

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 not eligible.

In 2016-17 we received £45,035.00

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
- Drama, Music, Sport & MFL & ICT practitioners

PUPIL PREMIUM ALLOCATION 2016-2017 £42,516.00 (29 pupils)

Key priorities to date:	Key achievements/What worked well:	Key Learning/What will change next year:
<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>Governor appointed to monitor attendance, particularly for pupils supported by pupil premium</p> <p>Purchase resources to engage 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>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.</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>Purchase NFER tests, York Reading assessments, Sandwell Maths Allocate Teacher/TA time for these assessments to take place & QLA</p> <p>Separate Literacy and Numeracy for Y4/5 enabling focused in class guided support.</p> <p>Re deployment of existing teacher to support individuals, groups and work alongside Y6 teacher</p>	<p>Progress maintained for children supported by pupil premium. Increased confidence for CSAs 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 depth analysis of gaps leading to more targeted planning for improvement.</p> <p>Good progress maintained in both year groups. This strategy will continue next year.</p> <p>Good progress for pupil premium children with children of all abilities achieving well relative to their starting points.</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>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>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 needs. This strategy will continue.</p>
<p>Curriculum Enrichment Sport, MFL, Drama, Violins, ICT including Support and resources Provision of opportunities for participating in enrichment activities.</p>	<p>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 extra curricular activities</p>	<p>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</p>
<p>Access to before and after school group Provision of opportunities for participating</p>	<p>Increased participation Children who are supported by pupil premium given opportunity to take part in groups both during and outside</p>	<p>Increased participation in extra curricular activities Good outcomes for targeted pupils. Enjoyment and participation.</p>

<p>in enrichment activities. Access to before and after school group and lunchtime groups</p>	<p>of school day.</p>	
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Action plan for 2017 - 2018 PUPIL PREMIUM ALLOCATION £48,152

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 (£4,058)</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</p>	<p>Improved levels of attendance overall and for target pupils</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 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</p> <p>Curriculum Enrichment ICT including Support and resources</p>	<p>Part time teacher retained to teach 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 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>Use of teaching time to release staff 0.6 x M4 (£20,715)</p> <p>Part time teacher & 0.3 x M6 (£17,484) + classroom resources</p> <p>Teaching time & resources 1 x 30 hrs £18,266</p> <p>Support staff time and resources 10 hours £6,375</p> <p>ICT - £3,000 Violins £900</p> <p>TOTAL - £71,047</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 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. 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. The inspection dashboard for 2017 shows there are no weaknesses in progress for disadvantaged children

Statutory Assessments - How well are vulnerable groups performing?

Expected +	NON PUPIL PREMIUM	PUPIL PREMIUM
EYFS	15/20	2/5
Phonics	12/23	2/3
READING	14/19	1/7
WRITING	14/19	2/7
MATHS	14/19	3/7
READING	8/11	3/4
WRITING	9/11	3/4
MATHS	8/11	3/4

The inspection dashboard compares attainment for disadvantaged pupils against the attainment of non-disadvantaged pupils nationally. In KS2 2016-17 disadvantaged pupils performed as well as non-disadvantaged nationally in Reading Writing and Maths. In KS1 disadvantaged pupils performed worse than non-disadvantaged pupils by a margin of 4 in Reading, by a margin of 3 in Writing, and by a margin of 1 pupil in Maths. This is a cohort specific issue which is well known to the school and interventions are in place. In phonics disadvantaged pupils performed as well as non-disadvantaged pupils nationally and in EYFS disadvantaged pupils performed worse than non-disadvantaged pupils nationally by a margin of 1 pupil. Across all pupils we aim to increase attainment at higher levels. 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 2 adults supporting in each year group in the mornings. We also use ICT such as ipads and software to support this.

Attendance

	2015-2016	2016-2017	2016-17 PA (10% absence or more)		National
Overall attendance above 95%	61%	71% (105/147)	Overall attendance below 90%	13/147 8.8% 7/147 4.76%	8.8%
% of FSM pupils below/above 95% -	66% (21/32)	41% (11/27) below (16/27 59% above)	% of FSM pupils below 90% -	9/30 30% 2/27 7.7%	15%
% on Non FSM pupils below 95%	32% (35/110)	27% (32/120)below	% on Non FSM pupils below 90%	5/27 4.2%	6.2%

Pupils who left during 2016-17 are included in the data. The PA figure is 13/147 = 8.8% which is similar to the national figure. It is a significant improvement on the 2015-16 school figure of 17.6%. If pupils who have left the school are excluded from the calculation, the figure is 4.76%. The majority of pupils who have left are girls who are eligible for FSM which "skews" the data. Overall there is an improvement in the PA data which will be more apparent by the end of 2017/18.