

Pupil Premium 2016/17

EYFS Identified Barriers

1. Oral language skills in Foundation Stage are lower for some pupils eligible for pupil premium funding than the rest of cohort, this slows literacy and in turn slows reading.
2. Overall on entry to Nursery 100% of pupil premium pupils are below expected for ARE
 - 57% of pupils were 3 terms behind ARE of 30-50 months.
 - 14% of pupils were 2 terms below ARE of 30-50 months.
 - 29% of pupils were 1 term below ARE 30-50 months.
 - PSED and, self-confidence, spoken language and understanding were the lowest areas on entry.
3. Overall on entry to Reception 80% of pupil premium pupils are below expected for ARE
 - 20% of pupils were 3 terms behind ARE of 30-50 months.
 - 60% of pupils were 2 terms below ARE of 30-50 months.
 - 20% of pupils were at ARE of 30-50 months.
 - PSED and, self-confidence, spoken language and understanding were the lowest areas on entry.

What did we use our pupil premium funding for in 2016-2017 in EYFS?

- Accelerate attainment for pupils more than 1 term below expected on entry.
- Provide support for language and reading development through additional adult 1:1 and small group support.
- Develop self-confidence and spoken language through Wellcom, Talk Boost Therapy support and additional Speech Therapy intervention.
- Provide trips and experiences to enhance and develop the life experiences of pupils.
- Provide additional support and resources for Shape, Space and Measure as a focus area for development.
- Develop parental engagement through workshops and involvement of external agencies.

KS1/KS2 Identified Barriers

1. Progress and achievement for pupil premium children is below that of non-Pupil Premium children. Data for all years indicates a high proportion of children not at the expected standard:

KS1

- In Year 1, 0% of PP children are below expectation in Reading, 22% below in Writing and 22% in Maths.
- In Year 2, 50% of PP children are below expectation in Reading, 67% below in Writing and 50% in Maths.

KS2

- In Year 3, 50% of PP children are below expectation in Reading, 65% below in Writing and 70% in Maths.
 - In Year 4, 60% of PP children are below expectation in Reading, 60% below in Writing and 40% in Maths.
 - In Year 5, 37% of PP children are below expectation in Reading, 25% below in Writing and 25% in Maths.
 - In Year 6, 39% of PP children are below expectation in Reading, 69% below in Writing and 44% in Maths.
2. Persistent Absence rates for Pupil Premium children are higher than non-Pupil Premium children with 48% below 92% attendance compared to an overall average of 14.2%.
 3. Reading records indicate that reading at home is less likely to occur for PP children.
 4. Social, emotional and behaviour issues have a detrimental effect on pupils' academic progress and
 5. Some children do not have a sense of resilience, self-worth, pride and competitive spirit.

What did we use our pupil premium funding for in 2016-2017 in KS1 and KS2?

- Use of TAs and small group support to accelerate attainment for pupils below age related expectations in Maths.
- Provide support for language and reading development through additional adult 1:1 and small group support.
- Provide trips and experiences to enhance and develop the life experiences of pupils.
- Develop parental engagement through workshops and involvement of external agencies
- Rewards for attendance, achievement and effort.

Outcomes for 2016-2017

Pupil Premium Funding 2016-2017

Pupils Qualifying for Pupil Premium	66	£87,120
EYFS Pupils Qualifying for Pupil Premium	12	£5,374
Total		£92,494

KS1 and KS2

Activity	Rationale	Anticipated Impact	Actual Impact
1. To accelerate progress in KS2. £38,000	Additional support daily in all classes. Maths intervention Y4 to Y6. Reading intervention in Y4 to Y6. Additional support to challenge learning and aspirations of G&T pupils. 1:1 provision to ensure pupils meet ARE in reading, writing and maths.	More pupils make good progress in reading, writing and maths.	Y3 – Writing 83% made expected progress; Reading 80%; Maths 80% Y4 – Writing 100% made expected progress; Reading 60%; Maths 60% Y5 – Writing 100% made expected progress; Reading 100%; Maths 100% Y6 – Writing 100% made expected progress; Reading 100%; Maths 85%
2. To narrow the achievement gap in English and Maths in KS1. £24,000	Additional daily support for phonics Y1 and Y2. Increased targeted support for target groups in maths. Additional TA support to facilitate group work and appropriate guided differentiation.	More pupils achieve ARE in reading, writing and maths.	Present Year 2 – Maths attainment improved as 50% PP achieved ARE; dip in writing as 25% of PP achieved ARE. Present Year 3 – gap closing between writing and maths but reading still an issue.

