

## Pupil Premium Report Academic year 2016/17

13 pupils in total were eligible: **£16900** (Although funding for 2 Foundation Stage children will not be in the budget until April 2018).

This budget has been used to:

- Maintain small class sizes (average 18 pupils across the school).
- Training of support staff.
- Provision of Emotional Well-being Lead.
- Time dedicated for a member of staff to be a Pupil Premium Champion.
- Access to Breakfast and After School clubs for children who will benefit from this provision.
- Commissioned Speech and Language Therapist (SALT) visits fortnightly.
- Trained Teaching Assistant to delivery follow up SALT intervention.
- Specialist clubs and access outside of school day e.g. Drama productions in the holidays with financial support.
- Drama Club in school.
- School Uniform and shoes.
- School and Residential financial support on request.

### **Data/Assessment for PP Pupils 2016-17**

*All of our PP data will be suppressed in national data as cohorts are too small to be statistically significant and this has the potential to identify individual pupils.*

*However, we still track, evaluate and monitor impact of the expenditure. This information is reported to governors and is still anonymous. Individual parents of Pupil Premium pupils can have access to this data and this can be compared to the average non- pupil premium pupils' data on request. Progress is shared termly through the whole school methods of reports and the final end of term attainment reports.*

Where the data will **not** identify individual pupils we have inserted this e.g. We can inform you of the Phonics Test **Year 1** – as all pupils passed the test and of these 10% were Pupil Premium pupils.

School = **100%**. Local Authority Average **82%** National Average: **77%**

**Year 2:** 0 PP Pupils.

**Year 3**

In reading and mathematics PP pupils did as well and in reading exceeded the non- pupil premium average. In writing we have not diminished the gap for all pupil premium pupils.

**Year 4 26% of the cohort were Pupil Premium.**

Subject	PP Met or Exceeded	Non PP	Local Authority Average	In school Gap
Reading	100%	100%	82%	None
Writing	100%	95%	72%	No Gap +5
Maths	80%	95%	76%	Small gap of -15

Through wise use of this additional funding, the school continues to be fully committed to ensuring that the individual needs of each entitled pupil are met. As a result of the additional funding, these pupils will make better progress and achieve higher standards thus diminishing the gap. Some of the ways in which the success and progress of these learners has been successful is an outcome of the focus on:

**Quality first teaching**

Class teachers have the responsibility to know which of their pupils are entitled to Pupil Premium funding and monitor their progress as a discrete group. Lessons are planned to take into account the likely gap in attainment between a pupil in receipt of PP funding and other pupils of similar ability. Intervention is targeted within the classroom and if necessary provision, which is additional, is discussed at Pupil Progress meetings termly which is directly with the Pupil Premium Champion. Class sizes have been kept to a maximum 25 (average 18) and single year groups throughout.

**Adapting to challenging circumstances**

The school despite challenging circumstances this academic year have recruited good quality interim teachers as it has not been possible to recruit permanent teachers because Long Term Absence (LTA) does not allow this post to be advertised beyond interim. Staff on LTA were not in year groups that data is collected from nationally and locally. We have maintained a workforce of increasingly well trained support staff despite the challenges of budget and LTA.

**All staff have clear direction and focus on PP Pupils**

All staff appraisal is linked to the performance of groups of learners to include PP children.

## **Funding beyond the classroom**

Pupil Premium funding has been used to enable PP pupils to participate in non-classroom based activities such as trips or sport. On an individual basis, consideration is taken to fund out of school activities such as swimming, or the costs associated with belonging to a group such as the Brownies. If by being enabled to fully participate in these extra-curricular activities a pupil's self-esteem is raised, it is likely their attitude to learning will also improve, which will contribute positively to their overall attainment and educational progress. The school monitors participation of this group of pupils in their out of classroom activities that we provide as a school e.g. drama- 'Wings' or Science clubs and regularly targeting families and pupils to join groups where we think it will benefit the child.

## **Continued use of PP and changes based on our outcomes**

- Support specifically to the whole family that is focussed on Early Help and Intervention via Emotional Well-being Lead. We note patterns of underperformance usually have a linked additional need at whole family level and has an effect on each sibling in the family.
- Specialist SEN in depth assessment is sought early where there are concerns. A child who is both PP and has SEN may need more specialist knowledge to plan in finer detail to close gaps
- Support specifically related to enhancing access to curriculum especially where we see evidence of talent or gaps that could be closed with additional funding. (e.g. Drama, Homework/ICT clubs).
- Activities / resources linked to boosting success in relation to assessments but not considered essential to courses. e.g. paying for online access to Apps or online approved learning activities.
- Opportunities / resources / materials designed to boost school engagement and general pastoral development in which the majority of a group or year level is participating. e.g. trips but also supporting concerns to improve attendance ( Breakfast club or after school clubs access) if this supports attendance and punctuality.
- Literacy & Numeracy support – basic 'core' skills. e.g. SALT intervention ( this also links to Early Intervention) utilise more Software, specific 6 week programmes of Teacher support sessions.
- Items of uniform to support students 'fitting in' and adhering to school regulations. e.g. PE kit
- Opportunities such as instrumental lessons to further develop participation in extra-curricular activities and help students thrive

- Despite having a guideline for expenditure, scenarios will continue to be considered on a case-by-case basis and decisions taken will focus on what is perceived to be the most appropriate action to support academic **and** pastoral development.
- Increased engagement with parents and more focussed case studies as an outcome from Pupil Progress meetings.