

Pupil Premium Funding - Completed July 17 by Claire Silk (Deputy Head)

The Pupil Premium is an amount of money allocated by the government to schools for:

- Children of statutory school age from low income families who are known to be eligible for FSM
- Children who have been looked after continuously for more than 6 months
- Children whose parents are currently working in the armed forces.

In 2016-17 the level of Pupil Premium was £1320.

The DFE offer the following guidance on how the Pupil Premium should be spent:

'In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. ...Schools will be held accountable for how they have used the additional funding to support pupils from low-income families.'

The purpose of this report is to inform parents, carers and governors how much Pupil Premium has been received by the school for 2016/17, how it has been spent and the impact the spending has had on pupils' achievement including social and emotional well-being which is a significant barrier to learning for many disadvantaged pupils.

In 2016/17 we received £216 263 in Pupil Premium funding.

Background

The Academy serves a locality of high sociology economic disadvantage. Currently Flowery Field Primary 45% of pupils are eligible for Pupil Premium funding, which is significantly above the National Average. The school has good evidence that the data underestimates need and is looking at ways of increasing registration.

Breakdown of Pupil Premium within school

	<u>Number of Disadvantaged Pupils</u>	<u>Percentage of Disadvantaged Pupils</u>
Reception	23	26%
Year 1	17	19%
Year 2	35	42%
Year 3	39	44%
Year 4	41	55%
Year 5	31	46%
Year 6	39	57%

Pupil Premium Funding Breakdown:

Total Funding 2017/18 = £216 293

Spending =£290.006

Pupil Premium Allocation	Purpose	Area of the School	Cost	Impact
City Year	To improve attendance, behaviour and curriculum outcomes for Target List pupils	KS2	£36 000	Focus list pupils attended 96% of the time in line with school average. (2% increase). Reduction in late sessions from 64 to 33 between autumn and summer terms.
Teacher x 2	Reduce class sizes in order to further raise attainment through quality first teaching in English and Maths	Y5/6	£56 292	In year data (Y6) indicates that 95% pupil premium children made good progress in reading and 100% in maths, compared to 93% and 100% non PP. In year data (Y5) indicates that 83% pupil premium children made good progress in reading and 72% in maths, compared to 79% and 68% non PP.
Teacher (UPS1) 0.6	Additional support in place to support the teaching of phonics early reading/writing skills	EYFS/Y1	£26 681	3 year outcomes demonstrate positive trend.
L3 TA 0.6	Additional support put in place to ensure gaps are identified and addressed early.	Y6	£14 503	Improved reasoning skills demonstrated within children's books and End of KS2 tests.

Tutor Trust	Additional support put in place for children not on track to meet expected standards in maths.	Y6	£4284	All children made good progress based on starting points. 70% achieved the expected standard.
One to One Tuition (Ellis)	Additional support put in place for children attaining 2a at KS1 but not on track for GDS	Y6	£954	With the exception of one child., all children made good progress based on starting points and 3 achieved GDS.
Music Tuition	To ensure all children within Years 4-6 have access to instrumental tuition.	Y4-6	£35 199	All children benefited from instrumental tuition. Pupils gained qualifications in this area.
Dance Tutor	To ensure all children have access to dance lessons. To enable the children to express themselves confidently	Nursery - Y6	£27 100	All children participated in the End of Year Dance Show. 100% positive parental feedback.
Attendance One Education EWO	To increase the percentage of children attending school regularly.	Nursery - Y6	£3100	Attendance figures 2015/16 95% 16/17 95%
Occupational Therapy	To increase the percentage of children achieving expected standard in reception. To improve children's fine motor skills PD at end of within KS1	Nursery - Y2	£13 913	On entry data indicated an emerging gap of 12% in PD. Following intervention this gap closed to 9%
Speech and Language Therapy	To increase the percentage of children achieving expected standard in communication at end of EYFS To ensure all children have access to SALT or consultation due to the lack of resources within the community.	EYFS and individual children across Key Stages 1 and 2	£8981	On entry data indicated an emerging gap of 20% in C and L. Following intervention this gap closed to 10%
Education Psychology Consultation (EYFS)	To review current provision to look at ways to ensure children make rapid and sustained progress within continuous provision.	EYFS	£3825	Changes implemented. All children now accessing challenges regularly. Language evident within all areas,

