



Francis Askew Primary School

Pupil premium grant expenditure:

Report: 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	354 +37 F1
Total number of pupils eligible for PPG	205
Amount of PPG received per pupil	£1300
Total amount of PPG received	£266,640

% Disadvantaged against Non Gap	2016 New SATs this year	2017
KS2 %of at expected in Reading %of at expected in Writing % of at expected in Maths	Reading-at standard-47% (other 54.1%) -7.1% Writing-at standard -66% (other 56.3%) +9.7% Maths at standard -53% (other 56.8%) -3.8% <i>89% are disadvantaged</i> <i>35pp 3other</i>	Reading-at standard-52% (other 58%) -7.0% Writing-at standard -61% (other 75%) -14% Maths at standard -68% (other 91%) -23% <i>72% are disadvantaged</i> <i>31pp 12 other</i>
Progress in Reading Progress in Maths	-2.88 (other -5.82 3 children) +2.94 -3.11 (other -1.33) -1.78	
% of pupils achieving expected in R, W, Ma	At standard combined 41% (other 45.9%) -4.9%	At standard combined 42%(other 50%) -8%
KS1 % of pupils at expected Reading % of pupils at expected Writing % of pupils at expected Maths Phonics Y1	Read-74.3% (non 79%)-4.7% Writ-68.6%(non 72.9)-4.3% Maths-74.3%(non 75%) -0.7% Phonics-83%(non 78.6%) +4.4%	<i>58 pupils 29 pp 29 other</i> Read-69% (non 65.5%) +3.5% Writ-72%(non 65.5)+6.5% Maths-76%(non 65.5%) +10.5% Phonics-83%(non 78.6%) +4.4% <i>57 pupils 22 pp 35 other</i>
EYFS % GLD	47% (non 68%) -11 <i>58 pupils 17 pp 41 other</i>	64.3% (other 66.7%) -3.4 <i>58 pupils 25 pp 33 other</i>

Summary of PPG spending 2016/7

Objectives in spending PPG:

- To improve progress in speech and language, reading, writing and raise attainment for disadvantaged groups in all year groups (especially boys)-to ensure children have access to a wide variety of language, vocabulary and experiences.
- To improve progress and attainment in maths for disadvantaged pupils in all year groups (especially boys) by improving basic skills especially at end of KS1 and KS2
- To improve parent participation

Summary of spending and actions taken or to be taken:

- Cost of one to one 0.4 teacher as ECC trainer/teacher KS1 plus accredited 0.4 teacher for KS2 ECC
- Cost of one to one teaching assistant for support of ECAR and intervention for reading throughout KS1
- 2 TAs teaching of 1st class @arithmetic 1 to 1 programme L2 TA's 15 hrs per week KS1
- 2 TAs training of Success @arithmetic and carrying out 1 to 2 intervention 6 hrs per week KS2
- Support staff training Reading/Numeracy/SEN intervention
- Extra TA support in EYFS – 25 hrs L2 and 15 hours L1 L3/4- Apprentice L3 full time
- 1 to 1 tuition 6 days per month for Y6 by specialist teacher
- Behaviour support for individual pupils 2 full time TAs
- Extra Educational Psychologist time purchased
- School Nurse Plus-1 day per week school nurse in school
- Training for all leaders and potential leaders Open Minds-
- Teacher training for future leader on Teaching Leaders
- Purchase of more challenging reading materials KS2- Guided reading books, home readers, classroom reading books
- Employ library Consultant 1 day a week intensive support plus working with parents
- Purchase modules from Children's University x6 across school
- Lexia IT phonics programme increase licences to 25
- SLA for Council library service and museums
- Extra TA time support for reading interventions and for those who do not read at home L2 TA 15 hours
- Museum SLA and subsidised visits
- Subsidised Theatre visits
- All trips subsidised
- Family support worker –full time
- Free breakfast club with four staff and breakfast at 82p per child, av. no. 60 per day
- Maths resources-Numicon and maths general resources/new long term plan
- Teeth Team-Dental resources
- Music tuition
- SLA IT curriculum consultant

Outcomes to date:

School absence has improved over time for disadvantaged pupils and there is no gap between disadvantaged and non-disadvantaged pupils now. This is due to the increased support put in place for those families who are in need of targeted support, in some cases due to situations families find themselves in. The deputy head and family worker work as a team which is funded by the pupil premium payments. They have increased the participation of harder to reach parents. Absence for all groups is above national. Ofsted recognised the hard work that this has taken to be successful.

In EYFS the gap between the disadvantaged group who reach the Early Learning Goal at the end of Foundation 2, and others, has now begun to close. Those 10% of the lowest pupils who have specific needs which are being addressed in bespoke ways using pupil premium for speech and language and behaviour.

At the end of KS1 there is a higher percentage at the expected standard who are disadvantaged than those who are not this is better than national, at the end of EYFS the gap is narrowing and is less than the national gap, but there is still a lot of work to do to narrow the gap at the end of KS2 where the gaps are wider than national especially in maths although overall maths is a strength of the school as highlighted by Ofsted.