

## **Pupil Premium Strategy 2017 - 2018**

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 eligible pupils 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

### **Estimated Pupil Premium Grant Allocation 2017- 2018**

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 24 Pupils with Pupil Premium funding for FSM Ever 6 based on entitlement to free school meals (total £31,680 in total); 2 children who have been adopted from Local Authority Care (£3,800 in total) and 1 child whose parent is serving in the armed forces (£300). This gives a total of £35,780. 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 supporting learning at home
- Social and emotional needs which impact upon pupils' ability to learn and their independent learning skills

**Pupil Premium Planned Expenditure to address barriers to learning for 2017 – 2018**

<b>Pupil Premium Planned Expenditure for 2017 – 2018 £35 870</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>£15 000</b>
<b>Improved Y6 PP combined ARE results (including improved number achieving greater depth)</b>	Extra teacher for booster sessions	Pupils will benefit from small group teaching with an additional teacher so that they can be challenged in a small group.	<b>£4 500</b>
<b>Improve PP 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>£1 500</b>
<b>Improve outcomes in reading for all PP pupils.</b>	Additional 1:1 reading sessions with Better Reading Partner and Teaching Assistants.  New reading materials to challenge able readers and high interest books for reluctant readers.  Contribution towards refurbishment of library and increasing the number of quality books and other reading	Where there is a difference in attainment between PP pupils and non PP pupils it usually in reading.  We will provide extra reading sessions for those who have limited reading opportunities at home.  We wish to foster a love of reading for enjoyment through an enhanced reading experience.	<b>£7 500</b>

	materials. Reading workshops for Roald Dahl Day and World Book Day.		
<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>£5 000</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>£1 000</b>
<b>Staff to gain a better understanding of issues faced by children and families after adoption.</b>	CPD for all staff 'Child in Mind' – which will look at research regarding attachment and its relevance to the work they all do, and how to change their approach.	Some pupils have had a difficult start in life and some will have emotional needs relating to their experiences.	<b>£1 500</b>
		<b>Total estimated spend</b>	<b>£36 000</b>

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

- Individual case studies
- 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

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

December 2017, March 2018 and July 2018 at our termly pupil progress meetings; and reported to Governors on a termly basis.

## Impact of Pupil Premium Funding 2016 – 17

<b>Pupil Premium Funding 2016 – 2017    £ 36,940</b>	
<b>Description of Provision</b>	<b>Expenditure</b>
<b>Additional English and Maths support</b>	<b>£17 000</b>
<b>Extra teacher for booster sessions</b>	<b>£5 000</b>
<b>iPads and Apps</b>	<b>£5 000</b>
<b>Enrichment opportunities for more able in maths</b>	<b>£1 000</b>
<b>Resources for reading</b>	<b>£2 000</b>
<b>Learning resources and CPD to improve maths</b>	<b>£3 000</b>
<b>Subsidy for residential visits, trips and after school clubs</b>	<b>£1 500</b>
<b>Support to improve social skills</b>	<b>£1 200</b>
<b>Engagement with families</b>	<b>£500</b>
<b>Resources for mental health issues</b>	<b>£500</b>
<b>Resources recommended by WWISH</b>	<b>£500</b>
	<b>£37 200</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 local and national data is available.

### Early Years

Pupil Premium funding for 2 children came into the school budget in April 2017.

100% of PP children achieved a good level of development (GLD) in the Foundation Stage Profile compared to 79% non PP in school.

## Year 1

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

5 children were entitled to Pupil Premium funding in Year 1.

In Reading, 4 out of 5 children (80%) entitled to funding achieved ARE, including one child who achieved greater depth. The one child who did not achieve ARE made accelerated progress from their starting point compared to other children without funding. 91% of children without funding achieved ARE.

In Writing, 3 out of 5 children (60%) entitled to funding achieved ARE, including one child who achieved greater depth. The two children who did not achieve ARE made accelerated progress from their starting points compared to other children without funding. 85% of children without funding achieved ARE.

In Maths, 100% of children entitled to funding achieved ARE including one child who achieved greater depth. 89% of children without funding achieved ARE.

In the Y1 Phonics Screening 4 out of 5 children (80%) who were entitled to Pupil Premium funding achieved the standard compared to 93% of non PP children.

## Year 2

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

4 children were eligible for PP funding, 3 out of 4 children (75%) reached ARE in Reading and Writing with all children achieving ARE in Maths. One child who did not achieve ARE in Reading and Writing still made better than expected progress, a case study is available with further details. The percentage for children without funding achieving ARE was 88%, 86% and 88% respectively.

## Year 3 to Year 5

There are 12 eligible pupils across Year 3 to 5, all have achieved Age Related Expectations with 4 children achieving greater depth; one pupil did not achieve ARE in reading, this child has made better than expected progress. This achievement is better than non PP children.

## Year 6

### End of KS2 Test Results

There were 4 children eligible for Pupil Premium funding. 3 out of 4 children (75%) achieved combined ARE in Reading, Writing and Maths with one child achieving Greater Depth in Maths. One child who did not achieve ARE was not predicted to do so but made considerable progress towards his individual targets before moving to alternative provision.

The percentage for children without funding achieving ARE combined for Reading, Writing and Maths was 83%.

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

- Increased staffing within the 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