

Pupil Premium Spending Report 2016 - 17

The Pupil Premium is additional funding allocated to schools to help support disadvantaged pupils, closing the attainment gap between them and their peers.

Introduced in April 2011, the Pupil Premium is targeted at pupils aged 4 to 16 years from low income families who are eligible for Free School Meals (FSM), looked after children (LAC) and those from families with parents in the armed forces. Pupils who have registered for the Pupil Premium at any point in the last six years are eligible to receive the Pupil Premium.

As a group, pupils who have been eligible for FSM at any point in time have consistently lower education attainment than those who have never been eligible for FSM. The Government believes that this additional grant 'is the best way to address the current underlying inequalities between pupils eligible for FSM and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most'.

Funding for 2016/2017

Funding Type	Pupils	Rate	Total
Looked after Pupils eligible for Pupil Premium	2	£1,900	£3,800
Service Children eligible for Pupil Premium	0	£0	£0
Pupils in Year Groups R to 6 recorded as Ever 6 FSM	43	£1,320	£56,760
Pupils in Year Groups 7 to 11 recorded as Ever 6 FSM	0	£0	£0
	45		£60,560

Funding of £60,560 was allocated for 2016-17. The allocation was used to employ additional support with a focus on attainment of disadvantage pupils of all ages throughout the school. In addition pupils in year 5/6 received additional targeted tuition which included one-one support from a learning Support Additional Teacher (Mentor). Pupils in EYFS and KS1 received daily reading intervention, phonics support.

A learning mentor was also employed to support maths intervention throughout the school.

Money was invested in focused CPD for support staff. The premium was also used to ensure that all children have the opportunity to attend residential visits including regular access to Forest Schools; also to support any extra-curricular class trips. This funding was also used to assist pupils to access music lessons by paying for tuition.

Previous performance of disadvantaged pupils

Display Name	2015/2016	2016/2017
% Expected progress in English	50%	63%
% Expected progress in Maths	50%	100%

The percentage of disadvantaged pupil in year 2 that achieved an expected level was 75 % in Reading Writing and Maths: however only 17% of pupils in this cohort were disadvantaged.

In year 6, 50% of disadvantaged pupils (4 out of 8) met the expected standard in RWM compared with 61% of other children nationally. There were 3 of the children in this cohort that had SEN. If these pupils are taken into account the 80% of pupils achieved the expected standard in SEN.

!00% made expected progress in maths an writing according to the school's tracking and 63% in reading.

Expenditure

Phonics intervention; speech and language support	£12,500
Additional small group support (year 6)	£7,200
Learning Mentor	£10,450
Additional maths mentoring and reading support	£13,680
Professional Development for support staff	£1,869
Music Tuition	£2,235
Educational Visits	£6,260
Extra- curricular clubs	£1,281
Early Years Nurture and Sensory Area	£2,500

Phonics intervention; speech and language support

£12,500

Additional phonics intervention; phonics monitoring and subsequent training; speech and language intervention.

Objective

To support disadvantaged pupils with regard to their reading skills and social interaction. least as good as other pupils nationally.

Impact

Improve disadvantaged pupils reading and ability in phonics in the foundation phase and KS1 to be at

81% achieved expected standard.

Additional small group support (year 6)

£7,200

Learning Mentor provides small group support for disadvantaged and vulnerable children.

Objective

To support children to organise their learning and also give focused intervention in core subject if needed.

Impact

Improve disadvantaged pupil's self-esteem and consequently their capacity as independent learners.

80% (4/5) Pupils without SEN make expected standard in maths and writing and in reading.

Learning Mentor

£10,450

Learning Mentor provides 1:1 support for disadvantaged and vulnerable children.

Objective

To raise self-esteem, support children to organise their learning and also give focused intervention in specific areas if needed.

Impact

Improve disadvantaged pupil's self-esteem and consequently their capacity as independent learners.

The progress of disadvantaged pupils throughout the school: Maths 96%, Writing 89% and Reading 89% made expected progress.

Additional maths mentoring and reading support

£13,680

Additional TA support including Reading intervention (Comprehension skills) and Assertive maths mentoring.

Objective

To give focused, structured support in arithmetic through the assertive mentoring programme and teach higher level comprehension skills.

