

PUPIL PREMIUM STATEMENT

Purpose

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The government believes that head teachers and school leaders should decide how to use the pupil premium. They are held accountable for the decisions they make through:

- the performance tables which show the performance of disadvantaged pupils compared with their peers
- the Ofsted inspection framework, under which inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium
- the reports for parents that schools have to publish online

The school tracks the progress of all pupils and analyses the data to close the gap between the achievement of Pupils eligible for Pupil Premium and those nationally not eligible for Pupil premium .

Some of the barriers to learning among the children eligible for Pupil Premium are as follows:

Poor Speaking and listening skills

Exposure to domestic violence

Poor attendance

Emotional and Social difficulties

Social care involvement,

Poor cognitive ability or More Able, requiring support to make accelerated progress

ASD, LAC, Special Guardianship, Adopted

Possible attachment issues

Health problems for child and/or for family members

In 2017-18 we received £45,152.11

There are small numbers of pupils in every class who may have a range of barriers to learning so pupil premium is allocated across all year groups. Funding has been spent in the in the following ways:

- Maintaining small teacher/pupil ratios to enable targeted support particularly in mixed age classes.
- Maintaining Classroom Assistant hours to enable targeted support for pupil premium children in all classes
- Classroom Assistant small group intervention sessions and nurture sessions
- Learning conversations and focused pupil feedback
- Booster Sessions- Teacher led
- ICT resources
- Curriculum resources
- Music, Art, Sport & ICT practitioners

PUPIL PREMIUM ALLOCATION 2017-2018 £48,152.11

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<p>Leadership</p> <p>Release time for Pupil Premium Champion to analyse data and meet with teachers, support staff and pupils. Release time for learning conversations</p> <p>Governor appointed to monitor attendance, particularly for pupils supported by pupil premium</p> <p>Purchase resources to engage</p>	<p>Release time for Pupil Champion to track pupils and support both teaching and CSAs in meeting the needs of identified pupils</p> <p>Release time for learning conversations to support pupils' target setting.</p> <p>Governor to meet with HT termly to review attendance and progress for pupils with below 95% attendance. Governor to be involved in rewards for good and improved attendance</p> <p>NFER tests ,York Reading assessments,</p>	<p>Progress maintained for children supported by pupil premium. Increased confidence for CSAs</p> <p>Improved pupil understanding of learning targets and improvement in pupils understanding of learning targets.</p> <p>Improved attendance for children supported by pupil premium. Progress maintained for all pupils</p> <p>More accurate picture of progress. In</p>



<p>children & support evidence of small steps of progress</p> <p>Teaching Staff Maintain quality first teaching for pupils in mixed age class through positive teacher /child ratios.</p> <p>Increased teacher led interventions both one to one, group and in Y6</p> <p>Support Staff CSAs deployed to maximise support for pupils supported by pupil premium</p> <p>CSAs deployed to deliver targeted intervention groups and Nurture groups. Training for CSAs in precision teaching</p>	<p>Sandwell Maths all purchased and time allocated for Teacher/TA to implement and for & QLA analysis</p> <p>Separate Literacy and Numeracy for Y5/6 enabling focused in class guided support.</p> <p>Re deployment of existing teacher to support individuals, groups and work alongside Y6 teacher</p> <p>Flexibility in enabling in class support for both more and less able pupils supported by pupil premium</p> <p>Intervention provided valuable support, enabling pupils to catch up and supporting emotional/social needs for children supported by pupil premium. Precision teaching for pupils with significant delay and for pupils with gaps</p>	<p>depth analysis of gaps leading to more targeted planning for improvement. Some question mark over variance in KS1 results in Maths but now there are NFER tests for Y1 Make sure that age standardised score is recorded for accurate picture of progress.</p> <p>Good progress maintained in both year groups. Next year the school will move to single year groups. Extra teaching staff will facilitate this.</p> <p>Good progress for pupil premium children with children of all abilities achieving well relative to their starting points. This will be maintained in coming year with extra teaching staff</p> <p>Good progress for pupil premium children with both more able and less able children attaining well in line with their abilities. This strategy will continue</p> <p>Good progress for pupils supported by pupil premium accessing interventions. Precision teaching particularly successful in facilitating increased progress and consolidation of learning in class. Nurture groups responded well to individual children's</p>
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Curriculum Enrichment

Sport, MFL, Violins, ICT including Support and resources Provision of opportunities for participating in enrichment activities.

Access to before and after school group Provision of opportunities for participating in enrichment activities.
Access to before and after school group and lunchtime groups

Pupils enjoyed activities and there was an increase in confidence. Provided platform for development of creative and other skills. ICT developed skills for all children supported by pupil premium giving them access to high quality ICT resources. Facilitated challenge for more able children. Increased participation for pupil premium children Improved attendance and punctuality. Increased participation in extracurricular activities
Increased participation Children who are supported by pupil premium given opportunity to take part in groups both during and outside of school day.

needs. This strategy will continue.

Children maintained good progress and feedback is positive. This strategy will continue

Good outcomes for a group of individual pupils. All pupils making good progress. This support will continue

Increased participation in extra-curricular activities Good outcomes for targeted pupils. Enjoyment and participation.

