

Pupil Premium funding strategy 2016/17

Overview

Pupil Premium funding is additional money delegated to schools, matched to the number of pupils who are currently receiving free school meals (FSM), have received free school meals in one or more of the previous 6 years (Ever 6), or are a child looked after, or a child from a service personnel. It was introduced in April 2011. It is specifically used to raise the attainment of disadvantaged pupils (i.e. the pupils eligible for funding through the Pupil Premium) and diminish any differences between disadvantaged pupils in the school and other (non-disadvantaged) pupils nationally and in the school.

It is for schools to decide how the Pupil Premium Grant (PPG), allocated to schools on the basis of a set sum of money per disadvantaged pupil, is spent, since they are best placed to assess what additional provision should be made for the individuals within their responsibility. (DfE website)

At High Wych our provision is aimed at improving the progress and attainment of all pupils so that all groups of pupils make good or better progress from their different starting points. Children who start school with low attainment need to be supported to make accelerated progress in order to 'catch up' quickly and reach expected standards or above as they move through the school.

High Wych has a relatively low percentage of pupils eligible for the PPG and is successfully improving the progress and attainment of those eligible pupils. All staff are aware of the importance of focusing on disadvantaged pupils and this has led to a systematic approach to identifying need based on data analysis. The progress of the disadvantaged pupils is analysed in detail.

The limited PPG the school receives is spent in a highly focused and targeted way. Lower levels of funding can create challenges chiefly through economies of scale but we ensure all children are supported well and calculate carefully how the money is spent. Individual children's provision is recorded in a class provision map which is scrutinised each term.

We take into account the following factors when deciding how to spend PPG

A High Quality teaching and learning

- Research findings as identified by the EEF (Education Endowment Foundation)
- Actions linked to the priorities from the School Priority Plan
- Provide additional support through an Easter booster school for Year 6 pupils.
- Use of a part time experienced Year 6 teacher to extend disadvantaged pupils who are more/most able writers and mathematicians
- Intervention is directed where it is necessary with all pupils benefiting from the focus on high quality whole class teaching, meeting the needs of all pupils including quality feedback and next steps marking, good quality resources and training.
- Year 6 disadvantaged pupils are automatically provided with revision guides
- Trained TAs to support each child's requirements eg 'catch up', Speech and Language etc

B Support to improve pupils' welfare, attendance and personal development

- To provide support through protective behaviours, counselling and eye screening
- Improving Parental/Carer and pupil engagement to support high aspirations with careful identification of the most suitable provision. To support parents at consultation meetings
- Focus on punctuality and attendance of all children to increase life chances
- To identify those eligible early and support those siblings not eligible

C Enrichment opportunities

- Ensure all disadvantaged children have full access to the educational trips provided to enhance their learning
- Ensure all children have the opportunity to participate in available clubs
- To ensure children have leadership opportunities eg play leaders and lunchtime helpers

Monitoring and Evaluation

We ensure the following strategies:

- Robust systems used to identify pupil premium students
- Parents are encouraged to apply for support if they think they are eligible for FSM.
- Pupils contribute to meetings to review their needs
- Early intervention at Stay and Play sessions in Nursery used to plan ahead
- Interventions are adapted or changed if they are not working
- A range of assessment information, including quantitative data, is used to track progress and attainment regularly
- A named governor and the SLT maintain an overview of PP spending and its impact. They have an in-depth knowledge of the school community and the barriers to learning the children face.

2016/17- Pupil Premium- plans to spend for the current year

Total number of pupils on roll	230
Amount per disadvantaged pupil	£1320
Total number of pupils eligible for PP Census spring 16	20
Additional PP pupils throughout year	
Total amount of PPG received	£19049 (Sept-Mar 17+ additional £11466 summer term)
Review of PPG (HfL traded)	Oct 2016
Governor PP strategy review	November 2016

In 2016/17 Barriers for some children include.....

A	<ul style="list-style-type: none"> speech, language and communication difficulties which cause lower starting points that in turn slows reading, writing and maths in subsequent years additional special educational needs or disabilities High Ability PPG pupils who make less than expected progress preventing high achievement in KS2
B	<ul style="list-style-type: none"> lower punctuality and attendance rates which reduces their school hours and causes them to fall behind on average emotional difficulties preventing learning to occur
C	<ul style="list-style-type: none"> limited opportunities to visit additional places to extend educational outlook

