higher than the provisional Leeds result of 27.7pts and last year's national figure of 27.9pts.
- ☑ The APS in maths has remained unchanged at 29.7pts. Across Leeds, children averaged 28.4pts and last year's national figure was 29.0pts.
- ☑ The APS achieved in the Grammar, Punctuation & Spelling (GPS) test, which does not contribute to the overall APS, also decreased from 28.9pts to 28.6pts. Average attainment in this subject is in line with average performance in Leeds (28.7pts) and also with last year's national figure (28.6pts).

2014/15 Key Stage 2 Combined Headline indicator (RWM combined)

- ☑ Although the overall APS has dropped slightly this year, the proportion of children achieving L4+ in reading, writing and maths has actually increased, by 5.5%pts to 92.6%. Attainment against this headline indicator has been well above average in recent years and continues to be so, with the emerging national figure currently standing at 80%.
- ☑ However, the proportion of children achieving the higher combined threshold of L4B+ has dropped from 77.4% to 70.4%, and performance against the combined L5+ threshold has fallen more sharply, from 41.9% to 25.9%; just above last year's national figure of 24%.

2014/15 Key Stage 2 Reading

Every child in the year group achieved L4+ in reading; nationally the figure currently stands at 89% and the provisional Leeds figure is 86%. The proportion of children achieving L4B+ has also improved, from 83.9% to 88.9%, but the proportion of children achieving L5+ has fallen from 58.1% to 51.9%. This level of attainment remains just above the national average of 49% in 2014 and well above the provisional Leeds figure of 43.4%.

2014/15 Key Stage 2 Writing

Attainment in writing has followed a similar pattern, with the L4+ figure improving by 6%pts, to 96.3%, compared to the emerging national figure of 86.8%. L5+ attainment has dropped, from 48.4% last year to 37.0% this year; and is now closer to the (2014) national figure of 33%.

2014/15 Key Stage 2 Maths

Again, L4+ attainment in maths has also improved by 6%pts to 96.3%; compared to the emerging national figure of 86.9% and the provisional Leeds figure of 84.2%. L4B+ attainment has also improved slightly, from 83.9%, to 85.2%, but L5+ attainment has fallen sharply, from 51.6% to 33.3%, lower than last year's national figure of 42% and this year's provisional Leeds figure of 38%. Despite the fall in the L5+ figure, it is interesting to note that the proportion of children achieving L6 in maths actually rose, from 6% last year, to 14.8% this year – well above the 2014 national figure.

- ☑ The proportion of children achieving L4+ in GPS has stayed almost static, at 77.8% and the same proportion achieved L4B+. As with the other subjects, L5+ performance fell, from 51.6% to 48.1%.

This consistent pattern, of improvement at L4+ but a decline at L5+, may suggest that this cohort has a different spread of abilities than the previous year group; but progress data will need to be closely examined when they become available later in the year, in order to investigate whether children with higher prior attainment have made sufficient progress.

2014/15 Key Stage 2 Pupil Groups

Girls' attainment was slightly below average, achieving an APS of 28.2pts compared to a national figure for girls of 28.9 last year, but boys did exceptionally well. Their APS of 31.2pts was 2.7pts above the 2014 national figure for boys. The percentage of boys achieving L5+ was 62% in GPS, 62% in maths, 46% in writing and 54% in reading. 31% of the boys achieved L6 in maths.

- ☑ None of the children in this cohort were recorded as being eligible for FSM.

- ☑ There were 2 PP children, representing 7% of the year group. Their APS of 31.5pts was considerably higher than the Leeds PP figure (26.6pts) and last year's national figure for 'Disadvantaged' 2 children (27.0pts). These children even out-performed their non-PP classmates by 2.0pts, reversing the 'usual' pattern; in Leeds the gap between PP and non-PP was 2.6pts and last year's national gap was 2.4pts.

☑ 3 children were from BME backgrounds (from Mixed and Pakistani heritages). They all achieved L4+ RWM and two achieved L5+ RWM; putting them well above the national average for BME children and, with an APS of 32.3pts, well above the average for their class mates.

☑ There was 1 child in the year group with SEN, at 'School Action'. Their APS was 27.0pts, well below that of the rest of their class mates, but much higher than the LA average (24.8) for children across Leeds recorded under the same code.

2014/15 Summary

The demographic data for Scholes (Elmet) primary school indicate that it is located in an area that has lower than average deprivation, but that it draws some of its children from more deprived areas nearby.

☑ Outcomes at the Early Years Foundation Stage have improved from being below national two years ago, to being well above national this year.

☑ Results in the Phonics Screening Check have followed the same trend, with the proportion of children working at the expected level now well above national and local comparators.

☑ KS1 attainment has reached a record high this year. Particular improvement has been in the proportions of children reaching L3+, which are approximately double the rate seen nationally or in Leeds.

