

Pupil Premium Grant Expenditure 2015-16

The Pupil Premium grant is allocated to schools from the Department for Education to help pupils from the most deprived backgrounds achieve their full potential.

Number of Pupils and Pupil Premium Grant (PPG) Received	
Number of pupils on roll*	369 (Reception to Y6) 414 total on roll
Number of pupils eligible for PPG*	107
Amount of PPG received per pupil	£1320 (£1900 for Looked After Children)
Total amount of PPG estimated	£141,240

*Data from January Census

Nature of Support 2015-16	
<ul style="list-style-type: none">• Additional TA nursery • Nurture (2 full time members of staff) • Family Support Worker	<ul style="list-style-type: none">• Early intervention support for EYFS children arriving significantly below Age Related Expectations - siblings are PP or families likely to be PP on entry to school • Morning intervention for targeted pupils connecting "nurture" and "readiness to learn" into the classroom• Additional support for PP families e.g. to improve attendance and punctuality; referral and facilitation of access to Family Support Worker• 1:1 work for PP children on individual barriers to learning e.g. anger management, conflict resolution etc• Afternoon sessions for Y1 - 3 children• Resources to run nurture sessions• 1:1 support for targeted parents and carers of PP children in Y1 and Y2 for phonics • 1 morning per week of FSW time to support families who do not meet criteria for Local Authority FSW involvement. This aims to reduce the barriers to readiness to learn for children and improve engagement in school of target families.

<ul style="list-style-type: none"> • Educational Psychology • Targeted Mental Health in Schools (TAMHS) • Extension Wider Opportunity Scheme specialist strings sessions • Year 6 intervention including: <ul style="list-style-type: none"> - daily small group maths - 1:1 tuition - booster groups - Easter School • 1:1 tuition • Pupil conferencing • NNEB lunchtime support • Additional TA 	<ul style="list-style-type: none"> • Buy back of additional EP time to prioritise the prompt support/assessment of targeted PP children • Service for targeted family support to address barriers to learning - new for 2015-16 • Y4 additional term of weekly strings lessons (violin/viola/cello). Children take instruments home to practise • Small group sessions to accelerate progress of target pupils • 1:1 tuition for Year 6 pupils in reading, writing and maths • Easter School booster sessions for targeted children to enable children to be ready for secondary school transition in core subjects • 1:1 tuition for targeted PP pupils in reading, writing and maths to accelerate progress (Y2-Y5) • Class teachers released regularly to work with their targeted or underperforming PP children to improve skills in writing and maths (Y1-6) • Support for EYFS children in learning around social skills and talk at lunchtimes • Access to additional TA support as required e.g. to support access to curriculum for target children in targeted year groups
--	---

Additional Opportunities	
<ul style="list-style-type: none"> • Free club for every PP child 	

- Free places for targeted children for clubs from outside providers e.g. drama and gymnastics (20-25% of each club capacity)
- RWI provision embedded into daily practice - small group daily sessions for target children
- Organisation of staff: experienced teacher leading on PP with a particular focus on analysing the needs of each child to allow support to be tailored effectively. TA allocation in each class allowing small group support for Pupil Premium children and class based intervention groups.
- Occupational Therapy intervention - access to support, training and advice for staff through specialist TA
- Speech and Language Intervention - access to support, training and advice for staff through specialist teacher and buy back of external Speech And Language Therapy time
- Volunteer support for regularly hearing children read targeted at PP children
- PAT (Pets As Therapy) dog attends weekly - reading support for targeted PP children

Monitoring

The impact of PPG expenditure is measured through:

- Data analysis - Tracking attainment and progress
- Surveys and other pupil voice activities e.g. Nurture surveys, pupil surveys
- Tracking of intervention groups including Nurture
- Tracking of behaviour incidents
- Regular progress meetings with class teachers

Impact

End of KS1 (cohort of 11 PP children and 47 non PP children)

- Step Progress (internal assessment system) showed that the progress of PP children was in line with their non PP peers in writing and maths, and marginally lower in reading
- Progress of PP (internal measure) from EYFS shows that 60% in reading and maths made expected progress in reading and maths, and 40% made expected progress in writing. All children who did not achieve expected progress (with the exception of 1 child in 1 subject) were one step away from the new measure
- Attainment followed the local authority results, with the % of PP children achieving the new Expected Standard dropping. However, the school improved the % of PP children achieving Greater Depth compared to previous years.
46% of Pupil Premium children achieved EXS and 6% achieved GD in Reading

27% of Pupil Premium children achieved L2 and 18% achieved GD in Writing
46% of Pupil Premium children achieved L2 and 18% achieved GD in Maths

End of KS2 (cohort of 18 PP children and 22 non PP children)

- Step Progress (internal assessment system) showed that the progress of PP children over the year was better than that of their non PP peers in all subjects
- Attainment at the end of KS2 followed the local authority results, with the % of PP children achieving the new Expected Standard dropping.
33% of Pupil Premium children achieved EXS and 47% (drop on 2014-15 at L4)
44% of Pupil Premium children achieved EXS (drop on 2014-15 at L4).
61% of Pupil Premium children achieved EXS (drop on 2014-15 at L4).
- Progress of the 18 Pupil Premium children at the end of KS2, from KS1 was significantly lower than previous years.
Awaiting further information.

Across the school

- In year step progress of PP children was broadly in line with non PP in the majority of classes

All information is available by Year Group and class in the school's assessment records.

Evaluation and forward planning for 2016-17

Remove 1:1 tuition and pupil conferencing and replace with PP intervention teacher for 4 days per week. Historically 1:1 tuition has supported children in upper KS2 to make good progress by the end of Year 6. However, the Expected Standard is now higher and there is a greater focus on vocabulary - more regular support is needed that has a greater impact on daily classroom work. Pupil conferencing has provided limited evidence of accelerated progress for children who are significantly behind their peers mainly due to the fact that it is only once a week. Employing a teacher 4 days a week will provide consistent support for targeted pupils, and also facilitate ongoing personalised training for staff to ensure strategies are used across areas of learning rather than just in the support sessions. Work will be concentrated on target pupils and reviewed regularly to generate the best possible impact. It also allows work with parents and carers, and the provision of after school support for key groups.