

Pupil premium grant expenditure: Report to parents: 2016/17

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	141
Total number of pupils eligible for PPG	LAC 2 15 FSM 6
Amount of PPG received per pupil	FSM - £1320 LAC - £1900 - £100
Total amount of PPG received	£23,400

Previous performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)		
YEAR 2 2017 SATs	YEAR GROUP	Pupil Premium
% of all pupils reaching ARE in Reading	72%	None
% of all pupils reaching ARE in Writing	72%	None
% of all pupils reaching ARE in Maths	78%	None
% of all pupils making expected or good progress in Reading	82%	None
% of all pupils making expected or good progress in Writing	88%	None
% of all pupils making expected or good progress in Maths	88%	None

YEAR 6 2016 SATs	YEAR GROUP	Pupil Premium
% of all pupils reaching ARE in Reading	74%	67% (2 out of three pupils)
% of all pupils reaching ARE in writing	83%	67%
% of all pupils making ARE in maths	70%	67%
% of all pupils making expected or good progress in Reading	95%	67%
% of all pupils making expected or good progress in Writing	100%	100%
% of all pupils making expected or good progress in Maths	87%	67%

OTHER YEAR GROUPS (2016)	Years 1,3,4,5	Pupil Premium
% of all pupils reaching ARE in Reading	75%	36%
% of all pupils reaching ARE in writing	61%	29%
% of all pupils making ARE in maths	76%	47%
% of all pupils making good or expected progress in Reading	73%	53%
% of all pupils making good or expected progress in writing	67%	72%
% of all pupils making good or expected progress in maths	79%	72%

Summary of PPG spending 2016/2017

Objectives in spending PPG:

- To equalize opportunities for children on Pupil Premium.
- To narrow the gap in performance between Pupil Premium children and other pupils.
- To raise standards in writing
- To support enrichment opportunities for Pupil Premium children.
- To build self-esteem and confidence
- To expand horizons

Summary of spending and actions taken:

The school buys into the Early Intervention Service from WES and this gives us invaluable specialist support.

- 1:1 sessions – TA costs
- Small group work – TA costs
- Early intervention strategies - WES
- Dyslexia Screening programme
- Staff training for phonics and effective interventions/ Supply cover for courses
- Social skills groups
- Leadership explored – raising self-esteem and resilience
- Upbeat music
- Attachment training for all staff
- Circle of Adults – support group

A more detailed breakdown of this spending is presented to governors and is available on request.

EVALUATION

1:1 sessions on specific maths and reading programmes along with the small group work have helped to raise levels of confidence and ensured that the data shows these children are now closing the gap towards Age Related Expectations. Children working on Precision Teaching have shown accelerated progress in TA data.

The Upbeat Music project has again been successful with approximately 40% of PP pupils now accessing music lessons or the school choir who participated in Young voices at the Genting Arena in Birmingham.

Training for the new curriculum – especially the phonics, writing and new reasoning and problem-solving aspect of the maths curriculum- has now been extended to all TAs. A TA questionnaire carried out by the SENCO reflects their rise in confidence and knowledge. Pupil conferencing also provided evidence that the children found these sessions supportive and they felt that they could see the improvement in their books. Book trawls support this.

Support from EIS and the introduction of the dyslexia screening now allows us to target support much earlier that is specific and appropriate. As a result children needing specific interventions are receiving that support in a more timely fashion and teachers can adapt their teaching in class to support the child's specific needs.

The Leadership explored programme targeted children in Reception and Year 6 helping them to deal with relationships and decision making in the class. Two of the Year 6 FSM 6 became playground leaders following the input. Behaviour logs in Reception decreased significantly after their sessions in the summer.

Writing and phonics still need to be closely monitored. Although the number of Pupil Premium children achieving ARE is close to floor standards in Reading and Maths and some are achieving greater depth learning in these subjects, no children are achieving greater depth learning in writing.

Priorities for next year: 2017-2018

These are based on in school tracking systems, recent inspections and school development plan priorities

- CPD for staff in implementing and monitoring programmes to support Emotional, Health and Well being
- Guru You – performance coaching to support PP pupils approaching transition
- IASEND to help show progress for those working below ARE (age related expectations)
- Training for Teaching Assistants – bar modelling
- Booster classes throughout the school for mental maths skills – possible purchase of an online scheme to support at home
- Investigate activities that raise aspirations – inspirational speakers
- 1:1 and small group support for basic literacy and maths
- Management release time to monitor Handwriting scheme and Read, Write inc phonics scheme
- Management release time for Pupil Premium lead teacher
- Offer subsidies to PP children who wish to learn an instrument or attend the residential trip