☑ Although L4+ attainment has risen this year and is well above national rates of performance, overall attainment has fallen slightly, due to reduced numbers of children achieving the higher benchmarks of L4B+ and 5+.

Our most recent results compared to national figures:					
Attainment 2015	All	Boys	Girls	PP*	National
% with a GLD at the end of EYFS	80	61	96	0	66
% achieving the national standard in phonics by end of year 1	93	90	95	100	77
% L2+ in reading at the end of year 2	100	100	100	100	90
% L2B+ in reading at the end of year 2	88	82	95	0	82
% L2+ in writing at the end of year 2	100	100	100	100	88
% L2B+ in writing at the end of year 2	83	77	89	50	70
% L2+ in maths at the end of year 2	100	100	100	100	93
% L2B+ in maths at the end of year 2	88	86	89	50	82
% L4+ in reading at the end of year 6	100	100	100	100	89
% L4B+ in reading at the end of year 6	89	77	100	100	80
% L4+ in writing at the end of year 6	96	92	100	100	87
% L4B+ in writing at the end of year 6	96	92	100	100	87
% L4+ in mathematics at the end of year 6	96	100	93	100	87
% L4B+ in mathematics at the end of year 6	85	100	71	100	77
% L4+ in R,W and M at the end of year 6	93	92	93	100	80
% L4+ in SPG at the end of year 6	78	85	71	100	80
Progress 2015					
% expected progress for reading from key stage 1 to key stage 2	100	100	100	100	91
% better than expected progress for reading from key stage 1 to key stage 2	19	8	27	0	33
% expected progress for writing from key stage 1 to key stage 2	96	92	100	100	94
% better than expected progress for writing from key stage 1 to key stage 2	26	25	27	50	36
% expected progress for mathematics from key stage 1 to key stage 2	96	100	93	100	90
% better than expected progress for mathematics from key stage 1 to key stage 2	26	50	7	50	34
Personal development, behaviour and welfare 2014**					
% Attendance of statutory age children and pupils	97.0	97.2	96.8	96.1	96.1

% Persistent Absence	0.5	0.0	0.9	0.0	2.8
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Pupil premium funding represents a significant proportion of our budget and we are committed to ensuring it is spent to maximum effect.

Recent initiatives and improvements

- Development of library area in the central part of the school
- Second phase of the ipad programme to improve provision across the school
- Open access for all pupils to use ipads and other technologies
- Introduced 'clever touch technology' in KS2
- New software/apps to support the curriculum
- Implementation of a vibrant new curriculum
- General update of resources to support the new curriculum
- A focus of raising attainment in maths of the weakest children in each cohort
- To improve the quality of teaching and learning in reading with particular focus on inferential understanding
- Implementation of the SEN (Special Educational Needs) Code of practice
- To improve attainment of Foundation 2 children who were below age related expectation with a particular focus on reading
- Introduction of a new approach to the teaching of PE
- Enhanced playground provision
- Two additional classrooms
- Increased number of teaching assistant support with SEN provision in mind
- Increase of one member of the teaching staff
- New baseline for Early Years
- Stay and play session in Foundation
- Introduction of an emailing system to support EY pupil profiles
- Introduction of a new data tracking software system
- New report format for reporting to parents in the summer term (without levels)
- Refurbishment of the school kitchen to cater for free school meals at KS1
- Introduction of a new handwriting programme in key stage one

Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment are lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

The Sutton Trust Report summarises research evidence on improving learning and we have used this to make more informed choices about which interventions will be most effective. Our plan is to provide interventions which predominantly focus on improving feedback, developing metacognition and self-regulation and increasing parental engagement. We will set up a system of lead teachers across the federation to increase the % of outstanding teaching across the schools, share best practice and provide targeted support and intervention for pupils. In addition to this we will focus on earlier intervention, increasing a range of interventions on offer in EYFS, KS1 and KS2 We will also deliver BLP (Building Learning Power) in support of children taking more responsibility for their learning

Pupils and Pupil Premium Grant (PPG) received	
Total number of pupils on roll	278 main school plus 27 nursery
Total number of pupils eligible for PPG (2014-2015)	28
Total amount of PPG received	£39,860 plus EY funding £300

Nature of support	
Focus on Learning in the curriculum	70%
Focus on social, emotional and behaviour	25%
Focus on enrichment beyond the curriculum	5%
<p>Focus</p> <ul style="list-style-type: none"> • Increase % of children working at age related expectations in reading, writing and maths. • Support children with their soft skills • Support children accessing the wider curriculum 	

