

Pupil Premium Grant 2015/16

The Pupil Premium Grant

The Pupil Premium Grant is funding which comes direct from the Government designed to help 'disadvantaged' children to do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for Free School Meals (FSM) in the past six years, or are in care (LAC), adopted or have had parents in the armed forces within the past 5 years.

"Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils." DFE Website

Our school serves an area of social housing, where the effects of economic hardship are keenly felt by the community. We must, therefore, provide children with enriching opportunities that families may not have the resources to access in order to widen children's experiences and horizons. Providing this equality of opportunity supports the school in narrowing the attainment gap for disadvantaged families alongside its quality-first class provision. Our Pupil Premium funding, therefore, is spent upon these children in support of this. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Total PP =£229,680

Total number of children on role as PP July 2016 =187 (40%)

What was the 2015/16 PPG spent on?

| Area of spend | Cost | Description | Success criteria | Impact |
|-------------------------|---------|--|---|---|
| Teaching staff | £80,000 | <ul style="list-style-type: none"> Year R and 1 reading intervention Social and emotional intervention across the school Smaller maths teaching groups in year 6 and Literacy intervention in year 6 Music groups and instrumental lessons | <ul style="list-style-type: none"> 100% of PP children make good progress in reading Yr R/1 Identified PP children able to focus and learn in the classroom PP children achieve as well as peers More PP children participate in music activities | <ul style="list-style-type: none"> In year 1 reading PP progress was in line with non-PP. Exclusions increased, academic/social emotional support was not sufficient in KS2 further S&E provision is necessary. ATP progress gains were broadly in line in KS1, in KS2 with minimal exception PP gains were not as good as non-PP partly due to planned interventions making way for reactive behaviour support, although all gains were in excess of 3ATP (therefore better than satisfactory). |
| Support Staff | £67,000 | <ul style="list-style-type: none"> Afternoon classroom support in EYFS and KS1 focusing on PP children. Academic and social intervention for PP children | <ul style="list-style-type: none"> FS and Y1 PP children achieve as well as peers Y2 and KS2 children narrow the gap to peers | |
| Pastoral Support worker | £12,000 | <ul style="list-style-type: none"> Support provided for families and children who need help with all aspects of child care and emotional health and wellbeing. | <ul style="list-style-type: none"> Children work through their issues and are more able to focus and learn | <ul style="list-style-type: none"> Key children supported on arrival at school in the mornings. PSW first point of contact for identified parents. Issues dealt with quicker as background information known. |
| Extended school support | £2,000 | <ul style="list-style-type: none"> School visits - Support with paying for school trips Support accessing Greatwood residential | <ul style="list-style-type: none"> Fair access to all school learning activities | <ul style="list-style-type: none"> Residential and trips subsidised where agreed/necessary. Increased uptake for Greatwood during the year following staff liaison with identified parents. |
| Emotional well-being | £22,200 | <ul style="list-style-type: none"> Play Therapy (4 children) - PP children that need it access play therapy sessions to help come to terms with traumatic experiences. | <ul style="list-style-type: none"> Self esteem | <ul style="list-style-type: none"> NFER measures show play therapy impact, demonstrating that all 4 children had become more self-aware, showing narrowed |

| | | | | |
|------------|---------|--|---|--|
| | | <ul style="list-style-type: none"> Malachi project for year 3 and 5- PP children benefit from intensive support for social and emotional development leading to stronger self-esteem. Forest school - PP children benefit from intensive support for social and emotional development leading to stronger self-esteem. | <ul style="list-style-type: none"> Children work through their issues and are more able to focus and learn | <ul style="list-style-type: none"> gaps in very specific areas of emotional development compared to the broad gaps assessed at the outset. Malachi engaged more parents with in school individual and group support for them and their children. Forest school provided opportunities for identified Yr R, 3 and 4 children to develop building relationships with others and to channel energies productively. This was reflected in their participation and interaction in the classroom. |
| Resourcing | £46,000 | <ul style="list-style-type: none"> Resources to support in class interventions and pastoral interventions. | <ul style="list-style-type: none"> Enriched opportunities for children | |

What has been the impact of the 2015-2016 Pupil Premium?

