

Pupil Premium Strategy

Autumn 2017



Pupil Premium Grant Funding

Each school is allocated Pupil Premium Grant Funding based on the number of:

- Children in the care of the Local Authority (known as Looked After Children)
- Children adopted from care and children who have left care under a Special Guardianship or Residence Order
- Children whose family qualify for, or have qualified for in the past 6 years, free school meals
- Children of armed services personnel

Funding amounts

- £1,320 per pupil - deprivation
- £300 per pupil - service children
- £1,900 per pupil – adopted from care/ LAC

Principles:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- We ensure that children belonging to vulnerable groups, including those from socially disadvantaged backgrounds, are adequately assessed and provision is made to meet their needs.
- We do not assume that being entitled to free school meals means a child will be academically less able or be more likely to have special educational needs. It may mean that a child will have more restricted access to additional opportunities such as music tuition.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free schools meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged will be in receipt of free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils that the school deems to be socially disadvantaged.

The SENCO and inclusion manager work closely with teachers to draw up a plan on how to make the most effective use of the pupil premium grant. Decisions are based on pupil tracking data as well as conversations with staff and families as appropriate. This is targeted at the relevant group and aimed at '*closing the gaps*'.

In deciding which interventions to use we take into account:

- Views of relevant staff
- Views of parents
- Input from children
- Monitoring of effectiveness of previously tried approaches within school
- National research into the cost effectiveness of recognised programmes as published by The Sutton Trust (see: www.educationendowmentfoundation.org.uk/toolkit)

See following pages for:

- Plans for the current year 2017/18
- Review of academic year 2016/17
- Review of academic year 2015/16

Academic Year 2017/18

Total number of pupils on roll: 417 (as at 8/9/16)

Total number of pupils eligible for PPG: 33 (as at 8/9/16)

Allocation for 2017/18: £50,020

	Looked After	Adopted from Care	Deprivation Pupil	Service Child	Total
EYFS	0	1	1 *	0	2
Year 1	0	4	0	0	4
Year 2	0	3	0	0	3
Year 3	0	4	1	0	5
Year 4	0	3	0	0	3
Year 5	0	6	0	2	8
Year 6	0	6	1	1	8
Total	0	27	3	3	33

**applications outstanding from new EYFS intake*

Main barriers to education

- Basic skills in oracy, reading, writing and maths
- Social / emotional attitude to learning including arising from attachment issues

How pupil premium will be spent in 2017/18

- Social and emotional support from our school counsellor both in term time and during the school holidays, with home visits. (Including, as part of transition into school).
- Circle time/ friendship groups to support with confidence and self esteem.
- Development of oracy skills through a 'Time to Talk' programme.
- Small group interventions to support mastery learning in reading, writing and maths
- Teacher support for individualised learning.
- Individualised Instruction from within the SEN team.
- Phonics catch-up
- Targetted early intervention support in Year 1
- Small group tuition on basic literacy and numeracy skills from within the SEN team. Team
- Subsidising extra curricular activities including music, sports and arts participation.
- Training for Teaching Assistants

Extract from School Development Plan

Major Area of Concern 3: Pupil Premium children need to close the gap across the school.

Targets:

- "All children" in the following targets refers to all children with the possible exception of children with SLD or other extraneous factors (e.g. recently arrived). Possible exceptions to be agreed by HT in advance and appropriate targets set for them.
- All Pupil Premium children to master the basics as set out in Area of Concern 1.

Strategies	People in Charge	Resources	Methods of evaluation
Baseline of all PP children in 'basics' in September.	Inclusion Manager	SEN team/ Class teachers	Tracking of progress towards targets every half term with whole school excel tracking. Testing of children and sampling of work to ensure accuracy of tracking data. ½ termly progress report to Governors
Provision map drawn up for PP children in September with ½ termly targets set in areas identified by baseline and other standardised testing and tracking.	Inclusion Manager	SEN team	
Use of whole school tracking excel spreadsheets which clearly identify PP children and calculates their attainment and progress to date.	Class Teachers	excel spreadsheets	
½ termly progress review meetings with class teachers identifying PP children not on track and providing action plan to get them back on track.	Class Teachers		
Oversight and scrutiny of PP outcomes by Governor with responsibility as "Champion of Disadvantaged"	Governor with responsibility	regular meetings with Inclusion Manager	
PP children behind in reading to be heard read at least 3 times a week in class.	Class Teachers		

Reviewing the impact of pupil premium in 2017/18

The impact of the pupil premium grant will next be measured using

- whole school tracking systems for basic number (+ - x /), phonic and writing skills
- overall progress in standardised termly tests in reading, grammar and maths
- teacher assessments in writing
- school behaviour log

Pupil premium strategy review

The pupil premium strategy will be reviewed termly and reports submitted to the governors' school improvement committee.

