

Pupil premium grant expenditure report to parents for the year 2016/17

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2016-17.

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2016/17	
Total number of pupils on roll	105
Pupils eligible for PPG	29 children on FMS and children Ever 6 3 children with a parent in the services
Amount of PPG received per pupil	£1,320
Amount of Service Children Premium per child	£300

Total amount of PPG received	£37,765
Barriers to achievement 2016/17	
<ul style="list-style-type: none"> • Academic support from home – opportunities to discuss learning, support with homework including reading • Poor oral language skills • Poor home learning environment • Opportunities to experience wider cultural experiences and gain a broader knowledge and understanding of the world. • Emotional issues at home which lead to lack of focus in school • Attendance for individuals • Poor diet 	

Nature of support 2016/17 and <i>reasons why in italics</i>
<ul style="list-style-type: none"> • Teaching assistant supports other children in the class allowing the teacher to work with pupil premium children – <i>so that the children receive high quality classroom teacher support to meet their needs and support progress within the classroom setting.</i> • Bespoke intervention groups e.g. phonics, precision teaching – <i>identified precision support based on assessment to support good levels of progress.</i> • Additional Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented math's provision – <i>To give specialist support to ensure good progress for all disadvantaged children including, most able disadvantaged.</i> • Support for children to attend residential and educational visits and clubs– <i>To ensure that all children receive extracurricular activities to support cultural knowledge and understanding.</i> • Teaching assistant time to work with children who require 'catch up' – <i>So that children are given the time to discuss their learning and address misconceptions before their reach the next lesson. This supports good level of progress.</i> • Extra individual reading time within the school day – <i>To ensure that children are not disadvantaged</i>

if parents and carers do not read with them at home.

- *Holiday club – To give parents respite in the holidays and provide alternative professional care for the children.*
- *Use of Dreadnought, Emotional First Aid and Thrive – To address and support children with social, emotional and mental health needs. This supports emotional health and progress in school and as part of lifelong learning.*
- *Fresh fruit and vegetables available at playtime – As part of our drive for healthy eating. This ensures that all children eat fresh, raw fruit/vegetables daily. The impact over the years has been that children then ask for it at home and are making healthy choice at home as well as school.*
- *A teacher who provides support for children in class and one to one tuition - To provide high quality specialist support that identifies areas that need developing from assessment and addresses these either in the classroom or on an individual basis to promote good progress.*
- *Half price music tuition – To ensure that children have the opportunity to develop their musical knowledge and skills.*

How will we measure impact?

We measure the impact of pupil premium by the progress made by the child/ren.

- We do this academically using school pupil tracker online to measure to impact of our interventions and support.
- We do this emotionally and for behaviour using our emotional audit to monitor emotional support put in place.
- We monitor attendance termly with our Educational Welfare Officer

Most of our support is included in our School Development Plan (SDP). This is evaluated termly for impact. Below is part of the SDP that monitors the progress of our pupil premium children. The next governor monitoring of Pupil Premium will be November 2016. The next evaluation of impact of the pupil premium strategy will be December 2016. The next annual review of the school's pupil premium strategy will be July 2017.

Priority: Leadership and management

Writing in bold is a new addition

Action for a co-ordinator /staff– italics

Autumn evaluation in purple. Spring in green. Summer in red and achieved/not achieved in **BOLD CAPITALS**

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate.
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<p>2.12 B Leaders and governors effectively track the progress of groups of pupils to ensure that none falls behind and underachieve.</p>	<ul style="list-style-type: none"> • Leaders will track progress using SPT termly to ensure that all children from all groups are on track. • Termly meetings between class teachers and a member of the SMT to discuss any underachieving children/groups of children. • Interventions to be put in place for any children/groups of children who are identified as underachieving. • <i>Termly social and emotional tracker used to support identification of underlying issues that may affect progress.</i> • The assessment governor, pupil premium governor and most able governor meet with the SMT (hold to account) to discuss progress of groups. 	<p>All Teachers</p> <p>C of G</p>	<p>Sept - July</p>	<p>£1000 SPTO costs</p>	<p>Governors to termly meet with SMT to share data, discuss interventions in place and impact of these.</p> <p><i>Governors to use SPTO to check on this and prepare challenging questions for these meetings</i></p>	
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outcomes for pupils. Governors effectively hold them to account for this.	<ul style="list-style-type: none"> Effective interventions are put in place as necessary to prevent children from falling behind – these are recorded on SPTO HT reports on what is in place for pupil premium children in her termly reports to the governing body. Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body. 	LC and FF RN, FF, LC and governors NP, LC, RW, FF, HI, JD RN Governor	Sept – July Oct - July		<p>impact of the inventions, this will be reported to the governing body.</p> <p>The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.</p>	
3.2 F Teachers and other staff have consistently high expectations of what each	<ul style="list-style-type: none"> Completing assessments – use of pupil tracker weekly to track progress. Lesson observations at least 3 per year which demonstrate high expectations of ALL children from ALL staff. 	RN/ LC and FF RN	Sept – July	PPA time and staff meeting time.	Governors through focused governor visits with challenging questions following their analysis of SPTO – evidence to	

