

Pupil Premium

What it is and what is the school's rationale for using it.

Pupil Premium is an amount of money allocated directly by the government to schools to support disadvantaged children. It is paid to school based on the number of children that are; entitled to free school meals, are in Local Authority Care or are children of members of the armed forces. It is a set amount. The school may spend it as it wishes but must publish details of how it is spent and how that has benefited the aforementioned pupils.

Just because a child meets one of these criteria that does not mean that they are academically less able. They may have extra emotional needs if they are in or have been adopted from care.

We have set aside an amount of money to help children whose parents are unable to afford to pay for school visits etc. to claim on. We have also decided to fund peripatetic music lessons to the value of £7.50 each week. We believe this will build confidence in these children. This is administered by the school office and may or may not be spent depending on the individual circumstances of the pupils. We have also set aside funds to pay for assessments for these children to be assessed more quickly than would otherwise be possible and for resources specific for this group including training. (Any unspent money is used from this pot is used for support staff hours.)

The bulk of the money is spent on increasing support staff hours. This staffing money is used to pay an Emotional and Learning Support Assistant who works with these children to help them with any emotional needs they have. The assistant is employed fulltime so that they can address needs quickly when they arise however some of their time is spent supporting educational learning of these children in groups and in classes as well as individually. The rest will increase the number of hours that are available from support staff to support these children in lesson time. This has in turn been used for staff to work with individuals and focussed groups dependant on need. We have a comprehensive range of interventions run by school staff. These are reviewed for impact regularly. Impact for these children is also monitored through termly pupil progress meetings between the teachers and headteacher.

Allocation and amount spent.

The outcomes are reviewed annually in the Autumn Term when data has become available. The spend is reviewed at budget time.

2018-19 (Proposed)

Allocation for the year is £27, 980

Support fund – £2,500 including music tuition

ELSA member of Support Staff – £13, 841

ELSA supervision- £32.50

LSA Extra hours – (plus money from the school general fund)- £11,266

Homework Club- £250

2017-2018 (Actual)

Outcomes

No pupils from this group were due to take the end of KS2 SATs and therefore there are no test results. This group of children includes 7 who have been adopted from Local Authority Care. As such they include children who have had trauma early in life and may have attachment issues. 7 in this group are from poorer backgrounds and may not have received the opportunities that many of our children have been privileged to receive. Some have joined the group following recent family break up and the trauma involved in that.

Various members of the group have benefitted from time with the ELSA to help managed their circumstances. This has helped them feel more confident in their abilities and addressed pressing issues in their lives.

All members have benefited from small group and individual work. All have received some extra support in class.

Allocation - £17420

Support fund – £1260.66 including music tuition

ELSA member of Support Staff – £13, 841

ELSA supervision- £32.50

LSA Extra hours – (plus money from the school general fund)- £2067.34

Homework Club- £218.50

2016-2017 (Actual)

Outcomes

This group of children included 5 who have been adopted from Local Authority Care. As such they include children who have had trauma early in life and may have attachment issues. Others in this group (7) were from poorer backgrounds and may not have received the opportunities that many of our children have been privileged to receive.

Pupils taking externally reported assessments:

- At the end of KS2 pupils from this group had a progress measure of 5.46 for Reading, 1.43 for Writing and 2.29 for Mathematics. This is better than

National in all three areas. The progress measure for reading and maths is better than the school average.

- At the end of KS1 pupils from this group made at least or better than national 2016 average progress from their Foundation Stage Profile scores.

Others in the group have made good progress given their starting points.

One pupil has been supported through the process of gaining an EHCP and has moved to specialist provision to continue her education.

Various members of the group have benefitted from time with the ELSA to help managed their circumstances. This has helped them feel more confident in their abilities and addressed pressing issues in their lives.

Spend

Allocation - £20800 plus £2640 from 2015/16 received in April 2016 as a late payment.

