

## Review- Pupil Premium spending: Academic Year 2016 – 2017

**Context:** Schools receive a payment, or Pupil Premium, for disadvantaged children who are eligible for Free School Meals or have been eligible for Free School Meals within the last six years (FSM Ever 6). This payment has risen from £900 per pupil in 2013-2014, to £1,300 per pupil in 2014-2015 and currently stands at £1320 per pupil. Children who are looked after, or children from service personnel, are also allocated additional funding as part of Pupil Premium, but at present we do not have any children who meet this criteria. In addition Pupil Premium (Plus) funding is available to any child who has been in the care of the Local Authority or adopted from care. An annual payment of £1,900 per pupil is paid to the school for any eligible children who attend.

In 2016-2017, **£108,240** in total has been allocated to Wrotham Road Primary School for our disadvantaged pupils. This is based on 82 children of our pupils considered to be eligible for FSM & Ever 6 or Pupil Premium Plus. The main barrier for learning this year is Speech and language development, including the need to support children new to the country with EAL. The next pupil premium review will be held in March 2017.

DfE Guidance states: ***Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.***

Activities selected	Cost (£)	Nature of impact	Evaluation	Number of pupils
Teaching Assistants/behaviour support / Learning mentor (Support staff delivering one-to-one and small group support in maths and English.)	£7,500	Lower attainers make accelerated progress via targeted support.	Focus has been on greater depth in KS1 and KS2 outcomes. Especially in writing and maths. 1:1 support has proved to make accelerated progress in certain year groups e.g. Year 1 phonics screening	77
E-Learning intervention - Education City/Purple Mash (Resources have been acquired to allow personalised learning at school and at home).	£500	Up to date relevant resources enable a greater depth and understanding.	Dialogue with parents have concluded that e-learning does have an impact of supporting the children's learning at home. (Parents comments at Parents evening)	30
HLTA / SLT boosters (The 'Numbers Count' programme is aimed at tackling gaps in learning, as well as additional support to certain year groups through boosters).	£6,000	Lower attainers make accelerated progress via targeted support.	HLTA / PL interventions focused support has given the children the tools to enable them to work independently. This has made significant impact to focus children on the provision maps.	23
Speech and language (specialist teacher to assess and deliver speech and language interventions and phonics in KS1)	£6,000	Targeted intervention devised to support language development and support curriculum learning.	Speech and language specialist worked with targeted pupils across the school. Children removed from her list and new pupils added. SALT is also improving capacity to support pupils daily via classroom adults.	19
Speech and Language Link	£4000	Identify gaps in learning	Staff training targeted	19

		across the school and provide bespoke intervention material	pupils make rapid progress to close the large gap using targeted programme. This programme, which has been running for over a year, has been evaluated as making a impact across the school. Lead HLTA disseminates the additional training across the school. This is also utilised by SALT.	
Extended schools bursary (trips)	£10,000	All children are able to participate in wider curriculum learning and develop own breadth of experience.	PP children were able to attend extra curriculum activities that they would not have the opportunity to attend. E.g. Residential	<b>13</b>
Bilingual support and 1:1 and small group therapeutic support	£10,000	Meets individual needs of our pupils.	Progress clearly seen through dialogue with the parents and class teachers. Focus on self-esteem and supportive provision. See provision map evaluation	<b>18</b>
Numicon intervention – Across KS1 and KS2	£1,500	Lower attainers make accelerated progress via targeted support. VAK learning opportunities.	Numicon programme fully implemented across the school- This can be seen in books, displays and even talking to the children to help their understanding of maths. (Pupil Voice)	<b>56</b>
Additional teachers in Years 1,2,3,4,6 *	£50,000	Structured conversations create greater understanding of needs of identified children. Planned interventions.	Termly meetings have been held targeted parents to help engage learning at home. 1: 1 intervention carried out by PL and 1:1 additional support teachers	<b>62</b>
1:1 hot readers	£5,000	Targets lower ach readers to accelerate progress.	This has been achieved and is on-going in every class- Evidence in the provision maps	<b>24</b>
1:1 TA for SEN support in Reception and Year 1	£5,000	Support with targeted children including SALT programmes.	Additional adults employed to support 1:1 -focus pupils. This will be on-going until new school placement is available.	<b>3</b>
ACTT small group	£4,500	Targeted programmes to support emotional needs of pupils .	Targeted pupils received weekly interventions and most have been removed since Sept- New children have been added.	<b>11</b>
Breakfast and afterschool club provision (A	£3,000	All children are able to	Targeted children have	<b>9</b>