Action plan for 2018 - 2019 PUPIL PREMIUM ALLOCATION £47,750

Key Objective	Activity	Resources	Success Criteria
<p>Leadership Release time for Pupil Premium Champion to analyse data and meet with teachers, support staff and pupils. Release time for learning conversations</p>	<p>Release time for Pupil Champion to track pupils and support both teaching and CSAs in meeting the needs of identified pupils Release time for learning conversations to support pupils' target setting and self-review skills.</p>	<p>Part time teacher 0.1 x M6 & on costs (£4,200)</p>	<p>Progress maintained for children supported by pupil premium. Increased confidence for CSAs Improved pupil understanding of learning targets and improvement in pupils' ability to self-review.</p>
<p>Governor appointed to monitor attendance, particularly for pupils supported by pupil premium</p>	<p>Governor to meet with HT termly to review attendance and progress for pupils with below 95% attendance. Governor to be involved in rewards for good and improved attendance</p>	<p>Costs of rewards - £60 Staff costs absorbed within the school budget</p>	<p>Good progress maintained in both year groups.</p>
<p>To improve attendance for pupils falling below 95%</p>	<p>EWO service purchased to provide support for specific pupils with attendance issues. Attendance surgeries and home visits.</p>	<p>Additional hours £189 & Ginger Bear @ £250</p>	<p>Improved levels of attendance overall and for target pupils Support for friendship issues caused by repeated absence.</p>
<p>Teaching Staff Maintain quality first teaching for pupils in mixed age class through positive teacher /child ratios.</p>	<p>Full time teacher engaged to teach all classes in single age year groups enabling focused in class guided support.</p>	<p>Full time NQT + on costs £28,748 @0.5 £14,374</p>	<p>Good progress for pupil premium children with children of all abilities achieving well relative to their starting points.</p>



<p>Increased teacher led interventions both one to one and group</p> <p>Support Staff CSAs deployed to maximise support for pupils supported by pupil premium</p> <p>CSAs deployed to deliver targeted intervention groups and Nurture groups and precision teaching New TA with nurture experience appointed.</p> <p>Curriculum Enrichment ICT including Support and resources and support for funding before/after school activities.</p>	<p>Re deployment of existing teacher to support individuals, groups and work alongside teachers</p> <p>Flexibility in enabling in class support for both more and less able pupils supported by pupil premium</p> <p>Interventions timetabled to support pupils to catch up and to support emotional/social needs for pupil premium children. Precision teaching for pupils with gaps and other additional needs. Nurture groups accessed as needed.</p> <p>Activities in different curriculum areas led internally. Sharing of skills across classes. ICT investment in more resources to encourage independence. Opportunities to access ICT online maths and literacy after school and at lunchtimes.</p>	<p>Part time teacher & 0.3 x M6 (£12,600) + resources</p> <p>Teaching time & resources 1 x 30 hrs £18,266</p> <p>Support staff time and resources 35 hours (£26,544)</p> <p>ICT - £1,000 Violins £900</p> <p>TOTAL - £78,383</p>	<p>Good progress for pupil premium children with children of all abilities achieving well relative to their starting points</p> <p>Good progress for pupils supported by pupil premium accessing interventions. Precision teaching successful in facilitating increased progress and consolidation of learning.</p> <p>Nurture groups responding to individual children's needs.</p> <p>Children maintaining good progress and feedback and participation is positive</p>
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IMPACT

The inspection dashboard for 2017 indicates no weaknesses for disadvantaged pupils.

Across the school the majority of pupils for whom pupil premium is allocated (disadvantaged pupils) are making progress similar to that of other pupils in the school who are non-disadvantaged. As a result of good support the progress and attainment of these pupils reflects their abilities. There are only small numbers of FSM children in each cohort so the data is variable which makes it difficult to draw conclusions about individual years or classes. We are careful to ensure that all year groups benefit from support funded by pupil premium. We track pupil premium children separately and discuss them at termly pupil progress meetings. Similarly, interventions are monitored carefully and analysed for impact.

Statutory Assessments - How well are vulnerable groups performing?

Expected +	NON PUPIL PREMIUM	PUPIL PREMIUM
EYFS	12/15	1/4
Phonics	17/21	2/6
READING KS1	16/24	3/4
WRITING KS1	15/24	3/4
MATHS KS1	21/24	3/4
READING KS2	10/11	3/3
WRITING KS2	10/11	3/3
MATHS KS2	9/11	2/3

In school data

Disadvantaged	Reading	Writing	Maths
Y 3 @ 5 pupils (Current Y4)	2/5	2/5	2/5
Y4 @ 7 pupils (Current Y5)	5/7	5/7	5/7
Y 5 @ 5 pupils (Current Y6)	1/5	1/5	2/5

In school data shows a number of high attaining FSM children. These are being challenged in class as the extra capacity has allowed us to have a good pupil/adult ration across the school. We also use ICT such as ipads and software to support this.

Attendance

There's no national data for 2017/18 yet. Attendance levels have recovered from the exceptionally poor data in 2015/16 but there is still an issue with poor attendance for FSM & Girls and holidays during term time. We continue to take the following actions in line with our policy on absence during term time:

- We issue regular reminder letters about below expected attendance
- We don't authorise family holidays and we refer to the LA for a penalty notice
- We issue letters where children are rumoured to be on holiday, but are reported as sick
- We ask for medical evidence for absences at the start of term or where siblings are off at the same time.
- We will be running spot on weeks for full attendance and punctuality

See analysis below.

	Less than 90%	90- 94.4%	More than 94.5 /95%
157	13/157 = 8%	38/157 = 24%	106/157 = 68 %
FSM/LAC etc.	12/13	11/38	14 @ FSM
SEND	3/13	6/38	19 @ SEND
Family holiday	5/13	24/38	No data