				ensuring adults have a clear understanding of what is required.
Before School reading support Beanstalk (Volunteer Reading Support)	To ensure targeted children have daily opportunities to read.	Y1-6	£375	38 children have accessed this provision regularly, with other children accessing on ad hoc basis. Children appear to be more engaged in their reading and have improved engagement and fluency. Reading reward scheme has been implemented throughout school.
Extra-Curricular Activities	To ensure children have the opportunity to engage in purposeful activities outside of the school day, promoting wider outcomes.	Y1-6	£500	279 pupils attend after school provision, 137 of these are in receipt of pupil premium funding. During the autumn and spring term 32 pupils 17 of which are PP attended Saturday morning sports.
Transition Programme	To improve school readiness. Raise parental expectations Early identification of additional need	Nursery	£5900	3 blocks of Ready Steady Go completed. This has supported children enabling them to access SALT services prior to starting.
Social Emotional Well being	Children to access support from school counsellor.		£7302	14 children have received support from this service. 8 discharged following improvements in their emotional well being
Parent Course	To ensure children have appropriate structures and routines within their home environment. To support parents in putting boundaries in place.	EYFS + Other parents from across Key Stages (Invitation only)	£850	10 families attended the course, Improvements noted in confidence, expectations and enhanced understanding of children's emotional needs.
Educational Visits Top Up	To ensure all children are able to access the same opportunities regardless of social deprivation.	Nursery - Y6		100% of children accessed activities.

Phonics Play Bag Resources	To ensure children are able to apply their skills in phonological awareness to their reading and writing.		£2004	100% of PP children who achieved GLD achieved the phonics screening, compared with 89% non PP children. This enabled us to close the gap in attainment from 50% to 39%
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After School Clubs

For all families, especially those in receipt of pupil premium we offer a range of clubs both before and after school. In addition to this we offer a Breakfast club, offering support with morning routines, whilst ensuring all children have the opportunity to be engaged in positive activity.

During the autumn, spring and summer terms, 53% of Pupil Premium children have attended at least one club, compared with 68% non-pupil premium. During the autumn and spring term 32 pupils 17 of which are PP attended Saturday morning sports.

Attendance at breakfast club continues to rise, with an average attendance of 60 pupils attending daily, 70% of which are pupil premium. A further 50 pupils attend before school reading, this is targeted support for pupils in receipt of pupil premium funding.

Progress and Attainment

Through termly pupil progress meetings children who are not on track for age related expectations or children not making adequate progress are targeted for intervention through quality first teaching, focused teaching groups or intervention within school.

There remains a gap within school between the performance of these groups and this is addressed in the SEF and individual action plans.

Progress at the end of Key Stage 2 demonstrates that the gap is closing for disadvantaged pupils whose progress is increasing in reading, writing and maths.

	Reading	Writing	Maths
Disadvantaged Pupils	-0.7	+0.3	-1
Non Disadvantaged pupils	-0.6	+1.9	+1.1

The Impact of the pupil premium grant resulted in the following at KS1

KS1 Progress	Reading	Writing	Maths
Disadvantaged Pupils	85%	94%	91%
Non Disadvantaged pupils	96%	100%	98%

KS1 Attainment	Reading	Writing	Maths
Disadvantaged Pupils	43%	49%	41%
Non Disadvantaged pupils	70%	67%	74%

Phonics

Targeted support enabled school to close the gap between the attainment of disadvantaged and non disadvantaged pupils.

