

Pupil Premium Grant Expenditure 2016-17 (Final report)

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. Children who are looked after, whose parents are in the armed forces or those whose families are in receipt of free school meals receive additional funding. In 2015-16 (in April 2016) we received a total of £15,120 (including LAC) for our children who meet the criteria for this grant. Our rationale on how to spend the money was based on fulfilling the aims of our mission statement, specifically that of reaching potential. It is for schools to decide how the Pupil Premium is spent since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. The school adopts the same approach with eligible children as with any other child found to be at risk of falling behind.

Our whole school ethos is of maximum attainment for all children, whether disadvantaged or not, delivered through high quality teaching and support. This is a result of our belief in high aspirations and in early intervention. We emphasise and encourage personal commitment to ensuring disadvantaged pupils attain well as part of ensuring high quality teaching and learning for all. As soon as a pupil is identified as eligible for PPG, measures are put into place to meet their specific needs as effectively as possible whether their attainment is above or below expected levels. Each child has an individual support plan, as well as a year group plan if appropriate, showing specified support actions to meet their individual needs

Impact of PPG spending 2016/7

Two Year 6 children were eligible for PPG in the academic year 2016/17. One child has been with us since Reception, and one joined from another school at the start of Year 6. Therefore, one child = 50%

Achieving NARE in all reading, writing and maths - 50%

Achieving NARE in reading – 50% (at Greater Depth)

Achieving NARE in writing 50% (at Greater Depth)

Achieving NARE in maths – 50%

Achieving NARE in spelling, grammar and punctuation – 50%

Two Year 2 children were eligible for PPG in the academic year 2016/17. One child has been with us since Reception, and one joined from another school at the start of Year 1. Therefore, one child = 50%,

Achieving NARE in all reading, writing and maths - 50%

Achieving NARE in reading – 100%

Achieving NARE in writing 100%

Achieving NARE in maths – 50%

Achieving NARE in spelling, grammar and punctuation – 50%

One Year One child was eligible for PPG in the academic year 2016/17.

Achieving the Phonics Pass Rate in the Phonics Check – 100%

Overview of School 2016-17

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	103 as at October 2016
Amount of PPG per pupil	£1320/£1900/£300
Total number of pupils eligible for PPG in academic year 2016-17	15 (including 2 LAC & 2 Post LAC)
Total number of pupils funded from April 2016	11 (including 2 post-LAC, 1 service and 2 LAC)
Total amount of PPG <u>due to be</u> received in April 2017.	£20, 340 (12 children, including post-LAC and LAC)

Curriculum focus of PPG spending 2016/17

Each child in receipt of PPG has an individual plan showing the need and how the school is using the funding to bridge the learning gap. Support is generally focused on academic progress through reading, writing and numeracy support in small group work supported by a Teaching Assistant. In some instances, where appropriate, focus is also on emotional, social or behavioural need.

How the allocation was spent to address those barriers and reasons for that approach

Each child in receipt of PPG has an Individual Plan showing the need and how the school is using the funding to bridge the learning gap. Support is generally focused on academic progress through reading, writing and numeracy support in small group work supported by a Teaching Assistant. In some instances, where appropriate, focus is also on emotional, social or behavioural need. Allocation is also used to buy a school uniform and to fund swimming and trip costs so that children are not impeded by an ability to make a voluntary contribution.

We expect and work towards the impact of the PPG spending achieving the following:

- Closing any identified gap in expected level of progress in the Early Learning Goals.
- Closing any identified gap in expected level of progress in English and Mathematics between disadvantaged students and others (including Year 1 phonics screening)