Impact

To ensure that all disadvantaged pupils of whatever ability reach their potential including more able disadvantaged children.

96% of disadvantaged pupils made expected progress in maths throughout the school. 89% of pupils made expected progress in reading.

Professional Development for support staff

£1,869

A range of training and mentoring programmes to develop support staff in order to increase their effectiveness.

Objective

Equip our team of support staff with a wide range of and knowledge to further improve the quality of intervention given to disadvantaged children.

Impact

The needs of disadvantaged pupils is more skills effectively met as a result of a highly skilled team of support staff.

See progress tracking monitoring sheets (pupils not making expected progress)

Music Tuition

£2,235

Disadvantaged pupils are entitled to Piano and Violin lessons.

Objective

To give disadvantaged children the opportunity to play a musical instrument.

Impact

To enrich the learning of disadvantaged children so that they are able to experience some extra-curricular Tuition.

The extra-curricular opportunists impacted upon all pupils who took advantage of provision (all attained expected standard in all subjects)

Educational Visits

£6,260

Subsidise disadvantaged families so that they can access residential trips and other off-site learning.

Objective

Give support to disadvantaged families so that they can afford to experience residential trips to London and Outdoor Adventure centres. To facilitate the access of pupil to attend forest Schools offsite.

Impact

Enable certain families to take full advantage of the offsite learning opportunities that they may not be able to afford and to therefore enrich the quality of learning for these children.

In general disadvantaged pupils across the school made similar progress to other groups.

Extra- curricular clubs

£1,281

Extra-curricular clubs including Horse-Riding for the disabled.

Objective

To provide certain pupils with the opportunity to benefit from therapeutic activities including HorseRiding. To provide equipment to so pupils so that they can access some extra-curricular activities.

Impact

To give support to disadvantaged pupils who may experience a disability or other special educational need.

Early Years Nurture and Sensory Area

£2,500

Development of aspects of EYFS provision both inside and outside the classroom.

Objective

To further enhance the learning environment of the Early Years areas so that all pupils but especially disadvantaged children have the opportunity to develop in all areas of Learning (especially Gross motor and Fine-motor skills)

Impact

Enable younger pupils to benefit from a rich learning environment so that they are able to reach the expected level of development by the end of the reception year.

GLD was 75% and the proportion of disadvantaged with GLD was 75%

Narrowing the Gap – Impact on Spending 2016 - 17

EYFS \outcomes	2016	
	FSM	NFSM
Number of Pupils	4	28
% of Pupils	14	86
% achieving GLD	100	75.0
% expected Reading	100	78.6
% expected Writing	100	75.0
% expected Maths (Number)	100	78.6

Key stage 1 SATs	2015		2016		2017	
	FSM	NFSM	Disadvantaged	Other (national other)	Disadvantaged	Other (national other)
Number of Pupils	8	22	4	24	3	27
% of Pupils	27	73	14	86	11	89
% achieving Expected Reading	88	93	75	74	33	79
% achieving Expected Writing	88	91	75	65	33	72
% achieving Expected Maths	88	95	75	73	100	79
Key stage 2 SATs	2015		2016		2017	
	FSM	NFSM	FSM	NFSM	Disadvantaged	Other (national other)
Number of Pupils	6	24	10	15	8	29
% of Pupils	24	76	40	60	28	72
% achieving Expected Reading	83	92	50	66	50	71
% achieving Expected Writing	83	89	70	74	50	75
% achieving Expected Maths	100	90	50	70	75	76
% achieving Expected SPAG	83	84	50	72	63	77
% achieving Expected RWM	86	83	40	53	50	61

Key stage 2 SATs	2016	
	Disadvantaged	National Other
achieving expected progress in Reading	0.23	0.00
achieving expected progress in Writing	2.27	0.00
achieving expected progress in Maths	-2.08	0.00

Key stage 2 SATs	2017		
	Disadvantaged	National Other	Disadvantaged without outlying pupils
achieving expected progress in Reading	- 4.08	0.33	-0.30
achieving expected progress in Writing	- 6.64	0.17	-0.63
achieving expected progress in Maths	0.16	0.28	0.16

Outlying pupils are other pupils whom have significant SEN or other reasons which have an impact upon progress