			Continued focus for 2017-2018
<p>3. To continue to develop successful strategies for engagement with parents.</p> <p>£3000</p>	<p>Workshops-phonics, reading, spelling, handwriting, writing, maths.</p> <p>Working in partnership with a range of agencies to provide social, emotional and communication support to families.</p>	<p>Home/school partnership strengthened and parents more engaged in children's learning.</p>	<p>KS1 Maths workshop - attendance 95% and KS1 and KS2 Spelling workshops – attendance 60%</p> <p>PSA work with 100% parents of pupils with low attendance – attendance increased 4+% over year</p> <p>PSA signposted workshops for parenting, behaviour, SEN and Autism – increased confidence for parents and opportunities for networking; parental feedback suggested growing confidence and more awareness of support available.</p> <p>Continued focus for 2017-2018</p>
<p>4. To address the needs of children who require assistance in overcoming barriers to learning in order to achieve their full potential.</p> <p>£3,400</p>	<p>Work with a range of pupils, giving priority to those experiencing multiple disadvantages and challenges.</p> <p>Support for pupils self-esteem and attitudes to learning through mentoring programme.</p> <p>Social skills and extra speech and language provision.</p> <p>Training for all staff about receptive language from Pupil Support Service; 1:1</p>	<p>Children are more confident and can access the curriculum more readily.</p>	<p>Learning walks and observations have shown that 100% of PP pupils have access to and are supported by appropriate resources in class to develop their receptive language.</p> <p>83 % of PP pupils have successfully completed a mentoring programme and</p>

	<p>mentoring from learning mentor; Nurture programme delivered; Extra language groups for increased confidence with the spoken language; Bespoke personalised additional time for vulnerable children and parents with PSA; 1:1 work to promote independence</p>		<p>are showing more confidence and engagement in lessons. 83% of PP pupils have completed a nurture programme which has impacted positively on their behaviour with fewer incidents of challenging behaviours. 100% of PP pupils parents have accessed additional time which has had an impact on confidence and self esteem. 100% of PP pupils have accessed 1:1 work which has resulted in greater independence in lessons and life skills.</p>
<p>5. To contribute funds for trips and residential visits to enhance the curriculum and give opportunities for new experiences.</p> <p>£2,000</p>	<p>Contribute/subsidise residential visits to develop skills of independence, resilience and resourcefulness. Contribute/subsidise trips to enhance the curriculum and provide new experiences.</p> <p>Residential to Dobroyd in March to be subsidised for 20% PP children. Theatre workshops to enhance art and drama work; Animal Man visit to enhance science and writing; visit to Alexander Stadium to enhance PE; visit to Oscott College to</p>	<p>All children included in wider curriculum experiences.</p>	<p>Residential to Dobroyd in March was subsidised for 20% PP children in Years 5 and 6. Theatre workshops enhanced art and drama work for 100% of PP children Animal Man visit enhanced science and writing for 100% of PP children – writing display in hall evidenced improvement in writing. Visit to Oscott</p>

	enhance RE		College enhanced RE curriculum for 100% of Year 6 PP children
6. To promote and reward good behaviour and attendance. £500	Incentive rewards and trips for good behaviour and attendance. Rewards Day in July for 100% attendance as well as outstanding achievement and behaviour.	Attendance figures improve to 98+%	PP attendance now 92.59% from < 90% previous year.

EYFS

Activity	Rationale	Anticipated Impact	Actual Impact
1. To accelerate attainment for those pupils more than one term below expected on entry. £14,000	Additional support daily from TAs.	More pupils achieve GLD in prime areas.	71% have made outstanding progress from low starting point.
2. To increase achievement in language skills and reading. £4,200	Additional daily support for phonics Reception. Additional TA support to facilitate group and 1:1 work.	Children are more confident in accessing the curriculum and make good progress.	40% of PP children achieved typical progress in language and reading skills. 60% achieved above typical progress in language and

			reading skills.
<p>3. To continue to develop successful strategies for engagement with parents.</p> <p>£950</p>	<p>Workshops-phonics, reading, spelling, handwriting, writing, maths.</p> <p>Working in partnership with a range of agencies to provide social, emotional and communication support to families.</p>	<p>Home/school partnership strengthened and parents more engaged in children's learning</p>	<p>Three writing workshops were attended by 95% of families. 65% have achieved GLD and 80% have made at least good progress.</p>
<p>4. To address the needs of children who require assistance in overcoming language barriers to learning in order to achieve their full potential.</p> <p>£1200</p>	<p>Work with a range of pupils, giving priority to those experiencing multiple disadvantages and challenges.</p> <p>Social skills and extra speech and language provision.</p>	<p>Children are more confident and can access the curriculum more readily.</p>	<p>100% of PP pupils in language groups have made at least good progress and 60% have achieved GLD.</p>
<p>5. To contribute funds for trips and experiences to enhance the curriculum and give opportunities for new experiences.</p> <p>£1000</p>	<p>Contribute/subsidise trips to enhance the curriculum and provide new experiences.</p> <p>Theatre workshops to enhance art and drama work; Author workshops to enhance writing and reading; Animal Man visit to enhance science and writing – visitors to contribute to evidence for Understanding of the World and enhanced literacy provision.</p>	<p>All children included in wider curriculum experiences.</p>	<p>Theatre workshops enhanced art and drama work for 100% of PP children</p> <p>Author workshops enhanced writing and reading opportunities for 100% of PP children</p> <p>Animal Man visit enhanced writing opportunities for 100% of PP children</p> <p>Visitors have contributed to evidence for Understanding of the World and enhanced literacy provision for 100%</p>

			of PP children.
6. To promote and reward good behaviour and attendance. £250	Incentive rewards and trips for good behaviour and attendance. PSA has to train and work with three parents to boost attendance Certificates and prizes to be awarded weekly in EYFS.	Attendance figures improve to 98+%	50% increase in attendance for EYFS PP children for this academic year compared to previous academic year.