pupil can achieve	<ul style="list-style-type: none"> Planning scrutiny termly – planning must evidence high expectations of all groups – Use Strand 4 – High Expectations and Challenge termly Marking/response scrutiny – linked to new Learning Walls – high expectations of all groups. Use Strand 1 – Marking and Feedback termly. <i>Staff to agree what deeper learning in maths looks like and ensure that it is planned into every lesson as applicable</i> <i>SPaG focus across school. Introduction of KungFu punctuation. Teachers to agree high expectations for SPaG (what is acceptable) and that all staff implement this</i> <i>Interventions in place to ensure those having difficult keep up and rapid graspers stretch and deepen their learning.</i> <i>Depth of learning to be monitored termly and is a whole school priority and linked to all teachers Performance Management</i> 	RN			<p>be recorded in a governor report.</p> <p>Governors to meet with teachers and discuss impact of deeper learning and SPaG focus. Evidence of progress in these areas to appear in HT report to the governing body, SPTO data book scrutinies and lesson observations.</p>	
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		JD, FF and HI				
		RN				
<p>4.1 D Overall absence is reducing and persistent absence rates for all pupils, and for different groups in relation to national figures for all pupils.</p>	<p>Attendance is monitored half termly and attendance letters sent out as necessary (where attendance has dropped or is below 90%).</p> <p>Outside agencies to be used to support good attendance – Together for families.</p> <p>Attendance clinics are held termly with the headteacher and the EWO and written agreements are drawn up at the meeting to help improve attendance and these are then reviewed at the next meeting.</p> <p>A letter at the beginning of the year to be sent to all parents and put on the school website reminding parents/carers of the laws surrounding school holidays.</p>	<p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept – July</p> <p>Sept – July</p> <p>Nov – July</p>	<p>£571 EWO SLA</p> <p>Outside agencies – Together for Families (no cost)</p> <p>Dreadnought (£30 per child per session) and Brighter Futures (cost dependent on usage – money taken from PP as applicable for particular</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed. All governors to receive attendance information in the HT report to the governing body termly.</p>	

	<p>Unauthorised holidays are G coded and letters go out to families explaining the consequences. Where necessary penalty notices are issued.</p> <p><i>Letters to go out in Sept setting targets where attendance last year was below 90%. To be monitored closely and when drops again call attendance meeting.</i></p>	<p>RN</p> <p>RN</p>	<p>Sept – Oct</p> <p>Sept – July</p> <p>Sept</p>	<p>children).</p>		
<p>4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in the lowest 10%).</p>	<p>Low attendance is tracked and EWO is and other agencies are involved to improve attendance.</p>	<p>RN</p>	<p>Sept - July</p>	<p>£571 EWO SLA Attendance Governor to monitor attendance termly and ensure all actions are completed.</p> <p>Outside agencies – Together for Families (no cost) Dreadnought and Brighter Futures (cost dependent on</p>	<p>Attendance Governor to monitor attendance termly and ensure all actions are completed.</p>	

				usage – money taken from PP).		
<p>4.5 F Effective strategies are in place resulting in high standards of behaviour – incidences of low level disruption are rare. There are sustained improvement in pupils' behaviour where there are particular needs.</p>	<p>The behaviour for learning policy is in place, reviewed and reflects practise.</p> <p>The school values are in place and are reviewed by the governors for impact on behaviour and learning.</p> <p>Pupil voice assembly every available Monday.</p> <p>Behaviour books used by all classes and monitored weekly by HT.</p> <p>Referral made for outside agency support as necessary.</p> <p>Member of staff is Team Teach trained. 2 more to be trained</p> <p><i>Emotional First aid permeates all aspects of school life and is used in PSHE to promote informed choices by children to support their emotional and mental well-being:</i></p> <p><i>Emotional audit termly</i></p> <p><i>RN and HI to introduce staff to emotional first aid and teach strategies.</i></p> <p><i>RN and HI</i></p>	<p>All teachers</p> <p>HI and RN</p>	<p>October</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Jan</p> <p>Oct – Nov</p> <p>Dec, Mar and</p>	<p>Outside agencies – Together for Families (no cost)</p> <p>Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).</p> <p>Cost of team teach renewal</p>	<p>RN visits to monitors the impact of the behaviour policy, school values (link to 2.1) and pupil voice assembly Governors to monitor impact of emotional first aid at FLE through a visit and through reading HT termly reports to the governing body.</p>	

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