

The Pupil Premium Grant

The Pupil Premium Grant is funding which comes direct from the Government designed to help 'disadvantaged' children to do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for Free School Meals (FSM) in the past six years, or are in care (LAC), adopted or have had parents in the armed forces within the past 5 years.

"Schools will have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils." DFE Website

Our school serves an area of social housing, where the effects of economic hardship are keenly felt by the community. We must, therefore, provide children with enriching opportunities that families may not have the resources to access in order to widen children's experiences and horizons. Providing this equality of opportunity supports the school in narrowing the attainment gap for disadvantaged families alongside its quality-first class provision. Our Pupil Premium funding, therefore, is spent upon these children in support of this. When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Pupil Premium Grant 2016/17

The expenditure planned for 2016/17 is outlined below. A key change we are making to our provision this year is developing a nurture resource. This has been prompted by our significantly higher than national exclusion percentage, in recognition of the provision we need to have in place to support those children that outwardly display behaviours that make them and others unsafe, masking underlying attachment, social and emotional turmoil and insecurities. Our key aim is to deal with the cause of these behaviours instead of the result of them, this is a very big change in our provision and is reflected in all areas of expenditure listed. (For further information please read about our 'Nest').

Total PP =£237,000

Total number of children on role as PP Sept 2016 = 187 (40%)

Area of spend	Cost	Description	Success criteria
Teaching staff	£52,000	<ul style="list-style-type: none"> • Social and emotional intervention across the school • Music groups and instrumental lessons • Nurture provision 	<ul style="list-style-type: none"> • The nurture provision is set up and operating effectively. (clear start and end measures) • Children access support that has lasting impact. Exclusions significantly reduce. • Key children spend an increasing amount of their timetable accessing classroom provision • FS and Y1 PP children achieve as well as peers • Y2 and KS2 children narrow the gap to peers • Children are emotionally ready to access classroom provision • Families support and benefit from the work done with their children • Families are signposted to additional agencies where appropriate/necessary
Support Staff	£80,000	<ul style="list-style-type: none"> • Afternoon classroom support in EYFS and KS1 focusing on PP children. • Academic and social intervention for PP children • Nurture provision 	
Pastoral Support worker	£12,000	<ul style="list-style-type: none"> • Support provided for families and children who need help with aspects of child care and emotional health and wellbeing. • Nurture provision 	
Extended school support	£2,000	<ul style="list-style-type: none"> • School visits - Support with paying for school trips • Support accessing Greatwood residential • Breakfast club • Identified children access support at Cossington through The Bridge.(NS/LH) 	<ul style="list-style-type: none"> • Fair access to all school learning activities • Key children's attendance improves, including late marks. • Off-site provision to address a greater range of needs implemented and demonstrating progress through assessments
Emotional well-being	£26,000	<ul style="list-style-type: none"> • Play Therapy (3 children) - PP children that need it access play therapy sessions to help come to terms with traumatic experiences and develop emotional resilience. • Development of nurture space 	<ul style="list-style-type: none"> • Self esteem • Children work through their issues and are more able to focus and learn • Exclusions significantly reduce

		<ul style="list-style-type: none"> Forest school - PP children benefit from intensive support for social and emotional development leading to stronger self-esteem. 	
Staff training		<ul style="list-style-type: none"> Thrive trained nurture staff ELSA trained nurture staff 	<ul style="list-style-type: none"> Staff trained to deliver nurture support and the impact of this demonstrated in pupils EL progress.
Resourcing		<ul style="list-style-type: none"> Resources to support in class interventions and pastoral interventions. 	<ul style="list-style-type: none"> Enriched opportunities for children
Total currently allocated	£172,000		
Remaining budget is yet to be allocated, it is anticipated that the development of the nurture facility will largely account for further expenditure.			

Pupil Premium Grant 2015/16

Total PP =£229,680

Total number of children on role as PP July 2016 =187 (40%)

What was the 2015/16 PPG spent on?

Area of spend	Cost	Description	Success criteria	Impact
Teaching staff	£80,000	<ul style="list-style-type: none"> Year R and 1 reading intervention Social and emotional intervention across the school Smaller maths teaching groups in year 6 and Literacy intervention in year 6 Music groups and instrumental lessons 	<ul style="list-style-type: none"> 100% of PP children make good progress in reading Yr R/1 Identified PP children able to focus and learn in the classroom PP children achieve as well as peers More PP children participate in music activities 	<ul style="list-style-type: none"> In year 1 reading PP progress was in line with non-PP. Exclusions increased, academic/social emotional support was not sufficient in KS2 further S&E provision is necessary. ATP progress gains were broadly in line in KS1, in KS2 with minimal exception PP gains were not as good as non-PP partly due to
Support Staff	£67,000	<ul style="list-style-type: none"> Afternoon classroom support in EYFS and KS1 focusing on PP children. 	<ul style="list-style-type: none"> FS and Y1 PP children achieve as well as peers Y2 and KS2 children narrow 	