	Number achieving expected standard in autumn term	Percentage achieving expected standard in autumn term	Number achieving expected standard in summer term	Percentage achieving expected standard in summer term
Disadvantaged	6	25%	9	38%
Non Disadvantaged	51	75%	51	77%

Other Issues

Where children's progress is affected by other issues such as attendance or attitude support has been put in place. We have currently put in place action plans for children whose attendance falls below 90%. There are currently 57 pupils with attendance action plans in place. We continue to work alongside a consultant from one education to explore ways to support families and reduce our absence further.

Practical support remains a key priority for children in receipt of pupil premium. There are 67 families who currently have multi agency plans in place to support them.

Premium Review 2016/17

Summary of successful approaches:

- Pupil Premium funding is ring fenced to ensure spending is targeted on specific groups.
- High expectations are in place for all learners
- The school thoroughly analyses which pupils are underachieving and why.
- The school knows that quality first teaching is vital, rather than the use of interventions to compensate for poor teaching.
- The school continues to consider research on which intervention works best and the evidence to back it up.
- There is effective use of achievement data to check interventions' impact and to make adjustments where necessary.
- There has been a substantial investment to ensure that there are highly trained support staff working across the school to target specific individuals and groups.
- The DHT and other senior leaders have an oversight of how Pupil Premium is being spent and this is being monitored regularly.
- All staff know which pupils are eligible for Pupil Premium.

Barriers to learning

There have been a number of barriers to learning identified through analysis and research over the previous academic year:

- Readiness to learn, including punctuality and attendance
- Speech and Language difficulties
- Learning dispositions and low aspirations
- Low attainment on entry to school
- Under developed cultural literacy
- Parental support including learning resources
- Low adult education including a proportion of adults with literacy/numeracy difficulties.

To meet the needs of pupils in receipt of Pupil Premium the above factors have been taken into account in our spending allocation for 2017/18

In 2017/18 we have been allocated £318,120 in Pupil Premium funding. Current spending £226,404.20

	Specific Allocation	Amount	Actions	Impact
<p>To ensure pupil premium pupils attend punctually and regularly to ensure they are able to participate in learning.</p>	<p>Learning Mentor/Attendance Officer</p>	<p>£18 515</p>	<p>To follow up attendance immediately once registers have been completed Target families of pupils who are persistently late/Attendance below 92% Action plans in place for pupils with attendance below 90%</p>	<p>Attendance to be 96% Increase attendance for targeted pupils</p>
	<p>Attendance Admin</p>	<p>£880</p>	<p>Liaise weekly with Attendance Officers. Ensure letters of communication are sent out weekly and follow up calls made.</p>	<p>Improvement in punctuality of targeted pupils.</p>
	<p>Parenting course</p>	<p>£2550</p>	<p>Courses to be set up across the year to support families in areas of need. Structures and routines/Healthy Eating/Handling money/Literacy/Numeracy</p>	<p>Parents able to support pupils at home and to impact on attainment and progress of % of pupils at ARE</p>
	<p>Before and After School Clubs</p>	<p>£4656</p>	<p>Pupils to be encouraged to attend breakfast clubs and have access to a variety of opportunities after school.</p>	<p>Impact on attendance/punctuality Wider outcomes will lead to improvement in attainment and progress.</p>
	<p>SLT Resource (0.2)</p>	<p>£3500</p>	<p>Home Visits completed for families causing concern. Compile evidence for prosecution.</p>	<p>Increase attendance for targeted pupils</p>

	Specific Allocation	Amount	Actions	Impact
To ensure that pupils with poor communication skills on entry to school are targeted for intervention	Speech and Language Delivery	£8981	Observations carried out in EYFS Targeted pupils to receive 1-1/small group support	Increase the number of pupils who are in receipt of SALT in EYFS/KS1
	Speech and Language development	£300	Training of staff to deliver SALT effectively and to increase capacity for intervention Parental drop in sessions to offer advice and support were needed	Impact on phonic screening results and number of pupils at ARE at the end of KS1
	Communication Intervention	£931.20	Additional TA support for targeted pupils	Improvement in communication skills of targeted pupils
	Speech and Language resources	£500	Appropriate resources to support SALT and deliver effective teaching.	

