



Anfield Road Primary School

Pupil Premium 2016-2017



Impact of Pupil Premium Priority Actions in 2016/17

Pupil Premium children have benefited in many ways from the allocated funding. These are not all measurable through progress and attainment data however, are equally important. Additional goals and priorities include increased parental engagement and enrichment opportunities resulting in higher levels of pupil engagement and motivation. With such a high proportion of our school being entitled to Pupil Premium it is sometimes difficult to just include those entitled. We believe that many of our families are on very low income but not entitled to Pupil Premium funding. We believe that some of our initiatives will also benefit these children.

Wellbeing

A proportion of the Pupil Premium funding is used to help the wellbeing of our children. If children are not ready to learn then they cannot make the expected progress through school.

- Uniform subsidy has again helped many of our families' access new uniforms to help raise aspirations for the children.
- Breakfast club feeds approximately 100 children a day with a healthy breakfast to enable the children to be ready to learn at the start of the school day.
- Toast club at break time is heavily subsidised for our pupils. This is to make sure that children do not go to lessons hungry and so are fully focused on their schoolwork.
- Milk is provided for all pupils in KS1.
- M&M Productions performed Beauty and the Beast and The Jungle Book to enrich the opportunities our children have. Using performances similar to book children have read we believe increased children's love of reading.
- School trips continue to form a major part of our school curriculum. We believe that if children have hands on experiences they will see the purpose behind their learning. School trips enable many of our children to experience and visit places that had the opportunity to visit before.
- Action for children has worked with three identified children this year. The opportunities given the three children we believe will benefit the children in different ways other than academic achievement.
- The allotment with the hens and goats continue to play a large part in our school day. Teaching the children how to look after animals and how to grow food to be used in school



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Phonics

Disadvantage pupils performed below with the national average closing the gap from previous years in year 1 Disadvantage pupils performed better than the national average and other pupils in school in the phonic recheck in year 2

Phonics Year 1

	No. Pupils 2017	Year 1 % Expected							
		2014		2015		2016		2017	
		School	National	School	National	School	National	School	National
All	78	-	74	68	81	73	34	69	81
Disad.	35	-	63	64	70	69	31	63	84
Other	43	-	78	76	83	77	35	74	84

Phonics Year 2

	2016		2016		2017	
	School	National	School	National	School	National
All	80	90	88	91	88	92
Disad.	72	84	91	86	97	
Other	97	92	83	93	79	

Key Stage 1

The percentage of Anfield Road Primary School disadvantaged achieving the expected level in school is broadly inline with other children in school. We are lower than the National Average. But from lower starting points on the seven-year journey through school the gap is closing.

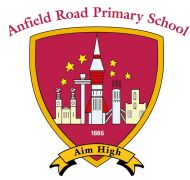
	No pupils	Reading		Writing		Maths	
		School	National	School	National	School	National
All	68	57	76	34	68	54	75
Disad.	35	54	79	26	72	54	79
Other	33	61	79	42	72	55	79

Progress from EYFS – Year 2

EYFS -2	READING			WRITING			MATHS		
Emerging	Co	No.	%	Co	No.	%	Co	No.	%
All	21	8	38%	29	4	14%	24	7	30%
Disad	11	5	46%	17	2	12%	13	6	46%
Other	13	4	31%	16	2	13%	14	3	21%

EYFS -2	READING			WRITING			MATHS		
Expected	Co	No.	%	Co	No.	%	Co	No.	%
All	30	24	80%	23	14	61%	27	20	74%
Disad	17	12	71%	11	5	46%	15	10	67%
Other	15	14	93%	13	9	69%	14	12	86%

NB: Co is the size of the group, No is the number from the group who achieved the expected standard



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End of Key Stage 1: Both our disadvantaged and other pupils are making similar progress in reading, writing and maths from similar starting points. More disadvantaged children from lower starting points (Emerging at the end of EYFS) made better than expected progress to reach the expected standard at the end of Year 2

Impact across the school: The progress gap at Anfield Road Primary School is closing between disadvantaged and other children. This is in many cases across key stage one and two in reading, writing and maths.