<p style="text-align: center;">Focus for planned Pupil Premium spending 2016-2017</p> <p>Curriculum Provision for the Enhancement and Acceleration of Learning</p>	<p style="text-align: center;">Impact of spending 2016-17</p>
<p>Weekly 1:1 additional targeted teacher support in:</p>	<p>Accelerate progress and achievement in learning in English and maths, and close the gap between outcomes for disadvantaged children:</p>
<ul style="list-style-type: none"> • Use of Numicon/Power of 2 to consolidate children’s basic building block in maths. • Structured phonics teaching, revision and consolidation, with particular reference to children in EYFS, Year 1 and Year 2 at risk of not achieving at least the national average in the Year 1 phonics screening check and/or the phonics retakes in Year 2. • Spelling, punctuation and grammar teaching, revision and consolidation. • Supporting pupils to act on teacher feedback to improve their work. <p>Plus:</p> <ul style="list-style-type: none"> • Structured small group, targeted support and 1:1 tuition from teaching assistants (KS1-2) in line with needs identified and outlined in the child’s individual plan for those children who are either at risk of not meeting age related expectations or their end of year targets. • Booster groups in maths led by an experienced teacher for Year 6 pupils. • Gifted and Talented challenge activities/workshops • Additional targeted support to improve achievement in English and maths across the curriculum. • Purchase of resources such as reading materials aimed at motivating more able boys to promote learning and positive attitudes to scholarship. • Music lessons to generate new set of learning skills, boost confidence and improve self-worth (if desired). • Children’s University subscription to raise profile and aspiration of PPG children and particularly those who are higher achievers. 	<ul style="list-style-type: none"> • Pupils who have been underachieving in maths have benefitted from a concerted approach to strengthening basic maths skills through the numicon, Power of 2 and booster group approach. Although this is intended to be a home-school programme, we found it is not often completed at home and so have had to find extra time in school for this to happen. While it did not ensure that our maths results for PPG at KS1 and 2 were 100% in 2016/17, we do know that that individual’s maths skills were strengthened as a result. • Results for SPAG were also 50% at both Key Stage 1 and 2. While additional support did not ensure that our SPAG results for PPG at KS1 and 2 were 100% in 2016/17, we do know that that individual’s skills were strengthened as a result. • Gifted and Talented input strengthened one child’s achievement with reading at the end of Key Stage 2. • Extra TA input ensured children in KS1 achieved ARE in reading and writing. • One child further down the school is benefitting from music tuition which is boosting his self-esteem and confidence. • Another child (along with the child’s peers) are benefitting from the purchase of First News to motivate more able boys with reading.

Financial Support to enable participation in social events and opportunities:

- Provision for children attending trips including residential visits.
- Assistance with swimming transport costs

Social, Emotional and Behavioural Provision:

- Social and behaviour support in small groups (Friends)
- TA support in class to maintain self esteem, self confidence and promote positive attitudes to and good behaviour for learning
- Inclusion in after-school clubs (see take-up matrix for PPG pupils)

Staff Training

- Additional TA hours to attend training and give pastoral support
- Training for teaching staff in use of intervention software.
- Staff cover to observe, track and monitor the impact of interventions.
- Training for staff to attend the Attachment Disorder training and develop school policy for Supporting Pupils who have experienced Significant Relational Traumas and Losses.
- Cover for staff to meet with professionals involved with particular children to attend meetings.
- SIMS support and visits for data tracking and assessment

The most appropriate support for the majority of children who qualify for the Pupil Premium Grant in 2015/16 has been given through additional Teaching Assistant support, to enable them to spend more time in small group work, one to one reading and in some cases, behaviour and pastoral support.

This enables us to provide a curriculum experience more closely matched to individual needs as well as to support and enhance individual pupil confidence and self esteem as an aid to learning so that they make at least good progress.

Alongside all the children in school, the attendance of PPG children is closely monitored. Children causing concern due to poor attendance are highlighted and absences investigated and support given where necessary.

- Children's University had a good uptake and was recognized widely by the parent body as being a success and a great thing to aim for.
- We were able to organize for individual coaching sessions for one child at the end of Key Stage 2 to support mental health and wellbeing through the period of two terms – with positive benefits reported by the child and family.
- All pupils in receipt of PPG were supported with the costs of trips and visits, enabling them to attend and benefit from a wider range of experience.
- All staff took part in Attachment Training and the school has created a policy as a result.
- All PPG pupils have benefitted from support through additional Teaching Assistant support, to enable them to spend more time in small group work, one to one reading and in some cases, behaviour and pastoral support. The input has also focused greatly in individual conferencing and overlearning, with additional support for dialogue marking.
- PPG attendance in a minority of cases fell below the acceptable percentage and these families were either subject to a CAF or invited to Attendance Panel meetings, which had 100% take up. The percentage attendance for these pupils has improved to date.

Impact measures for the children currently in receipt of funding have been through the termly progress analysis and end of year assessment against baseline as well as through analysis and discussion with pupils and parents about support and progress overall. Governors monitor the progress of these children on a regular basis and analyse, discuss and assess the impact of interventions on progress.

We have also also measured the impact of PPG in the following ways:

- Pupil Progress meetings with HT focused on vulnerable groups.
- The creation of Raising Attainment

	<p>Plans for individual PPG pupils in reading, writing and maths, and any other pertinent areas such as Social and Emotional Development.</p> <ul style="list-style-type: none"> • The creation of Raising Attainment Plans for class needs in reading, writing and maths. <p>(N.b. Some PPG pupils will also be on the SEN register and will also have an individual IEP, cross-matched with the above plans).</p> <ul style="list-style-type: none"> • All teaching staff are involved in discussions about what next steps are needed to narrow the gap in all year groups. • Monitoring through close analysis of data is carried out termly.
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Summary of main barriers faced by eligible pupils 2016-17

- **Learning – progress and achievement in the core subjects of reading, writing and maths, either to meet NARE or to make progress and achievement at a higher level.**
- **EBD issues**
- **Aspiration, ambition and self-belief for life chances – hence subscription to Children’s University**