

Report on 2016 - 2017 Pupil Premium Grant Expenditure Updated 15.5.2017

Number of pupils and PPG received		Previous performance of disadvantaged pupils			
Total number of pupils on roll	429	Overall progress made by Y6 PP pupils from end of KS1 – end of KS2	Previous year: 2015 -2016		Current year: 2016 -2017
			School (compared To National)	PP Group Average	The current gap between PP attainment and national expectations is rapidly narrowing this year due to accelerated progress rates.
Total number of pupils eligible for PPG		Reading	+1.3	-3.24	
Amount of PPG received per pupil		Writing	-0.63	-4.61	
Total amount of PPG received		Maths	+1.5	-0.15	
The school has individual PP case studies to accompany and clarify the low progress made by some of our Y6 PP pupils in 2015 – 2016 compared with national averages					

Area of spend	Focus	Total allocation
Actions focused on learning within the curriculum	Dedicated PP teacher & TA support in Year 6, TA support in Infants for focused interventions	£43,469
Actions focused on learning beyond the curriculum	Funding for extra-curricular activities , enrichment opportunities and school trips	£3360.64 (to date)
Actions focused on social, emotional & behavioural issues	Funding for Family Support Coordinator and intensive pastoral support systems within school e.g. afternoon nurtures sessions	£17, 563
Actions focused on families & communities	Funding for half-termly Family learning programme and enhanced collaboration with Education Welfare Officer	£3500
Training & development	Embedding of new Thrive programme to support optimal social & emotional development	£5000
“According to a DfE spokesperson, a school is not required to provide information on how PPG is being spent on a particular person. Parents should be directed to the school’s PPG report(s). Where parents might want the pupil premium to be spent differently, the school should explain that it is for the Headteacher to decide how to allocate the PPG based on the specific context of the school. It is important that the school talks with parents and ensures that their opinions and concerns are heard” The Key March 2017		

Summary of PPG Spending

The purpose of the grant is not only to “close the gap” between eligible pupils and their peers, but also to raise the attainment of disadvantaged pupils. Ofsted judges a school’s spending by both of these criteria. Therefore, if a pupil who is eligible for the pupil premium is meeting or exceeding age-related expectations, the school may wish to use the funding to stretch the pupil further.

Actions focused on learning within the curriculum (materials & equipment should supplement good teaching)

Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated PP teacher & TA support in Year 6 Autumn: Spring: LR (teacher) Spring 1	<ul style="list-style-type: none"> Improved learning outcomes in Reading, Writing and Maths - % of PP pupils meeting end of Y6 age-related objectives in line with national averages for all pupils Improved confidence for pupils in specified areas 	<ul style="list-style-type: none"> Regular communication between PP teacher/TA and Y6 teachers + PP subject leader re: individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources Exchange and/or purchase of teaching resources and materials – PP teacher to liaise with PP subject leader & HT as necessary