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
6 Eight Children	One to one support in Maths and English	£11,300	Children individually targeted for support in English and maths. Adult support to be given. Precision teaching
	Group support for extension work with maths and English	As above	To support the more able children to exceed national expectations at a mastery level.
	After school literacy groups	£684 – 2 hours per week for 38 weeks	Programme and revision for closing the gap and tests
	Support children to access the wider curriculum		Development of social skills and the broader curriculum
	Support children with challenging behaviours	£280 – 1 hour per week for a six week programme	To support behaviour through an emotional literacy approach – one to one

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
5 Six Children	Differentiated tasks, quality first teaching, pre and post learning	£11,300	Identify and support children with the development of key skills in maths and literacy
	Targeted support - Intervention with the intervention manager	As above	Development of social and emotional skills
	Children working with a TA with 1-1 intervention	As above	Individual and small/groups of targeted children
	Emotional/behavioural support throughout the day to support transitioning	£4324	Ensure positive outcomes for emotional health and wellbeing.

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
4 Three Children	One to one/small group support for numeracy and literacy.	£11,300	One to one targeted support in English and maths
	Children working with targeted support for reading, writing and numeracy	As above	Individual children targeted.

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
3 Two Children	One to small group support for facilitated by teaching assistant.	£11,300	One to targeted support in reading, writing and maths
	Children working with Targeted support	As above	Individual children targeted for personal and social development

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
2 Two Children	One to one and small group support	£11,300	One to one targeted support for literacy and maths

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
1 Five Children	One to small group support for literacy and maths	£11,300	One to one/group support in phonics, reading and writing Reading of high frequency words
	SaLT (Speech and Language)	£546 TA 1-1 4 times a week for about half an hour each session	SaLT programme

Record of Pupil Premium Grant spending by item/project 2015/2016			
Year group	Item Project	Cost	Objective
Foundation 2 One Child	1:1 speech and language input throughout the year	£300	SaLT programme

Total PPG received	£39,860 + EY funding of £300
Total PPG expenditure	£73,934
PPG remaining	-£33,774
Deficit made up from SBS	£33,774

Performance of disadvantage children at the end of Key Stage 2				
	2013	2014	2015	2016
% of Pupil premium children achieving level 4 in reading.	100%	67%	100%	
% of Pupil premium children achieving level 4 in writing.	100%	67%	100%	
% of Pupil premium children achieving level 4 in maths.	100%	67%	100%	
% of Pupil premium children making 2 levels of progress in English.	100%	100%	100%	
% of Pupil premium children making 2 levels of progress in maths.	100%	100%	100%	

Implications for Pupil Premium spending in 2015-2016
<p>We have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.</p> <p>Key Principles</p> <p>Building Belief - We will provide a culture where:</p> <ul style="list-style-type: none"> ☑☑ staff believe in ALL children ☑☑ there are “no excuses” made for underperformance ☑☑ staff adopt a “solution-focused” approach to overcoming barriers ☑☑ staff support children to develop “growth” mindsets towards learning <p>Analysing Data - We will ensure that:</p> <ul style="list-style-type: none"> ☑☑ All staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses across the school ☑☑ We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective <p>Identification of Pupils - We will ensure that:</p> <ul style="list-style-type: none"> ☑☑ ALL teaching staff and support staff are involved in analysis of data and identification of pupils ☑☑ ALL staff are aware of who pupil premium and vulnerable children are ☑☑ ALL pupil premium children benefit from the funding, not just those who are underperforming ☑☑ Underachievement at all levels is targeted (not just lower attaining pupils) ☑☑ Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....” <p>Improving Day to Day Teaching - We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our team leaders to:</p> <ul style="list-style-type: none"> ☑☑ Set high expectations ☑☑ Address any within-school variance ☑☑ Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading ☑☑ Share good practice within the school and draw on external expertise ☑☑ Provide high quality CPD

☒☒ Improve assessment through joint levelling and moderation

Increasing learning time - We will maximise the time children have to “catch up” through:

- ☒☒ Improving attendance and punctuality
- ☒☒ Providing earlier intervention (KS1 and EYFS)
- ☒☒ Extended learning out of school hours

Individualising support

“There’s no stigma attached to being in an intervention in this school. Everyone needs something, whatever that might be, and so they’re all getting something somewhere.”

We will ensure that the additional support we provide is effective by:

- ☒☒ Looking at the individual needs of each child and identifying their barriers to learning
- ☒☒ Ensuring additional support staff and class teachers communicate regularly
- ☒☒ Using team leaders to provide high quality interventions across their phases
- ☒☒ Matching the skills of the support staff to the interventions they provide
- ☒☒ Working with other agencies to bring in additional expertise
- ☒☒ Providing extensive support for parents
- Tailoring interventions to the needs of the child
- Recognising and building on children’s strengths to further boost confidence

Going the Extra Mile - In our determination to ensure that ALL children succeed we recognise the need for and are committed to providing completely individualised interventions for set periods of time to support children in times of crisis.

Impact of Pupil Premium spending in 2015-2016

The school’s evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.