Key Stage 2 – Based on unvalidated data

Anfield Road Primary School's disadvantaged pupil attainment is below when compared to their group national average. It is broadly inline with other children in school.

Attainment: At the end of Key Stage 2, for disadvantaged pupils is broadly in line for reading and writing but lower in maths. The combined (as result of the maths attainment) is lower when you compare the disadvantaged to other in school.

	No pupils	Reading		Writing		Maths	
		School	National	School	National	School	National
All	66	48	72	48	76	58	75
Disad.	41	41	77	41	81	49	80
Other	25	60	77	60	81	72	80

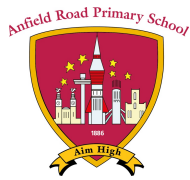
KS2 Attainment by groups (RWM combined)

	Cohort	%EXS RWM	% diff from Nat	Diff No. pupils
All pupils	65	36%	-25%	-16
Disadvantaged	41	29%	-38%	-15
Other	25	48%	-19%	-4

Progress: The progress of disadvantaged children is broadly inline statistically with the National measure for maths and statistically inline for reading and writing when compared to all pupils in school.

	Reading			Writing			Maths		
	Progr ess	Ave Scaled score		Progr ess	Expected		Progr ess	Ave Scaled score	
		Sch	Sch		Nat	Sch		Sch	Nat
All	-2.61	98.0	104.1	-1.82	48%	76%	0.13	100.6	104.2
Dis	-3.13	97.0	105.3	-2.170	41%	81%	-1.40	98.4	105.3

The national comparator for Disadvantaged pupils (Ever 6 FSM) is the national average for children who are not identified as Ever 6 FSM.



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Interventions

Due to the interventions and support in phonics and maths for low attaining pupils the reading and maths attainment gap has begun to reduce across all year groups due to the progress the children are making.

In many year groups and subjects, disadvantaged and other children's attainment is now broadly in line at the expected level. Reducing the attainment gap at above age expected levels across the school is a School Improvement priority for 2017-18 along with reducing the gap with the National Average.

Maths Intervention

The average month gain for the maths intervention delivered to 71 children was 12.5 months over the duration of the intervention. Of the 71 children, 51 are entitled to pupil premium and they had an average gain of 12.3 which was greater than the non PP children of 10.4.

The anticipated month gain from the interventions is approximately 10.1 (1st Class@ Number 1) 12.1 for First class at number 2 and approximately 12 months for success@arithmetic.

Average month gain For maths Intervention			
	All	PP	Non PP
Year 2	13.5 (10)	14.6 (6)	10.25 (4)
Year 3	13.2 (14)	13.6 (8)	12.7 (6)
Year 4	18.9 (15)	16.8 (10)	17 (5)
Phase 1	7.5 (14)	6.85 (11)	15 (1)
Phase 2	13.7 (12)	13.6 (10)	7.5 (2)
Phase 3	8.2 (6)	8.2 (6)	(0)
Average	12.5 (71)	12.3 (51)	10.4 (18)

Liverbirds – Nurture Base

The Nurture Base for both Key Stage 1 and 2 is funded through PP.

Key Stage	No. of children	No. of children entitled to PP	Average time spent
KS1			
KS2	13	12 (92%)	3.3 terms

The Nurture group offers a short-term, inclusive, focused intervention that works in the long term. Children who attend nurture groups remain an active part of the main class groups. Nurture groups assess learning and social and emotional needs and gives whatever help is need to remove the barriers to learning. There is a great emphasis on language development communication.



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We believe that as the children learning academically and socially they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving. The progress of children is checked termly using a Boxhall Profile which indicates next steps or if a child's is ready to return to class.

Attendance

In school data shows that PP pupil attendance remain below non-PP children in school. Targeted support was given to families where punctuality was a concern and this had a positive impact on many individual families. The tracking system continues to be developed to quickly identify children who are falling into PA or at risk of becoming PA.