<p>MJ (TA) – afternoons (Sp1) Summer: EE (teacher) 3 days in Summer) MJ (TA) afternoons in Summer 1 LW (teacher) 3 days in Summer 2</p>	<ul style="list-style-type: none"> • Learning tasks tailored to specific needs of pupils – closing gaps in skills and understanding • Consolidation of learning continued in Y6 classes – time for practice and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology 	<ul style="list-style-type: none"> • Ongoing review of PP groupings and re-shaping of focus as required between PP teacher/TA and Y6 teachers + PP subject leader • Regular review of PP group timetable with Leadership Group & PP subject leader at each milestone (Nov, Feb, Apr, Jul) in Pupil Progress Meetings (PPM)– discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes
<p>TA support in Infants for focused interventions</p> <p>LBM – Phonological Awareness Programme</p> <p>EA – SLT, BRP</p> <p>BG/CP- EAL</p>	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Targeted Speech and Language Input 1:1 following targets set by the Speech and Language Therapist • 1:1 Speech and Language input focusing on expressive and receptive language skills by a qualified TA. • Consolidation of learning completed in classes – time for practice and application of skills • Precision Teaching of reading, spelling and number recognition skills. • Better Reading Partnership scheme 1:1 • Small group phonic interventions with both class teacher and TA • Small group Numeracy interventions ensuring the knowledge of key skills • Priority reading with TAs if pupils are unable to read at home • Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains • EAL support 1:1 focusing on receptive and expressive language development • Small group Social Skills groups in response to whole class Thrive assessments • Additional EAL support in class to ensure understanding of instructions and expectations • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> • Weekly TA meetings with class teacher and SENCO when necessary – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and SENCO review – careful planning of interventions to be completed each half term/phase • TAs complete impact statements to provide evidence of outcomes and plan for next steps • SENCO observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of time and resources • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary • Teachers and TAs liaise with PP tutor closely and regularly update granular tracking for pupils with SEN
Actions focused on learning beyond the curriculum		
Area of spend	Intended outcomes – why these approaches were taken	Actions
Funding for Funfit sessions	<ul style="list-style-type: none"> • Daily Funfit sessions improve the targeted children’s coordination and underlying postural stability and balance • Improvements in coordination underpin improvements in academic achievement too i.e. handwriting skills. 	<ul style="list-style-type: none"> • Train and develop 2 TAs, supported by SENCOs, in the implementation of the Funfit programme • Target & support those children exhibiting poor motor skills; e.g. difficulties with PE, tendencies to trip or bump into things, poor

		<p>handwriting skills, problems with dressing, using cutlery, concentration, low self esteem</p> <ul style="list-style-type: none"> • Ensure the regular delivery of the Funfit programme - for 15 minutes each day
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> • Participation levels in clubs of our disadvantaged pupils are in line with or better than school averages • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs • SBM to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments/tuition, sports clothing)
Funding for school trips and residential	<ul style="list-style-type: none"> • All pupils are able to participate fully in school trips and residential trips • Learning is supported & enriched by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • Class teachers & SBM to liaise with parents and HT regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate
Actions focused on social, emotional & behavioural issues (materials & equipment should supplement good care, guidance & support)		
Area of spend	Intended outcomes – why these approaches were taken	Actions
Funding for dedicated school-based Family Support Coordinator (FSC) for vulnerable & disadvantaged pupils	<ul style="list-style-type: none"> • Dedicated time and support (counselling, nurturing, family support) strengthens the social & emotional development of our targeted vulnerable & disadvantaged pupils (& families) • Raised self-esteem, social skills and the improved behaviour of targeted vulnerable & disadvantaged pupils leads to increased confidence and attainment in the classroom • A stronger sense of well-being and belonging among our targeted vulnerable & disadvantaged pupils leads to a reduction in incidences of poor/anti-social pupil behaviour 	<p>FSC to maintain the school's Vulnerable Pupils Overview and to prioritise, in collaboration with the Pupil Welfare Group each week, a programme of support for targeted vulnerable & disadvantaged pupils/families</p> <p>FSC to maintain weekly Pupil Pastoral Support updates</p> <ul style="list-style-type: none"> • FSC & PWG to maintain discrete, sensitive & effective communication with pupils, families & agencies • FSC & PWG to build good relationships with families over time that may be unfriendly at first • FSC & PWG to work alongside agencies to help parents develop the skills they need to run their home
Funding for <ul style="list-style-type: none"> ○ Breakfast Club ○ Lunchtime Club ○ Nurture sessions 	<ul style="list-style-type: none"> • Vulnerable & disadvantaged pupils are well supported before school & at breaktimes and are therefore more ready to learn at the start of the morning & afternoon sessions • Successful track record in supporting vulnerable, disadvantaged & working families • Progressively closing the gap in terms of attendance and punctuality rates between school averages and our vulnerable and disadvantaged groups 	<ul style="list-style-type: none"> • PWG to regularly review and revise the groups of targeted vulnerable & disadvantaged pupils receiving intensive pastoral support • SENCOs & FSC to engage proactively with the parents of targeted vulnerable & disadvantaged pupils • SENCOs & Communication Champion to purchase range of games/activities to support pastoral support within the school