Academic Year 2016/17

Total number of pupils on roll: 426 (as at 5/9/16)

Total number of pupils eligible for PPG: 36 (as at 5/9/16)

Allocation for 2016/17: £50,920

	Looked After	Adopted from Care	Deprivation Pupil	Service Child	Total
EYFS			0		0
Year 1			3		3
Year 2		1	4		5
Year 3	1		3		4
Year 4			7	1	8
Year 5		1	7	1	9
Year 6		1	6		7
Total	1	3	30	2	36

Main barriers to education

- Basic skills in oracy, reading, writing and maths
- Social / emotional attitude to learning including arising from attachment issues

How pupil premium was spent in 2016/17

- Social and emotional support from our school counsellor both in term time and during the school holidays, with home visits. (Including, as part of transition into school).
- Circle time/ friendship groups to support with confidence and self esteem.
- Development of oracy skills through a 'Time to Talk' programme.
- Small group interventions to support mastery learning in reading, writing and maths
- Teacher support for individualised learning.
- Individualised Instruction from within the SEN team.
- Small group tuition on basic literacy and numeracy skills from within the SEN team. Team
- Subsidising extra curricular activities including music, sports and arts participation.
- Training for Teaching Assistants

The impact of pupil premium in 2016/17

The following comparisons need to be interpreted cautiously, given the small cohorts of pupil premium (pp) children in each year group at school.

EYFS: 4 of 5 pp children achieved a 'good level of development' compared to 75% of all pupils in the school and 66% nationally.

The 1 child who didn't achieve a 'good level of development' had an EHC plan for severe autism. His parents have since removed him from school to home-educate him.

Year 1: 3 of 3 pp children achieved the 'expected standard' in the phonics check.

Year 2: 2 of 3 pp children achieved the 'expected standard' in the phonics re-check (having not met the standard in the phonics test in Year 1 in the previous year.)

The 1 child who did not meet the standard in the phonics test has an EHC plan for severe autism and was in fact disapplied from the test.

Year 2: 2 of 5 pp children working at standard in reading, writing, maths.

4 of 5 pp children working at standard in Science.

Of the 3 children not making the standard in reading, writing and maths:

- 1 has an EHC plan for severe autism and the other 2 are receiving SEN support
- 1 joined school half way through year 1 and she has type 1 diabetes which interferes with her ability to learn.
- 1 is subject to a child protection plan.

Year 6: 6 of 7 pp children 'at standard' in reading compared to (86% compared to 71% nationally).
 4 of 7 pp children 'at greater depth' in reading, compared to (57% compared to 25% nationally).

7 of 7 pp children 'at standard' in writing compared to (100% compared to 76% nationally).
 2 of 7 pp children 'at greater depth' in writing, compared to (29% compared to 18% nationally).

7 of 7 pp children 'at standard' in grammar compared to (100% compared to 77% nationally).

1 of 7 pp children 'at greater depth' in grammar, compared to (14% compared to 31% nationally).

School Tracking for other year groups

PP pupils	Maths		Reading		Writing	
	At standard	Greater Depth	At standard	Greater Depth	At standard	Greater Depth
Year 3	4 out of 4	1 out of 4	4 out of 4	3 out of 4	4 out of 4	2 out of 4
Year 4	7 out of 8	3 out of 8	6 out of 8	3 out of 8	6 out of 8	1 out of 8
Year 5	7 out of 8	2 out of 8	7 out of 8	4 out of 8	6 out of 8	2 out of 8

Academic Year 2015/16

Total number of pupils on roll: 431

Total number of pupils eligible for PPG: 45

Allocation for 2015/16: £40,180

	Looked After	Adopted from Care	Deprivation Pupil	Service Child	Total
EYFS			3		3
Year 1		1	4		5
Year 2	1		3		4
Year 3			7		7
Year 4		1	7	1	9
Year 5		1	5	1	7
Year 6			10	0	10
Total	1	3	39	2	45

How pupil premium was spent in 2015/16

- Social and emotional support from our school counsellor both in term time and during the school holidays, with home visits. (Including, as part of transition into school).
- Circle time/ friendship groups to support with confidence and self esteem.
- Development of oracy skills through a 'Time to Talk' programme.
- Small group interventions to support mastery learning in reading, writing and maths
- Teacher support for individualised learning.
- Individualised Instruction from within the SEN team.
- Small group tuition on basic literacy and numeracy skills from within the SEN team.
- Team
- Subsidising extra curricular activities including music, sports and arts participation.
- Developing a programme of parental involvement to mentor pupils with writing.
- Training for Teaching Assistants

The impact of pupil premium in 2015/16

The following comparisons need to be interpreted cautiously, given the small cohorts of pupil premium (pp) children in each year group at school.