Outcomes

	Desired outcomes and how they will be measured	Success Criteria
A	<ul style="list-style-type: none"> Improve oral language skills for disadvantaged pupils in Reception and Nursery Further develop language skills for PP pupils in KS1 with SEND Higher rates of progress across KS2 for high attaining PP pupils 	<ul style="list-style-type: none"> Disadvantaged pupils in Nursery and Reception class make rapid progress so achieve age-related expectations (ARE) by end of year Disadvantaged pupils who have significant SEND make good progress through small steps evidenced by 'Bsquared' and P scales Accelerate the progress of disadvantaged most-able pupils so they make similar or more rapid progress as other (non-disadvantaged) children
B	<ul style="list-style-type: none"> Increased attendance rates and punctuality for all disadvantaged pupils Emotional difficulties supported 	<ul style="list-style-type: none"> Reduce the absence rates of identified disadvantaged pupils so that their attendance rates are in line with that of their peers which is above the national average Decrease the number of times identified disadvantaged pupils are late Reduce emotional difficulties so that learning can occur and resulting in the disadvantage pupils making accelerated

		progress as measured by Teacher assessments and external tests
C	<ul style="list-style-type: none"> • Ensure all disadvantaged pupils have the opportunities to attend educational visits trips and clubs 	<ul style="list-style-type: none"> • Disadvantaged pupils have full access to an enriched curriculum which supports their enjoyment of and progress in learning. As a result, they make at least expected progress as measured by Teacher assessments and external tests

Intended spend for 2016/17 of the PPG					
Desired outcome	Chosen approach	Evidence/ Rationale	How will you ensure its implemented well?	Staff lead	Review date?
A : High Quality Teaching and Learning					
<ul style="list-style-type: none"> Improve oral language skills for disadvantaged pupils in Reception and Nursery so that.... 	Trained L2 Speech and Language support - Wellcom programme (£6000)	EEF toolkit	Course selected using evidence of effectiveness Observations Timetable of support and follow programme	PP lead	Half termly
<ul style="list-style-type: none"> Further develop language skills for disadvantaged pupils in KS1 with SEND so that.... 	<ul style="list-style-type: none"> Catch up programme Toe by toe (£6000) 	EEF toolkit SEND pupils make small steps progress	Course selected using evidence of effectiveness Observations Timetable of support and follow programme	PP lead	Half termly
<ul style="list-style-type: none"> Ensure more rapid higher rates of progress across KS2 for high attaining for the most-able disadvantaged pupils so that they meet challenging end of year targets 	<ul style="list-style-type: none"> TAs deliver small group interventions Year 6 teacher 1 morning a week One to one tuition by teacher Year 6 Easter school for SATs preparation (£12,000) 	Pupils reach expected in RWM	Course selected using evidence of effectiveness Observations	PP lead	Half termly
Total budgeted cost £24,000					
B : Social/ Emotional Issues addressed					
<ul style="list-style-type: none"> Increased attendance rates and punctuality for all disadvantaged pupils. Target: attendance of disadvantaged group rises to 96% 	<ul style="list-style-type: none"> Meet and greet Punctuality followed up First day absence response provision 	Can't learn if not in school or not punctual	Attendance and punctuality rates measured	PP lead	End of each week
<ul style="list-style-type: none"> Identified emotional, social and medical barriers to learning are supported 	<ul style="list-style-type: none"> Eye screening to identify issues Counselling and protective behaviours provision so can 	Can't learn if there is visual impairment or if emotional	Observations Course selected using evidence of effectiveness Improved self worth and self esteem	PP lead	End of each half term

	access learning	barriers prevent access	EEF toolkit		
Total budgeted cost £3,000					
C: Enrichment opportunities increased (other approaches)					
<ul style="list-style-type: none"> Ensure all disadvantaged pupils have the opportunities to attend educational visits trips and clubs 	<ul style="list-style-type: none"> Ensure opportunities for all disadvantaged pupils to attend Extra-curricular activities and trips Ensure all disadvantaged Yr 6 children attend week's residential visit to Kingswood in Cromer. 	Broaden outlook and enjoyment and improve curriculum knowledge and interests	All disadvantaged children attend which increases attendance as well as motivation and learning behaviours	PP lead	After each visit
Total budgeted cost £3,000					
Total of all £30,000					

2015/16 - Pupil Premium

Total number of pupils on roll	234		
Finance dates	Sept-Mar	Apr-July	Sept 15-July 16
Total number of pupils eligible for PP	26	24	
Total amount of PPG received	£20,926	£13,391	£34,317

Review of expenditure for 2015/16 of the PPG with PP lead and governor				
Desired outcome	Chosen approach	Actual impact	Lessons learned	Cost
A : High Quality Teaching and Learning				
Improve oral language skills for disadvantaged pupils in Reception and Nursery	Trained TA on Wellcom programme to screen Speech and Language of Reception and Nursery children	All children in Yr R and N were screened and 3 disadvantaged pupils identified with Sp&L difficulties. One referred to NHS and 2 others supported on Wellcom programme in school. By end of Year 33% of these children were at expected standard. The others continue to be supported at school. SC- Met	Training for TA was good. TA needs to spend time in N and R before commencing screening so pupils familiar with adult. Any new child entering school to be screened if appropriate as well.	£6,000