<ul style="list-style-type: none"> ○ Social Skills Work 	<ul style="list-style-type: none"> • A positive learning culture within school ensures all children are able and ready to tackle the learning of each day and manage social situations with increasing confidence. • A reduction in behavioural incidences at lunchtimes 	<ul style="list-style-type: none"> • Money set aside to respond to additional needs identified as a result of school-based pastoral support – Dreadnought, CLEAR (DV) sessions, drama or music therapy
Actions focused on families & communities		
Area of spend	Intended outcomes – why these approaches were taken	Actions
Family Learning	<ul style="list-style-type: none"> • Our parents and carers have regular opportunities to find out how things are taught in school • The school creates successful opportunities for inter-generational learning to both adults and children and to help adults to be more active in supporting their children's learning and development with greater confidence • Our parents & carers have a chance to share ideas with other parents and staff and build relationships • The school creates successful opportunities for progression for parents & carers to other learning. and develop their own skills 	<ul style="list-style-type: none"> • Coordinate half-termly family programmes aim to encourage family members to learn together. • Engage parents with low literacy or numeracy skills to foster inter-generational learning by providing a positive shared learning experience • Engage the parents/carers of targeted vulnerable and disadvantaged children • Provide information and links to useful resources to support parents in understanding aspects of the UK school curriculum, and how they can help their child to learn without causing confusion
Regular collaboration with Education Welfare Officer	<ul style="list-style-type: none"> • The attendance & punctuality of all our pupil groups is raised and maintained, particularly the attendance & punctuality of our disadvantaged pupils • Progressively closing the gap in terms of attendance and punctuality rates between school averages and our vulnerable and disadvantaged groups • Improved attendance & punctuality of our targeted vulnerable & disadvantaged pupils leads to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Regularly (half-termly) review pupil attendance & punctuality across the school and engage with parents where families where attendance & punctuality is an issue • Coordinate termly attendance clinics, including the Education Welfare Officer, for those families with recurring or persistently low pupil attendance & punctuality • Use FSC & EWO to build supportive relationships with families, especially targeted vulnerable & disadvantaged families where attendance & punctuality is an issue
Training & development		
Area of spend	Intended outcomes – why these approaches were taken	Actions
Thriv	<ul style="list-style-type: none"> • Our whole-school commitment to the Thrive programme helps to develop healthy, happy, confident children who are ready and open to learning • Our trained Thrive practitioners create high quality enrichment provision that supports optimal social and emotional development among our most vulnerable & disadvantaged pupils • Individual Thrive Profiles support targeted vulnerable & disadvantaged pupils to develop personal resilience, to engage more with life and to enjoy learning 	<ul style="list-style-type: none"> • Initiate the Thrive programme within the school and begin to embed an understanding among staff in the recent advances in neuroscience, attachment theory and child development • Ensure the training of 2 Thrive lead practitioners within the school • Embed Thrive practice within our pastoral support systems e.g. afternoon nurture sessions • Work in a targeted way ie individual Thrive profiles & action plans with children and young people who have struggled with difficult life events to help them re-engage with life and learning.

How will the school measure the impact of the Pupil Premium?

To monitor standards of attainment and progress among our PP pupils, on an individual basis, we have initiated new **individualised Pupil Achievement Profiles** which track the achievement of all PP pupils from year to year across the school. This allows us to respond on an individual level to low/expected/accelerated/better than expected progress;

This information is used by class teachers to inform their starting point in terms of planning, teaching & learning at the start of each year.

This information is also used by our Inclusion Team at the start of each year to inform the groupings for our PP intervention teachers & TAs.

This information, when anonymised, is also very informative for governors, especially our Standards Focus Group, to monitor and evaluate.

Once the academic year has started, we use our usual cycle of monitoring & evaluation of pupils' learning, moderation of pupils' work and ongoing data collection to inform us about individual progress and to enable the early identification of need, support and appropriate intervention. Review meetings take place at each milestone (approximately every 9 weeks) and include a member of Senior Management, teachers, TAs and the Pupil Premium subject leader.

At each milestone, the school will review the impact of actions taken and will plan for how our Pupil Premium funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item in the Headteacher's Report and within within the Standards Governor Focus Group reports.

Pupil Premium subject leader: Anita Fleet

Pupil Premium link governor: Tracy Lewis