| New NC SAT 2016 | | Number of pupils | Number of pupils | % of PP pupils | Children achieving ARE Reading | GAP | Children achieving ARE Writing | GAP | Children achieving ARE Maths | GAP |
|-----------------|------|------------------|------------------|----------------|--------------------------------|-----|--------------------------------|-----|------------------------------|------|
| PP | 2016 | 58 | 32 | 55% | 50%(16) | 0 | 69%(22) | +4% | 63%(20) | -14% |
| Non PP | | | 26 | | 50%(13) | | 65%(17) | | 77%(20) | |

| Year | Group | Number of children | Measure used | Expected at this point | Reading | PP Vs Non PP | ARE July 16 | Progress from Aut 15 baseline | Writing | PP Vs Non PP | ARE July 16 | Progress from Aut 15 baseline | Maths | PP Vs Non PP | ARE July 16 | Progress from Aut 15 baseline |
|--------|--------|--------------------|-----------------|------------------------|---------|--------------|-------------|-------------------------------|---------|--------------|-------------|-------------------------------|-------|--------------|-------------|-------------------------------|
| EYFS | PP | 28 | Tracking points | 9 | 8.4 | 0 | | From Dec 1.8 | 8.2 | -0.2 | | From Dec 1.4 | 8.6 | 0 | | From Dec 3.6 |
| | Non PP | 39 | | | 8.4 | | | From Dec 3.3 | 8.4 | | | From Dec 2 | 8.6 | | | From Dec 3 |
| Year 1 | PP | 20 | Tracking points | 12 | 12.1 | -0.1 | 85% | 3.2 | 12 | 0 | 90% | 3.4 | 11.9 | -0.1 | 90% | 3.2 |
| | Non PP | 53 | | | 12.2 | | 83% | 3.2 | 12 | | 79% | 3.5 | 12 | | 79% | 3.1 |
| 2 | PP | 29 | Tracking points | 15 | 14.8 | -0.3 | 72% | 3.5 | 14.9 | -0.1 | 72% | 3.7 | 14.9 | -0.1 | 86% | 3.5 |
| | Non PP | 40 | | | 15.1 | | 83% | 3.7 | 15 | | 78% | 3.8 | 15 | | 81% | 3.6 |
| 3 | PP | 34 | Tracking points | 18 | 17.8 | -0.5 | 77% | 3.8 | 17.6 | -0.5 | 74% | 3.3 | 17.9 | -0.2 | 77% | 3.2 |
| | Non PP | 44 | | | 18.3 | | 84% | 4.2 | 18.1 | | 81% | 4.2 | 18.1 | | 81% | 3.6 |
| 4 | PP | 22 | Tracking points | 21 | 20.2 | -0.8 | 55% | 3.7 | 19.6 | -0.3 | 46% | 3.2 | 20 | -0.8 | 55% | 3.5 |
| | Non PP | 35 | | | 21 | | 80% | 3.7 | 19.9 | | 66% | 3.5 | 20.8 | | 74% | 3.4 |
| 5 | PP | 27 | Tracking points | 24 | 22.9 | -1 | 78% | 3.4 | 22.9 | -1.1 | 74% | 3.3 | 23 | -1.2 | 74% | 3.6 |
| | Non PP | 36 | | | 23.9 | | 94% | 3.8 | 24 | | 89% | 3.6 | 24.2 | | 86% | 3.6 |
| 6 TA | PP | 32 | Tracking points | 27 | 26.8 | -0.5 | 72% | 3.7 | 26.4 | -0.6 | 89% | 4.4 | 26.2 | -0.6 | 69% | 3.2 |
| | Non PP | 26 | | | 27.3 | | 73% | 4.3 | 27 | | 65% | 4 | 26.8 | | 81% | 3.5 |

PP greater than non-PP PP in line with non-PP

Summary of data Summer Term 2016

- In years 1-6 PP progress in all subjects is greater than 3 ATP over the year reflecting accelerating progress.
- Year 1 PP children's attainment is higher than that of non-PP and TP show the PP children in year 1 to be in line with national expectation. Progress is similar to their non-PP peers.
- In year 2 Maths the PP percentage at ARE exceeds the non-PP.

- In year 4, although the progress in terms of ATP is not dissimilar in two out of the three subjects, the percentage at ARE is significantly lower for PP children. This is due to the combination of PP and SEN children in that cohort. This will be addressed through the 2016-17 PP plan.
- Year 5 shows the greatest TP difference between the two groups.