Further develop language skills for disadvantaged pupils in KS1 and/ or KS2 with SEND	Catch up programme Toe by toe introduced for Yr 1 children	Good- 100% of pupils identified on both catch up and toe by toe have improved in reading band colours SC- Met	Pupils enjoy the programmes and can see their improvements	£6,000
<ul style="list-style-type: none"> Higher rates of progress across KS2 for most able disadvantaged pupils 	<ul style="list-style-type: none"> TAs deliver small group interventions Lego programme to develop talk for writing Year 6 teacher 1 morning a week One to one tuition by teacher Year 6 Easter school for SATs preparation 	<p>Easter school - 80% of disadvantaged attended showed increased confidence in SATs SC- Met</p> <p>In Reading 60% of pupils deemed disadvantaged made better than National progress.</p> <p>In Writing, 100% of disadvantaged pupils made better than National progress.</p> <p>In maths 60% of disadvantaged pupils made better than National progress.</p> <p>In maths 66% of those with One to One support made better than National progress.</p> <p>In writing 100% high attaining disadvantaged pupils were working at greater depth.</p> <p>SC-Met</p> <p>Lego- Not met</p>	Lego did not get the improved results so won't do this next year.	£12,000
B : Social/ Emotional Issues addressed				
Improve attendance	<ul style="list-style-type: none"> Meet and greet when needed 	Improvement in attendance and punctuality for first 2.5 terms with 88% on time decreasing to 63% in final half term. SC- mostly met	Outside factors contribute highly to success of this method	£3,000
<ul style="list-style-type: none"> Emotional difficulties supported 	<ul style="list-style-type: none"> Eye screening to identify issues in Reception, Year 1 and 2 classes. 	11% of pupils were identified with eye issues of which 1 was a disadvantaged	Continue with both approaches	

	<ul style="list-style-type: none"> Counselling and protective behaviours provision so can access learning 	<p>pupil. 40% of these were prescribed glasses by the opticians.</p> <p>Behaviour support for identified pupils led to improved learning behaviour.</p> <p>This led to good progress in 80% of the identified children</p> <p>SC- met</p>		
C: Enrichment opportunities increased (other approaches)				
<ul style="list-style-type: none"> Ensure all disadvantaged pupils have the opportunities to attend educational visits trips and clubs 	<ul style="list-style-type: none"> Opportunities for all disadvantaged pupils to attend Extra-curricular activities and trips Ensure all disadvantaged Yr 6 children attend week's residential 	<p>Observed excitement and increased knowledge for children to write about.</p> <p>End of KS2 results based on provisional data show 80% attainment in writing and 100% high attaining most able Year 6 pupils attained at greater than expected.</p> <p>SC- met</p>	Continue to support children to attend trips and clubs	£3000

End of KS1 results

2016	Reading	Writing	Maths
% at expected (2 pupils)	50%	50%	100%
Other pupils not disadvantaged in school (28 pupils)	86%	83%	83%

End of KS2 results based on provisional data

2016	Reading	Writing	Maths	GAPS	RWM
% at expected (5 PP pupils)	60%	80%	40%	60%	40%
Pupils not disadvantaged in school (27 pupils)	78%	96%	78%	78%	63%

End of KS1 attainment

2015	Reading (3 pupils)	NA Other Not PP	Writing (3 pupils)	NA Other Not PP	Maths (3 pupils)	NA Other Not PP
Level 2+ PP	100%	93%	100%	91%	100%	95%
Level 3+ PP	0%	37%	0%	21%	0%	30%

End of KS2 Attainment based on provisional data

2015	Read (3)	NA Other Not PP	Writ (3)	NA Other Not PP	Maths (3)	NA Other Not PP	GAPS (3)	NA Other Not PP	R&W&M (3)	NA Other Not PP
Level 4+ PP	100%	92%	100%	90%	100%	90%	67%	84%	100%	85%
Level 5+ PP	0%	55%	0%	42%	67%	48%	67%	61%	0%	29%

End of KS2 progress

2015	Reading (3 pupils)	NA Other Not PP	Writing (3 pupils)	NA Other Not PP	Maths (3 pupils)	NA Other Not PP
% making 2L progress	100%	92%	100%	95%	100%	91%
% making more than 2L progress	0%	33%	33%	37%	67%	37%

To be updated once Raiseonline is validated.