Amount of money spent on support fund – £573

ELSA Training for a member of Support Staff - £500

Amount of money spent on extra hours – (plus money from the school general fund)- £21447

Homework Club- £190

Specialist Teaching Service Assessments, resources and training - £730

2015-2016 (Actual financial year)

Allocation - £18 320 plus £2153 from 2014/15 received in April 2015 as a late payment.

Amount of money spent on support fund – £518

Amount of money spent on extra hours – (plus money from the school general fund)- £19515

Homework Club- £190

Specialist Teaching Service Assessments - £250

Outcomes –Academic year

The Inspection Dashboard for the end of KS2 shows positive scores for Disadvantaged pupils with rank 4 for Reading; 14 for Writing and 13 for Mathematics. On investigation the group is very small (just 3). Of these 3 one joined after her KS1 teacher assessment. When her data is removed, the results are further improved: Reading rank 1 and statistically above and in top 10%, Writing rank 1 and statistically in top 10% and Mathematics rank 7. This shows that children we have had the longest we have the most impact upon and they make very good progress.

Indications for the other cohorts are similarly favourable with most making the same or better progress than their peers in most areas. Any that have not made the required progress in any area are being highlighted in the teachers' performance management as key pupils.

All children in this group have developed in confidence. There is a high level of determination within the group and these pupils' work ethic has improved. Homework is returned on time and to a good standard.

2014-15 (actual)

Allocation - £14 900

Amount of money spent on support fund – £1113.15

Amount of money spent on extra hours – (plus money from the school general fund)-
£14860.85

Homework Club- £190

Specialist Teaching Service Assessments - £367

Tangible outcomes

Pupils have improved the quality of their homework and more is handed in on time. This has increased pupil confidence in class and around the school.

At the end of each term we take teacher assessments for all pupils and have pupil progress meetings to ensure that all children are making the progress they should and intervening when necessary. Outcomes below are based on the end of the academic year rather than the financial year.

The average point progress per pupil is shown in the table below for various groups. The symbol in brackets indicates if they did better than (+), worse than (-) or equal to (=) their peers.

Year	Maths	Reading	Writing
Year 6	4 (+)	4 (+)	2 (-)
Year 5	4.7 (+)	3.3 (-)	4.7 (+)
Year 4	4.7 (+)	6 (+)	6 (+)
Year 3	2 (-)	4 (+)	2 (-)
Year 2	4 (-)	2 (-)	4 (-)
Year 1	3.3 (=)	3.3 (+)	3.3 (+)

The year 4 pupils were a particular focus as needed to make more progress given their progress in year 3. They achieved particularly well.

In must be remembered that these are very small groups of children. Some of these children also have additional needs such as being on the SEN register.

2013-14 (actual)

Allocation - £9 530

Amount of money spent allocated to support fund- £881

Amount of money allocated to extra hours - (plus money from the school general fund) - £8 225

Specialist Teaching Service Assessments – £234

Homework Club - £190

Tangible outcomes

Pupils have improved the quality of their homework and more is handed in on time. This has increased pupil confidence in class and around the school.

At the end of each term we take teacher assessments for all pupils and have pupil progress meetings to ensure that all children are making the progress they should and intervening when necessary. Outcomes below are based on the end of the academic year rather than the financial year.

The average point progress per pupil is shown the table below for various groups.

Year	Maths	Reading	Writing
Year 6	5	5	5
Year 5	4	4	4
Year 4	5.3	6.7	4.7
Year 3	2.7	4.7	2.0
Year 2	6.0	6.0	6.0
Year 1	4.0	6.0	4.0

The expected progress of pupils in KS2 for our school would be 3.5 points per year and in KS1 4.5 points progress per year.

The progress of pupils in year 4, 5, 6 and 2 is above expected in all 3 areas. In years 1 and 3 it is above in reading but not in writing and maths. This will therefore be a focus for these pupils in the coming year.