

## **Pupil Premium Strategy: A grant expenditure report to parents 2016-17**

Since 2011-12 schools have been allocated Pupil Premium Funding. The terms of the grant are stated below.

*'The grant may be spent in the following ways:*

- for the purposes of the school i.e. for the educational benefit of pupils registered at that school*
- for the benefit of pupils registered at other maintained schools or academies*
- on community facilities e.g. services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'*

*DfE Education Funding Agency 2016-17*

The grant is allocated as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
<b>Service children</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

The Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium Grant (PPG). This report details our school's plan for 2016-17.

### **Overview of the school**

<b>Number of pupils and pupil premium grant (PPG) received for 2016-2017</b>	
Total number of pupils on roll	204
Total number of pupils eligible for PPG	73
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£93,500</b>

## Pupil Premium Strategy

### Barriers and challenges to educational achievement faced by pupils eligible for Pupil Premium

PP children's attainment is generally lower on entry compared with the NPP children.  
Very low levels of speech, language and communication of PP children on entry to YR.  
A limited vocabulary of the more able readers.  
Lower reading speed and fluency of PP children.  
Mental health and emotional wellbeing of many of our children.  
Attendance of our PP children compared with our NPP children.

### Nature of support planned for 2016-17

#### **Accelerated Progress Teaching**

2 Teachers in Y5 & 6, 5 mornings per week to teach in 1:15 or smaller ratios.  
All year groups to have targeted in class support for pupil premium children identified as having lower attainment when compared with their peers.  
Additional Teaching Assistant in Reception to boost on entry progress.

#### **Phonics based teaching**

Soundwrite programme taught whole class in EYFS and KS1.  
Y3 whole class Soundwrite approach to spellings used from Spring term.  
1:1 sessions for targeted children in Y4, 5 & 6.

#### **Transition**

Transition books given to key children in Summer term.  
Visits to new classrooms done for children with SEN, particularly from Y2 to 3.  
Whole school transition days planned for children to complete lessons with their new teacher.  
Final piece of work to be copied and put in new books at the start of the year.  
Y6 transition meetings with high school staff.  
Liaison with high school SENCos.

#### **Reading breakfast provision**

Targeted children invited to Reading Breakfast club. All children in the club read 1:1 daily with an adult. Breakfast provided for these pupils.

#### **Homework clubs**

Homework clubs after school from 3-4pm for all children. Parents can sign up to these. In addition, teachers add children to support parents if children are not completing homework.

#### **Pastoral Leader**

Pastoral leader coordinates The Woodlands provision.

The Woodlands offers:

- Breakfast nurture group
- SL&C sessions
- Nurture groups

- 1:1 play therapy sessions timetabled when needed.

Runs a parent group meeting weekly.

### **Marking and Feedback**

Children's work marked with clear next steps in the form of a Fix-it time. Children action all corrections and Fix-its in green pen to show the impact from the marking.

### **Experiential learning**

Focus curriculum introduced September 2016 to encourage child-led learning and broaden children's experiences. All topics are taught through questions which children respond to through their activities.

### **Other uses for PPG**

Uniform voucher given to all pupils in receipt of free school meals.

## **Measuring the impact of PPG spending**

### **Accelerated Progress Teaching**

Data is analysed each half term to track the progress of each cohort, including Pupil Premium children. Actions are then given per class in order to review current provision, provide up to date target groups and identify the children who may be struggling.

### **Phonics based teaching**

Phonics assessments completed and data reviewed to ensure children in EYFS and Y1 are on track to meet the required standard at the end of Y1. Intervention groups put in place for the children who need additional support in learning these sounds.

Phonics screening test data for Y1 and re-takes in Y2 analysed to show the impact of the Soundwrite provision.

### **Transition**

Observations of children, consultations with pupils and their parents will inform us of any anxieties or other issues surrounding transition.

### **Reading breakfast provision**

Tracking the amount of times children in this club are reading, along with their reading levels and progress will give us an assessment of the impact this club is having.

### **Homework clubs**

Assessment data used as part of the information on how children in the clubs are performing compared with the progress they made before attending.

Discussions with parents to confirm that the club has made for an easier home life without the pressures of completing the homework.

### **Pastoral Leader**

Community wide impact measured through parent voice.

Impact on individual pupils through provision in The Woodlands to be measured through evaluations of each session. Assessments of the children's learning in the classroom informs

the specific targets of Pupil Premium children.

**Other uses of Pupil Premium**

Parent feedback indicates the uniform voucher has a positive impact on families. All children have the necessary uniform and PE kit, therefore they are not disadvantaged due to finance.

**Pupil Premium Attainment 2015-16**

<b>EYFS</b> <b>% of pupils achieving a good level of development</b>	School	National
FSM	50	55
Non FSM	70	72

<b>KS1</b> <b>% of pupils achieving at least expected standard</b>	<b>Reading</b>		<b>Writing</b>		<b>Maths</b>	
	School	National	School	National	School	National
	FSM	60	78	53	70	60
Non FSM	85	78	77	70	92	77

<b>KS2</b> <b>% of pupils achieving at least expected standard in Reading, Writing &amp; Maths</b>		
	School	National
FSM	50	60
Non FSM	56	60

**To be reviewed:** July 2017