

## **Pupil Premium Strategy 2016 - 2017**

The purpose of the Pupil Premium Grant is to narrow the attainment gaps between those children eligible for the funding and their peers. Governors ensure that Pupil Premium funding is being spent on improving attainment and progress for eligible pupils.

All members of staff and governors accept their responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a supportive and caring environment in line with our Christian Values. As with every child in our care, a child who is considered to be disadvantaged is valued, respected and equally entitled to develop their full potential, irrespective of need.

Pupil Premium (PP) is a separate funding stream to be used solely for the educational benefit of children eligible and registered for free school meals (FSM) at any time during the last six years, or looked after children from the first day of care, or those adopted from care or leaving care under a special guardianship order or residency order. Pupils who have a parent in the Armed Forces are also allocated a small amount of funding.

The amount of funding per pupil for 2016/17 is:

- £1 320 for pupils eligible for FSM in the last six years
- £1 900 for looked after pupils or for pupils who have left care
- £300 for service children

The Government has not dictated to schools how to use this fund and some pupils may access more or less of the overall funding. However, our school is committed to employing strategies that we know are successful in diminishing the differences between the attainment of PP pupils and their peers who are not eligible for the funding.

### **Estimated Pupil Premium Grant Allocation 2016-2017**

Pupil Premium funding is allocated each financial year and runs from April to April. As the academic year runs from September to September the allocation may need to be adjusted in-year if necessary.

During this school year, we estimate that there will be 19 Pupils with Pupil Premium funding for FSM Ever 6 based on entitlement to free school meals (total £25,080 in total); 4 children who have been adopted from Local Authority Care (£7,600 in total) and 1 child whose parent is serving in the armed forces (£300). This gives a total of £32, 980. The Government has not dictated to schools how to use this fund and some pupils may access more or less of the overall funding. However, school is committed to employing strategies that we know are successful in diminishing the differences between the attainment of PP pupils and their peers.

**Summary of the main barriers to educational achievement faced by some of the eligible pupils at the school**

- Application of basic English and Maths skills
- Reading comprehension skills
- Mathematical reasoning skills
- Opportunities to learn at greater depth
- Parental engagement with school - particularly regarding attendance and supporting learning at home
- Social and emotional needs which impact upon pupils' ability to learn

**Pupil Premium Planned Expenditure to address barriers to learning for 2016 – 2017**

<b>Pupil Premium Planned Expenditure for 2016 – 2017 £32 980</b>			
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Rationale</b>	<b>Expenditure</b>
<b>Higher rates of progress for all pupils eligible for PP</b>	Additional English and Maths support for targeted intervention programmes.  Pre-learning and consolidation of learning.	Pupils have gaps in their learning which will be addressed. They will also be given opportunities to reflect upon, evaluate and discuss their learning so that they know their strengths and areas for improvement.  Pupils' confidence and self-esteem will improve as a result of increased participation in whole class lessons.	<b>£17 000</b>
<b>Improved Y6 combined ARE results.</b>	Extra teacher for booster sessions	Pupils will benefit from small group teaching with an additional teacher.  Y6 pupils need additional support to achieve the higher expectations as they have not accessed the new curriculum for all of KS2.	<b>£5 000</b>
<b>Improve pupils basic reading, spelling and number recall skills.</b>	Additional iPads, Apps and subscriptions to improve basic skills eg SPAG.Com, SumDog	Pupils enjoy using technology and we want them to practise and apply their basic skills in a fun way to ensure engagement.	<b>£2 000</b>
<b>Improve the opportunities for more able disadvantaged pupils to work at depth in mathematics.</b>	Enrichment mornings for more able mathematicians to work alongside pupils of similar ability from other schools.	More able mathematicians have previously been accelerated through the maths curriculum and have not had the opportunities to master their understanding/	<b>£1 000</b>

<b>Improve outcomes in reading for all PP pupils.</b>	Reading club.  New reading materials to challenge able readers and high interest books for reluctant readers	Where there is a difference in attainment between PP pupils and non PP pupils it usually in reading. We are aiming to provide extra reading sessions for those who have limited reading opportunities at home.  We wish to foster reading for enjoyment .	<b>£2 000</b>
<b>Improved mathematical reasoning skills.</b>	Learning resources and CPD for teachers to improve mathematical reasoning.	Pupils' arithmetic scores are much better than their reasoning scores.	<b>£2 000</b> <b>£1500</b>
<b>To raise aspirations and experiences for all PP pupil.</b>	Subsidy for residential visits, trips and after school clubs	There should not be any financial barrier for children to extend their learning beyond the classroom.	<b>£1 500</b>
<b>Improve behaviour and social skills</b>	Lunchtime clubs to improve social skills.  Additional support to build social skills eg social story group activities	Some pupils find it difficult to form positive relationships with their peers which impacts upon their learning as well as their social development.  Pupils benefit from having positive role models for interacting with their peers.	<b>£ 1 200</b>
<b>Improved parental engagement with learning.</b>	Engagement with families, meeting with parents	Some PP pupils have less than expected attendance rates and receive limited support at home with their learning.  Structured conversations with parents are proven to be successful in achievement for all.	<b>£ 500</b>
<b>Reduce pupils' anxiety about their learning</b>	Assessments and resources to address mental health issues	Some pupils do not respond well to increased expectations for their learning. We need to reduce anxiety, stress and build self-esteem and confidence.	<b>£500</b>
<b>Staff to gain a better understanding of issues faced by children and families after adoption.</b>	Make contact with WWISH Adoption Team for advice regarding resources etc	Some pupils have had a difficult start in life and some will have emotional needs relating to their experiences.	<b>£500</b>
		<b>Total estimated spend</b>	<b>£33 200</b>

