

Pupil Premium

Pupil Premium Strategy

Background

The Government allocates Pupil Premium funding to schools, for children who are entitled to free school meals (FSM). The purpose of the funding is to raise the attainment of FSM students and help to diminish the difference in attainment between FSM and non-free school meal students nationally. From September 2014, these pupils became known as disadvantaged pupils.

Pupils who have been eligible for free school meals at any point in the last 6 years qualify for Pupil Premium. From September 2016, these pupils are known as Disadvantaged – FSM6.

A premium has also been introduced for children whose parents are currently serving in the armed forces.

There are currently 23 (5.4%) students registered as having been entitled to FSM within the last 6 years. The number of pupils and Pupil Premium grant received for the current and previous academic year are noted below:

Summary of the number of pupils and pupil premium grant (PPG) received	2016-2017	2015-2016
Total number of pupils on roll	423	420
Total number of pupils eligible for the PPG	23	29
Amount of PPG received per pupil	£1320	£1320
Total amount of PPG received	£30360	£38280
Total cost spent (budgeted)	£30360	£38280

Objectives in spending Pupil Premium Grant

The focus on expenditure for the Pupil Premium Grant is related to each individual child's performance and needs in order to diminish the difference. However, support is not simply directed towards these pupil's academic intervention, it includes provision to build pupil's self-esteem and confidence. Currently, the main barriers that are faced by eligible pupils are social and emotional concerns (40%), Reading (28%), SEN (20%) and attendance (16%).

Barriers to learning and achievement our Pupil Premium pupils face:

- 20% of our Pupil Premium children are also on our special educational needs register. Their needs are well catered for and impact of support is closely monitored by the SENCo team.
- Although not on the SEN register, some of our Pupil Premium children enter Reception below average in reading, writing and maths.
- 40% require social and emotional support to be able to fully access the curriculum. Some of our pupils have demonstrated low self-esteem and limited aspirations resulting in a lack of knowledge of opportunities available later in life.
- Most of the pupils are unable to access clubs which enable them to pursue interests.
- For a few children (16%), attendance has been a barrier.

Allocation of funding in 2015-2016

The funding allocated for 2015-2016 was: **£38280**

How the allocation of the funding was used:

Following analysis of the attainment of pupils who are entitled to receive Pupil Premium, the specific areas of need were identified. As a result the Pupil Premium funding was allocated as follows:

- **Dedicated Teaching Assistant support for eligible pupils:**

We continued to deploy an additional teaching assistant across the school in the mornings to support in classes with eligible pupils. Our objective was to allow the extra support to be given to pupils within the lessons either by the teacher or teaching assistant at the earliest possible time.

Cost **£17011**

- **Teaching Assistant support for Social and Emotional work – Nurture groups:**

We deployed a Teaching Assistant to work with children during lunchtimes and curriculum time in supporting their social and emotional needs. Nurture groups were set up to help develop their self-esteem, confidence and social needs.

Cost **£5789**

○ **Teacher time to support eligible pupils:**

An additional teacher was available to support in year groups that would allow smaller groups and more focused and specific learning – aimed especially at the more able.

Cost **£9773**

○ **Contribution towards the cost of Reading Recovery:**

The school employs a Reading Recovery teacher to deliver a 1:1 intervention programme daily to accelerate progress in Key Stage 1.

Cost **£3707**

○ **To enable full access to extra-curricular and residential/educational visits:**

Subsidised support for school trips, peripatetic music/drama lessons and access to extra-curricular activities.

Cost **£2000**

Impact of strategies on performance of Pupil Premium Pupils

Key Stage 1 phonics

- 100% (70% Nat) of disadvantaged pupils achieved the phonics score by the end of year 1.
- 100% (86% Nat) of disadvantaged pupils achieved the phonics score by the end of year 2.

Key Stage 1 SATs

In 2015/2016 four pupils were eligible for pupil premium who undertook KS1 SATs.

- In **reading** 50% of children (2 out of 4) achieved the expected standard compared to 90% of other pupils in our school and 74% of all pupils nationally.
- In **writing** 25% of children (1 out of 4) achieved the expected standard compared to 83% of other pupils in our school 65% of all pupils nationally.
- In **maths** 75% of children (3 out of 4) achieved the expected standard compared to 85% of other pupils in our school and 73% of all pupils nationally.

Key Stage 2 SATs

In 2015/16 four pupils were eligible for Pupil Premium funding.