	Specific Allocation	Amount	Actions	Impact
To ensure that Pupil Premium reach their expected milestones and the gap is narrowed.	Additional teaching intervention in KS1 (0.6)	£26 681	Additional support for disadvantaged pupils in KS1 SAS to target specific pupils	Increase in attainment and progress and % of pupils at ARE
	FFT Reading	£24 173	MS to target children who achieved a 2 at EYFS but are still reading red. SAS to monitor progress	Increase in attainment and progress and % of pupils at ARE
	Additional Phonics	£14 503		Phonics results to be significantly increased for disadvantaged pupils
	TA intervention within KS2 (L3)	£145 030	Additional support in place for targeted children in literacy and numeracy sessions. Follow up Leaps to Success sessions put in place to close gaps in learning.	Increase in attainment and progress and % of pupils at ARE
	One to one tuition	£4000	Y6 disadvantaged pupils to be targeted for Maths/Reading support to ensure they are test ready.	Increase in attainment and progress and % of pupils at ARE
	Whole school reading/writing programme	£3000	Reading team to lead on raising standards in reading and writing through the Power of Reading approach. Training Nov 17 followed by Lesson Study to facilitate CPD	A significant increase in attainment and progress of reading/writing across school. KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE

	<p>Whole school Maths programme</p>	<p>£3000</p>	<p>Maths team to lead on raising standards in maths through the mastery approach.</p> <p>Training/Lesson Study to facilitate collaborative CPD</p> <p>Implementation of new White Rose/Maths No sense materials</p>	<p>A significant increase in attainment and progress of reading/writing across school. KS2 results to be significantly increased for disadvantaged pupils and % of pupils at ARE</p>
	<p>Targeted phonics intervention within EYFS/Y1</p>	<p>£2000</p>	<p>SAS to lead on raising standards</p> <p>SAS to coach teachers in the delivery of phonics</p> <p>Purchase of Play Bag/Real Book resources</p>	<p>Phonics results to be significantly increased for disadvantaged pupils.</p>

	Specific Allocation	Amount	Actions	Impact
To ensure that Pupil Premium are equipped with transferable learning skills to raise aspirations	Forest School	£32 267	All children benefit from opportunity to learn outdoors. PG to oversee and ensure that the curriculum is designed to foster transferable learning skills	All pupils in Years 1-6 have accessed a programme of Forest Schools
	School Counsellor	£7506	Identification of pupils who will benefit from individualised support. Targeted pupils have weekly sessions. Progress reviewed 4 weekly.	Environmental Factors do not pose a barrier to learning.
	Learning Mentor	£18 515	Identification of pupils who will benefit from group support. Delivery pf social group interventions throughout all Key Stages	Improvement noted in children's collaborative and communication skills.
	Alternative lunch time provision	£930	Identification of pupils who will benefit from structured support during lunch time. Delivery of daily sessions promoting transferable learning kills alongside posiive behaviour management.	Reduction in incidents during unstructured times.

	Resources	£500	Purchase of resources to support the above programmes.	
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Cultural and Experiential	Dance Coaches	£27 100	Disadvantaged pupils to have the opportunity to participate in a dance show for a range of audiences.	Disadvantaged pupils to further develop a variety of skills in dance.
	Educational Visits	£3000	Disadvantaged pupils to have the opportunity to anticipate in a variety of the trips linked to the curriculum, including residential visits in Year 5/6.	Disadvantaged pupils to have access to a full range of activities.
	Lantern Parade	£1500	Disadvantaged pupils to work with a resident artist to create a lantern. Community event to be held to celebrate success and promote community cohesion.	High participation of disadvantaged pupils in the lantern parade.
	Literacy Resources	£3000	Resources to be purchased to support the curriculum and in particular Power of Reading.	Disadvantaged pupils more engaged in reading.
	Christmas Markets	£500	Community event to be held to celebrate success and promote community cohesion.	
	Rocket Cars		Year 6 STEM event providing opportunity for children to apply skills in a wider context.	Links to maths and writing, leading to rise in pupil attainment.

	Movie Project			
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