		<ul style="list-style-type: none"> Academic and social intervention for PP children 	the gap to peers	planned interventions making way for reactive behaviour support, although all gains were in excess of 3ATP (therefore better than satisfactory).
Pastoral Support worker	£12,000	<ul style="list-style-type: none"> Support provided for families and children who need help with all aspects of child care and emotional health and wellbeing. 	<ul style="list-style-type: none"> Children work through their issues and are more able to focus and learn 	<ul style="list-style-type: none"> Key children supported on arrival at school in the mornings. PSW first point of contact for identified parents. Issues dealt with quicker as background information known.
Extended school support	£2,000	<ul style="list-style-type: none"> School visits - Support with paying for school trips Support accessing Greatwood residential 	<ul style="list-style-type: none"> Fair access to all school learning activities 	<ul style="list-style-type: none"> Residential and trips subsidised where agreed/necessary. Increased uptake for Greatwood during the year following staff liaison with identified parents.
Emotional well-being	£22,200	<ul style="list-style-type: none"> Play Therapy (4 children) - PP children that need it access play therapy sessions to help come to terms with traumatic experiences. Malachi project for year 3 and 5- PP children benefit from intensive support for social and emotional development leading to stronger self-esteem. Forest school - PP children benefit from intensive support for social and emotional development leading to stronger self-esteem. 	<ul style="list-style-type: none"> Self esteem Children work through their issues and are more able to focus and learn 	<ul style="list-style-type: none"> NFER measures show play therapy impact, demonstrating that all 4 children had become more self-aware, showing narrowed gaps in very specific areas of emotional development compared to the broad gaps assessed at the outset. Malachi engaged more parents with in school individual and group support for them and their children. Forest school provided opportunities for identified Yr

				R, 3 and 4 children to develop building relationships with others and to channel energies productively. This was reflected in their participation and interaction in the classroom.
Resourcing	£46,000	<ul style="list-style-type: none"> Resources to support in class interventions and pastoral interventions. 	<ul style="list-style-type: none"> Enriched opportunities for children 	

What has been the impact of the 2015-2016 Pupil Premium?

New NC SAT 2016		Number of pupils	Number of pupils	% of PP pupils	Children achieving ARE Reading	GAP	Children achieving ARE Writing	GAP	Children achieving ARE Maths	GAP
PP	2016	58	32	55%	50%(16)	0	69%(22)	+4%	63%(20)	-14%
Non PP			26		50%(13)		65%(17)		77%(20)	

Year	Group	Number of children	Measure used	Expected at this point	Reading	PP Vs Non PP	ARE July 16	Progress from Aut 15 baseline	Writing	PP Vs Non PP	ARE July 16	Progress from Aut 15 baseline	Maths	PP Vs Non PP	ARE July 16	Progress from Aut 15 baseline
EYFS	PP	28	Tracking points	9	8.4	0		From Dec 1.8	8.2	-0.2		From Dec 1.4	8.6	0		From Dec 3.6
	Non PP	39			8.4			From Dec 3.3	8.4			From Dec 2	8.6			From Dec 3
Year 1	PP	20	Tracking points	12	12.1	-0.1	85%	3.2	12	0	90%	3.4	11.9	-0.1	90%	3.2
	Non PP	53			12.2		83%	3.2	12		79%	3.5	12		79%	3.1

2	PP	29	Tracking points	15	14.8	-	72%	3.5		14.9	-0.1	72%	3.7		14.9	-0.1	86%	3.5
	Non PP	40			15.1	0.3	83%	3.7		15		78%	3.8		15		81%	3.6
3	PP	34	Tracking points	18	17.8	-	77%	3.8		17.6	-	74%	3.3		17.9	-	77%	3.2
	Non PP	44			18.3	0.5	84%	4.2		18.1	0.5	81%	4.2		18.1	0.2	81%	3.6
4	PP	22	Tracking points	21	20.2	-	55%	3.7		19.6	-	46%	3.2		20	-	55%	3.5
	Non PP	35			21	0.8	80%	3.7		19.9	0.3	66%	3.5		20.8	0.8	74%	3.4
5	PP	27	Tracking points	24	22.9	-1	78%	3.4		22.9	-1.1	74%	3.3		23	-1.2	74%	3.6
	Non PP	36			23.9		94%	3.8		24		89%	3.6		24.2		86%	3.6
6 TA	PP	32	Tracking points	27	26.8	-	72%	3.7		26.4	-	69%	4.4		26.2	-	69%	3.2
	Non PP	26			27.3	0.5	73%	4.3		27	0.6	65%	4		26.8	0.6	81%	3.5

PP greater than non-PP PP in line with non-PP

Summary of data Summer Term 2016

- In years 1-6 PP progress in all subjects is greater than 3 ATP over the year reflecting accelerating progress.
- Year 1 PP children's attainment is higher than that of non-PP and TP show the PP children in year 1 to be in line with national expectation. Progress is similar to their non-PP peers.
- In year 2 Maths the PP percentage at ARE exceeds the non-PP.
- In year 4, although the progress in terms of ATP is not dissimilar in two out of the three subjects, the percentage at ARE is significantly lower for PP children. This is due to the combination of PP and SEN children in that cohort. This will be addressed through the 2016-17 PP plan.
- Year 5 shows the greatest TP difference between the two groups.