



# Pupil Premium Grant - Academic Year 2016/17

| <b>Pupil Premium Grant Funding</b>   |                      |
|--|----------------------|
| Total number of pupils on roll September 2016  | 209                  |
| Total number of pupils eligible for PPG (including Deprivation, Service Children and Looked After/Adopted) | 33                   |
| Amount of PPG received per pupil<br>(Deprivation, Service Children, Looked After/Post Looked After)        | £1320 / £300 / £1900 |
| <b>Total amount of PPG received</b><br>Note: funding is for the financial year April 2016 – March 2017     | <b>£44,280</b>       |

## **Pupil Premium Grant Statement 2016/17**

### **Main barriers to educational achievement faced by eligible pupils in our school**

Areas listed in no set order:

- Social and emotional issues
- Speech and language issues
- Behaviour
- EAL (English as an additional language)
- Parental support
- Special educational needs: specific, complex or global
- Low academic ability on entry to school
- Attendance

### **How and why we are using the funding to address these barriers**

Each of the areas listed above impact on learning, progress and outcomes to a greater or lesser degree. Some children are affected by several factors, whereas others may face issues in only one area eg EAL. Similarly, these factors may apply to all children across school, not only those eligible for PP funding. It is, therefore, our intention to address all barriers to learning and to use the additional funding to target resources and strategies effectively.

Children are less likely to develop to their full potential if there are **social, emotional or behaviour** needs. We have therefore used nurture groups, musical and sporting opportunities to help develop children's confidence, self-esteem and willingness to engage more deeply in their learning.

Both **speech and language** difficulties and **EAL** pose serious barriers to children accessing the curriculum and developing their learning. As a result we have engaged external services to provide schemes, strategies and resources to boost language acquisition and development.

**Parental support** takes many forms and, of course, includes **attendance**. Poor or interrupted attendance has a serious impact on progress and is therefore a priority to both monitor and prevent. Fortunately, this is not a major issue at our school.

Parents can play a critical role in partnering with school to ensure their child's progress. Assisting parents in supporting their children, is therefore of ongoing importance to school, regardless of PPG funding. Where children suffer from a **lower than average academic standard on entry**, additional difficulties, or special educational needs, this support becomes even more critical. As a result, we

purchase additional resources and employ strategies to help parents to embed their children's learning and promote greater progress.

Our specific interventions include:

- Early intervention speech and language programmes
- 1:1 tuition
- Reducing class sizes with additional staffing
- Small group tuition in maths, reading comprehension and phonics
- Nurture groups
- Support for music tuition and enrichment opportunities

### **How we measure the impact and effectiveness of our strategies**

We use a range of strategies:

- Academic assessments: tracking data to measure progress against targets
- SEN assessments
- Wellbeing assessments
- Children's work, their views and levels of participation
- Staff observations
- Parents' views

### **Reviewing our Pupil Premium Strategy**

We constantly review and monitor our strategy and approaches to our PPG interventions, as we do for all strategies across school aimed at improving teaching and learning.

In particular we:

- Use all available information to inform our judgements and plan our approaches.
- We evaluate our interventions during their delivery, not just at the end, changing our approaches if they are not considered to be effective.
- All staff assess and monitor their class's progress using our whole school data tracking system, which clearly identifies outcomes for PPG children.

More formally, our PPG Statement and Strategy is set annually based on children's progress over an academic year, using funds received for the financial year.

| <b>Impact – KS2</b>  |                                     |                                  |                                     |                                     |                               |                               |                                  |                               |
|--|-------------------------------------|----------------------------------|-------------------------------------|-------------------------------------|-------------------------------|-------------------------------|----------------------------------|-------------------------------|
| <i>Number of children qualifying for PPG at the end of Year 6: 1</i> |                                     |                                  |                                     |                                     |                               |                               |                                  |                               |
| <b>Reading</b>   |                                     |                                  | <b>Writing</b>                      |                                     |                               | <b>Mathematics</b>            |                                  |                               |
| <b>Below Expected</b>  | <b>Expected</b>                     | <b>High Attainment</b>           | <b>Below Expected</b>               | <b>Expected</b>                     | <b>High Attainment</b>        | <b>Below Expected</b>         | <b>Expected</b>                  | <b>High Attainment</b>        |
| 0 children<br>(inc 0 SEN* children)                                  | 0 children<br>(inc 0 SEN* children) | 1 child<br>(inc 0 SEN* children) | 0 children<br>(inc 0 SEN* children) | 0 children<br>(inc 0 SEN* children) | 1 child<br>(inc 0 SEN* child) | 0 child<br>(inc 0 SEN* child) | 0 children<br>(inc 0 SEN* child) | 1 child<br>(inc 0 SEN* child) |

| <b>Grammar, Punctuation &amp; Spelling</b> |                                     |                                  |
|--|-------------------------------------|----------------------------------|
| <b>Below Expected</b>                      | <b>Expected</b>                     | <b>High Attainment</b>           |
| 0 children<br>(inc 0 SEN* children)        | 0 children<br>(inc 0 SEN* children) | 1 child<br>(inc 0 SEN* children) |

These tables show the outcomes of formal assessments at the end of Year 6 and Year 2 using measures against the national age related expectations.

Reception shows the 'Good Level of Develop' expected at age 5.

Year 1 assessment shows the outcomes from the Phonic Screening Check.

*Note: where numbers of children are small, statistical comparisons are invalid.*

## Impact – KS1

*Number of children qualifying for PPG at the end of Year 2: 8*

| Reading                             |                                     |                                  | Writing                             |                                     |                                  | Mathematics                         |                                  |                                  |
|-------------------------------------|-------------------------------------|----------------------------------|-------------------------------------|-------------------------------------|----------------------------------|-------------------------------------|----------------------------------|----------------------------------|
| Below Expected                      | Expected                            | Working at Greater Depth         | Below Expected                      | Expected                            | Working at Greater Depth         | Below Expected                      | Expected                         | Working at Greater Depth         |
| 4 children<br>(inc 4 SEN* children) | 3 children<br>(inc 0 SEN* children) | 1 child<br>(inc 1 SEN* children) | 4 children<br>(inc 4 SEN* children) | 4 children<br>(inc 1 SEN* children) | 0 children<br>(inc 0 SEN* child) | 4 children<br>(inc 4 SEN* children) | 2 children<br>(inc 1 SEN* child) | 2 children<br>(inc 0 SEN* child) |

## Impact – Reception and Year 1

*Number of children qualifying for PPG: 5*

*Number of children qualifying for PPG: 2*

| Reception Teacher Assessment        |                                     | Year 1 Phonics Screening Check      |                                     |
|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Not reaching expected levels        | Reaching Expected levels            | Not reaching expected levels        | Reaching Expected levels            |
| 4 children<br>(inc 4 SEN* children) | 1 children<br>(inc 0 SEN* children) | 0 children<br>(inc 0 SEN* children) | 2 children<br>(inc 0 SEN* children) |

**\*SEN**

*Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. These difficulties may be cognitive, physical, emotional or sensory and some children may have complex needs which cover a range of difficulties.*