In 2016 schools were considered above floor standards if more than 65% of pupils achieved the national expected standard in reading, writing and mathematics or pupils made sufficient

progress across all of reading, writing and mathematics. The precise level of 'sufficient progress' was calculated using a value-added measure from KS1 to KS2. It is based on value added in each of reading, writing and maths compared with the scores of pupils with the same Key Stage 1 results.

25% of our FSM6 (1 of 4 pupils) achieved the expected standard in reading, writing and maths, compared to 78% of other pupils in our school and 53% of pupils nationally.

Specifically:

- **Reading** – 25% (1 out of 4) of our pupils eligible for free school meals achieved the expected standard (compared to 88% of other pupils in our school, and 66% of all pupils nationally). 25% achieved a high standard (compared to 48% of other pupils in our school and 19% of all pupils nationally). The average scaled score was 100.3 (compared to 107.9 of other pupils in our school and 102.6 nationally).
- **Writing** – 50% (2 pupils) of our pupils eligible for free school meals achieved the expected standard (compared to 87% of other pupils in our school and 74% of all pupils nationally).
- **Grammar, Punctuation and Spellings** – 50% (2 out of 4) of our pupils eligible for free school meals achieved the expected standard (compared to 87% of other pupils and 72% of all pupils nationally). 33% achieved a high standard (compared to 30% of all pupils in school and 22% of pupils nationally). The average scaled score was 99.3 (compared to 107.4 of other pupils in our school and 104.0 of all pupils nationally).
- **Maths** – 25% (1 out of 4) of our pupils eligible for free school meals achieved the expected standard (compared to 92% of other pupils in our school, and 70% of all other pupils nationally). 25% achieved a high standard (compared to 35% of other pupils in our school and 17% of all other pupils nationally). The average scaled score was 96.0 (compared to 106.8 of other pupils in our school and 103.0 of all pupils nationally).

Impact of Reading Recovery – the training delivered by the Teacher has been highly effective which is evidenced by the progress that eligible pupils make, both within year 1 and then subsequently as they move through the school. In Year 1 and 2 the Pupil Premium children that also received early Reading Recovery intervention successfully passed their Phonics screening test. Our success with Reading across the school continues to attract visitors from other schools to learn from this strategy.

Impact of class intervention – the use of an extra adult support has enabled staff to intervene early in lessons, help catch up children who have arrived late, enable pre-tutoring for the next day and do same day interventions where children have not understood a concept. The impact can be evidenced across the school by the progress children have made from their starting points. This has been particularly successful in supporting the more able.

Impact of Nurture Groups – the use of adults and a dedicated space has enabled us to run nurture groups that have had a positive impact on the children’s self-esteem and confidence. Analysis of data evidences that teachers can see the difference in the children and the impact it is having on their learning.

Impact of Attendance Officer Support – the purchase of Walsall Educational Welfare Support has seen the attendance of our more disadvantaged pupils increase over the 12 month period.

Allocation of funding for 2016/2017

The funding allocated for 2016/2017 is: **£30360**

Account is taken of the barriers to learning when dealing on how to best use the Pupil Premium Funding to support pupils. As a result, the funding will be used in the following ways:

- Focused, short, sharp intervention – to diminish the difference of focus pupils and address needs as identified in data and discussed in half termly pupil progress meetings.
- 30 minutes 1 to 1 daily Reading Recovery Programme for 8 weeks – to develop pupil’s phonics and reading comprehension. Focus pupils are identified from pupil progress meetings and termly data. These pupils are then assessed and tracked through the programme.
- Nurture groups to run in the afternoons for identified children – this will also involve children who are not pupil premium.
- Daily rapid intervention picking up on misconceptions from the lesson in the morning.
- Resources for Pupil Premium children to support with developing reading, writing, maths and SPaG skills.
- Extra teacher support in identified year groups that allows targeted and focused teaching to speed progress.
- Enabling access to a wider and broader curriculum through payment for educational visits, extra-curricular activities and music/drama tuition.

Monitoring of Progress

- Regular evaluations and modifications to interventions implemented if impact not evident after 4 weeks.
- Close monitoring of pupil's progress by class teacher and Phase Leader. Reviewed by Deputy Head Teacher in half termly pupil progress meetings.

Review of the Pupil Premium Strategy and Funding

The impact of the above will be measured by a regular review of data, books and class monitoring by the Leadership Team. A half termly report is presented to the Curriculum Committee for discussion. This is then reviewed at the Governing Body interim meetings.

This summary statement is updated annually and the next date for renewal is September 2017.