### How we will measure the impact of the funding

- Individual case studies
- Reception comparison of baseline to good level of development (GLD) data
- Year 1 comparison of phonics screening
- Y2 to Y6 tracking of scores in reading and maths
- The extent to which more able pupils have increased opportunities to work at greater depth
- The extent to which intervention programmes impact upon accelerated progress (pre and post- test attainment to be measured)
- Monitor the extent to which PP children attend residential trips and extra-curricular activities
- Incident Logs will be monitored to ascertain if there is a reduction in number of pupil relationship issues
- Pre and post measurement of anxiety levels

**Date for next internal review of this strategy:**

December 2016, March 2017 and July 2017 at our termly pupil progress meetings; and reported to Governors on a termly basis.

**Impact of Pupil Premium Funding 2015 – 16**

<b>Pupil Premium Funding 2015 – 2016    £ 38 330</b>	
Description of Provision	Expenditure
Additional English and Maths support	£18 000
Resources to improve speech and language	£1 000
Extra teacher for booster sessions	£5 000
iPads and Apps	£7 000
New reading scheme for improving phonics	£2 000
Learning resources to improve maths	£2 000
CPD for TAs to improve their impact upon learning	£3 000
Subsidy for residential visits and trips	£500
Subsidy for After School Experiences	£500
	<b>£39 000</b>

Please note that it is difficult to make robust data comparisons due to the low number of PP children in each year group, which do not form a statistically valid group.

PP children's outcomes are compared with non PP pupils in school, in Warrington and nationally. We will update the information below once national data is available.

### **Early Years**

Pupil Premium funding for 4 children came in to school budget in April 2016. Due to the limited amount of time before end of year assessments were undertaken in June only a limited amount of support was in place.

50% of PP children achieved a good level of development (GLD) in the Foundation Stage Profile. compared to 80.5% non PP in school, 74.5% of Non PP in the LA and of Non PP 69% nationally.

The 2 pupils who did not achieve GLD made accelerated progress from their below average baseline starting points.

### **Year 1**

#### **Number of Pupils working at Age Related Expectations and Phonics Test Results**

2 children were entitled to Pupil Premium funding. 100% of these children reached ARE in Reading ,Writing and Maths. In the Y1 Phonics Screening Test 100% passed compared to 85.9% of non PP children within the cohort, 84.3% of Non PP in the LA. Non PP national figures will be included once available.

## **Year 2**

### **Number of children working at Age Related Expectations in KS1 Tests**

1 child was eligible for PP funding. This child reached ARE for combined Reading, Writing and Maths that is 100% compared to 81.4% non PP in school, 68.3% of Non PP in the LA. Non PP national figures will be included once available.

## **Year 3 to Year 5**

All eligible pupils are working at Age Related Expectations and their attainment is broadly in line with non-eligible pupils; apart from one pupil who has significant Special Educational Needs and is currently undergoing assessment for an EHCP. This child has increased their reading age and has met their termly individual targets as set out in their IEP.

## **Year 6**

### **End of KS2 Test Results**

The assessment arrangements for Y6 have significantly changed this year. Schools no longer assess or report using levels. Instead the children are working towards achieving Age Related Expectations (ARE). We are unable to compare results to previous years due to these changes.

### **Reading**

66.7% of eligible pupils achieved ARE in reading compared to 81.1% % of non-eligible pupils within the cohort and 74.9% LA and 66% of all pupils nationally. Non PP national figures will be included once available.

The 2 children who did not achieve ARE in reading, were not predicted to do so from a Level 1 KS1 result. However, assessments indicate that both of these pupils have made accelerated progress and would have achieved level 4 under the old system of assessment if we were comparing like to like. Reading Age assessments for these two children show that the difference between their reading age and chronological age had diminished.

### **Writing**

83.3% of eligible pupils achieved ARE in writing compared to 92.5% of non-eligible pupils within the school and 83.9% for non PP children locally and 74% of all pupils nationally. Non PP national figures will be included once available.

The 1 child who did not achieve ARE was not predicted to do so from KS1 assessments. However, assessments indicate that they have made accelerated progress and would have achieved L4 under the old system of assessment if we were comparing like to like. A case study is available for this child to indicate the progress the pupil made.

## **Mathematics**

16.7% of eligible pupils achieved ARE in maths compared to 81.1% of non-eligible pupils in the cohort and 79.8% non PP locally and 70% of all pupils nationally. Non PP national figures will be included once available.

Of the 5 children who did not achieve ARE, 2 children were not predicted to do so from a Level 1 KS1 result. However, assessments indicate that both of these pupils have made accelerated progress and would have achieved L4 under the old system of assessment if we were comparing like to like. Of the remaining 3 children, assessments show that all 3 would have achieved L4 under the previous assessment system, had we been comparing like to like. Two of these children achieved a scaled score of 98 or above, and when a standard deviation of 2 is taken into account they could have achieved ARE which matches their teacher assessment results.

## **Other pupils benefit from the Pupil Premium Grant in the following ways:**

- Increased staffing within Learning Support team
- Pupils who did not qualify for PP funding were able to benefit from working in smaller groups with PP children.
- Increased resources for reading and maths
- Improved teacher and teaching assistant awareness of vulnerable children and how to meet their needs effectively to enable them to diminish any differences between groups
- Increased resources to improve speech and language skills
- Increased ratio of i-Pads available for all pupils