number of PP and non PP pupils have their fees waived in order to promote a positive, healthy start to the day. Pupil Premium pupils are supported when there is most need for them to participate in the wider, extra-curricular activities).		participate in wider curriculum learning and develop own breadth of experience.	benefited from the breakfast and afterschool club due to financial difficulty.	
CAT Test and Assessments Puma and Pira (Identifies styles of learning, identifies low and high achievers, supports monitoring of progress and standards, provides an additional measure to triangulate teacher judgements and provides an indicator of outcomes at the end of KS2).	£500	Targeted intervention devised to support curriculum learning.	Gap analysis carried out across the school to inform interventions needed to drive progress. Evidence Provision Maps	<b>52</b>
Ed Psychologist	£3000	To support teachers in identifying and overcoming barriers of targeted pupils.	Drop in sessions carried out for all staff additional CPD provided as well as targeted support for identified children. HNF and EHC impact	<b>All Staff</b> <b>6 targeted children</b>
Total	<b>£116,500</b>			

\*Quality First Teaching, which impacts on the progress of pupils, by employing additional practitioners in years 1,2, 3,4 and 6. The impact of this ensures that the children have highly focused objective led learning, high demands of pupil involvement and engagement with their learning, high levels of interaction, an appropriate use of teacher questioning, modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups and a professional, skilled expectation that pupil will accept responsibility for their own learning and work independently

<b>Measuring the impact of PPG spending 2016-2017</b>
A team of teachers and teaching assistants work together to provide support and monitor impact for the children eligible for the Pupil Premium Grant. Activities, provision and intervention is planned for and evaluated by these staff, who monitor the children's progress in regular meeting with the SLT and phase leaders. The progress of pupils eligible for PPG is tracked and measured through our whole school data tracking system and then in 'pupil progress meetings', areas across the curriculum are identified where there may be a need for additional support or interventions to ensure that pupils make at least expected progress.

### **What are the specific needs of the most disadvantaged children?**

- Poor attendance
- Lack of wider world experiences
- Difficulties in communication- speech and language problems
- Lack of confidence to take risk within learning
- Lack of educational aspiration within the most disadvantaged children.

### **What are the next steps in ensuring the most effective outcomes for these disadvantaged pupils in 2017?**

- Additional family Support by the FLO
- Learning mentor to work closely with targeted pupils
- SEASS to address attendance issues
- Growth Mindset training for all staff to embed in the pupils that they are capable of achieving anything
- More PP children to engage with extra curricular activities
- Speech and language issues are picked up in ASAP especially in Reception and programmes initiated
- Greater depth drive in all year groups to ensure those eligible for PP continue to make good progress from their starting point.

-Children that start low at the beginning of the year make accelerated progress to bring them to the level at which they should be working.

**Data- July 2016 KS1**

Reading

Expected	72.4%
FSM	50%
Greater depth	20.7%
FSM	10%

Writing

Expected	65.5%
FSM	50%
Greater depth	8.6%
FSM	0%

Maths

Expected	72.4%
FSM	60%
Greater depth	20.7%
FSM	0%

**Data- KS2**

Reading

Expected	66.7%
FSM	71.4%
Greater depth	5%
FSM	7.1%

Writing

Expected	73.3%
FSM	57.1%
Greater depth	13.3%
FSM	14.3%

Maths

Expected	60%
FSM	57.1%
Greater depth	11.7%
FSM	7.1%