EYFS: 2 of 3 pp children achieved a 'good level of development' compared to 77% of all pupils in the school and 66% nationally. 1 child who didn't arrived in Spring 2nd half.

EYFS: 2 of 3 pp children achieved the 'expected level' in all 17 Early Learning Goals. 1 child who didn't arrived in Spring 2nd half.

Year 1: 3 of 5 pp children achieved the 'expected standard' in the phonics check. 1 of those pp children who did not pass, only joined us in December and had medical difficulties. 1 was subject to child in need. Both pp children who did not pass the test are being given intense catch up work this year to pass the test by December.

Year 2: 4 of 4 pp children passed the phonics test by the end of year 2 compared to 95% for the school and 90% nationally.

Year 2: 3 of 4 pp children working at standard in reading, writing, maths, science.
1 of 4 pp children working at 'exceeding standard' in reading and writing.
3 of 4 pp children working at 'exceeding standard' in maths and science.
1 pp child not working at standard only joined previous November from a PRU.

Year 6: 5 of 10 pp children 'at standard' in maths compared to 70% nationally.
7 of 10 pp children 'at standard' in reading, compared to 66% nationally.
7 of 10 pp children 'at standard' in writing, compared to 72% nationally.
7 of 10 pp children 'at standard' in grammar, compared to 74% nationally.
5 of 10 pp children 'at standard' in reading, writing and maths, compared to 53% nationally.
The average scale score for pp children for maths was 101 compared to 103 nationally.
The average scale score for pp children for reading was 104 compared to 103 nationally.
The average scale score for pp children for grammar was 104 compared to 104 nationally.
1 pp child not 'at standard' in any area, arrived into Year 6 in November 2015 significantly behind.

Academic Year 2014/15

Total number of pupils on roll: 423

Total number of pupils eligible for PPG: 26

Allocation for 2014/15: £34,200

	Looked After	Adopted from Care	Deprivation Pupil	Service Child	Total
EYFS					0
Year 1					0
Year 2			5	2	7
Year 3		1	4		5
Year 4		1	3		4
Year 5			6		6
Year 6		1	3		4
Total	0	3	21	2	26

The impact of pupil premium in 2014/15

The following comparisons need to be interpreted cautiously, given the small cohorts of disadvantaged children in each year group at school.

Year 1 Phonics achieving the expected standard overall, continues to be above the national figure. There were no pupil premium children in this year group. In previous years, pupil premium children in Year 1 achieved higher than the national figure and higher than school figure in 2013 but lower than school figure in 2014.

Year 2 Reading overall is above the national figure for APS. Pupil premium children achieved above national figure for Level 2 and above (100% compared to 90%) and above our non-pupil premium children.

Year 2 Writing overall is above the national figure for APS. Pupil premium children achieved above national figure for Level 2 and above (100% compared to 86%) and above our non-pupil premium children.

Year 2 Mathematics overall is above the national figure for APS. Pupil premium children achieved above national figure for Level 2 and above (100% compared to 92%) and above our non-pupil premium children.

Year 6 Grammar, Punctuation and Spelling overall is significantly above national at Level 4 and above. 100% of our pupil premium children achieved level 4 or above.

Year 6 Reading overall is above national at Level 4 and above. 1 pupil premium child who joined the school 4 months before the SATS did not achieve Level 4.

Year 6 Writing overall is inline with national at Level 4 and above. Pupil premium children achieved below national figure and below our non-pupil premium children.

Year 6 Mathematics overall is significantly above national at Level 4 and above. 100% of our pupil premium children achieved level 4 or above.

Pupil progress measures for our 4 pupil premium children in 2015 were above national figures for Mathematics but below for Reading and Writing. These figures were heavily influenced by 1 of the 4 pupil premium children who only joined us 4 months prior to the SATS test and who had been 'home-educated' for the previous 3½ years and two of the children who had special needs.

Our overall pupil progress measures for our pupil premium children for the previous 3 years are 100.7, 101.3 and 100.0.