

Pupil premium grant expenditure report to parents for the year 2017/18

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 2017/18	
Total number of pupils on roll	106
Pupils eligible for PPG	34 children on FMS and children Ever 6 3 children with a parent in the services
Amount of PPG received per pupil	£1320
Amount of Service Children Premium per child	£300
Total amount of PPG received	£39,180

Barriers to achievement 2017/18	
<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 2017/18 and reasons why in italics	
<ul style="list-style-type: none"> • Teaching assistants to support 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> • 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, Brighter Futures 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.*
- *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 December 2017. The next evaluation of impact of the pupil premium strategy will be January 2018. The next annual review of the school's pupil premium strategy will be July 2018.

Fourlanesend School Development Plan 2017-18

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**

FOURLANESEND VISION – linked into every success criteria

A) To enable our children to have a valued voice which is an integral part of the school ethos.

B) To provide outstanding education which maximises achievement, promotes lifelong learning and enables our children to leave with confidence, ambition and compassion.

C) To embrace our community and appreciate both the local environment and the wider world.

D) To encourage children to develop responsible and positive attitudes towards time, work and money.

E) To promote lifelong health and well-being by enabling children to make sound and informed choices and stay safe.

F) To have high expectations of work and behaviour in a creative school that's constantly evolving.

G) To promote British values of democracy, rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Lea der	Start and finish dates	Reso urces	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate.
2.12 B Leaders and governors effectively track the progress of groups of pupils to	<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 	All Tea che rs	Sept - July	£100 0 SPTO	Governors to use SPTO and HT reports to check on this and prepare challenging questions for these meetings.	

<p>ensure that none falls behind and underachieve.</p> <p>To improve:</p> <p>Boys writing</p> <p>Boys progress in reading, writing and maths</p> <p>Most able writing progress</p> <p>Progress of SEN children</p> <p><i>Progress needs to be in line with that of all other groups</i></p>	<p>children/groups of children.</p> <ul style="list-style-type: none"> Interventions to be put in place for any children/groups of children who are identified as underachieving. Termly social and emotional tracker used to support identification of underlying issues that may affect progress. The governors in termly FGM monitor the progress of all groups of children. Challenges are recorded in the minutes. 	C of G				
<p>2.13 C Leaders engage with parents, carers and other stakeholders and agencies to support all pupils</p>	<ul style="list-style-type: none"> School website up to date and in use. This includes FAQ, policies, and details of our curriculum, half termly forecasts for each class, weekly updates for each class, weekly newsletter, all homework and information about parent's evenings and how to book them. Text system for quick reminders and information Termly parents evenings Teachers wherever possible available on the gate at the end of the day. Celebration assembly on a Friday 	<p>RW</p> <p>RN</p> <p>RN</p> <p>RN</p> <p>RN</p>	<p>Sept – July</p>	<p>N/A</p> <p>N/A</p> <p>£30 per Drea dnou ght sessi on</p>	<p>Governors to monitor all by:</p> <p>Checking school website and meeting with RW.</p> <p>Asking parents about the text system, celebration assembly, parents evening, open door policy and impact of it – termly.</p> <p>Feedback from parents evenings,</p>	

	<ul style="list-style-type: none"> All staff adhere to the open door policy so that parents and carers can contact staff quickly. Records and reports from meetings with other agencies need to demonstrate support for all children. FAST Programme – To promote parents’ engagement with their children and school. <p>Training to begin September and Programme to begin October. Graduation if the programme is successful - Dec</p>	<p>RN</p> <p>RN and HI</p> <p>RN</p>		£2,800 is given to the school	<p>meet with SMT twice a year.</p> <p>Meetings between SENCo governor and SENCo to discuss case studies, records from meetings and reports.</p>	
2.14 B Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.	<ul style="list-style-type: none"> All data is inputted onto the SPT regularly by teachers. Governors to use SPTO to hold leaders to account for their use of pupil premium money SMT monitor the progress made by all groups of children termly. 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 	<p>RN</p> <p>C of G</p> <p>RN and FF HI</p> <p>RN</p> <p>RW</p>	<p>Sept – July</p> <p>Oct – July</p> <p>Sept – July</p> <p>Oct - July</p>	N/A	<p>To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the interventions, this will be reported to the governing body in termly head teacher report.</p>	

	termly and the impact of any interventions and reports on it to the governing body.				The chair of governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.	
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3.2 F Teachers and other staff have consistently high expectations of what each pupil can achieve	<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. Planning scrutiny termly – planning must evidence high expectations of all groups – Use Strand 4 – High Expectations and Challenge termly Marking/response scrutiny– high expectations of all groups. Use Strand 1 – Marking and Feedback termly. <p>July 2017 - baseline Strand 1 – Marking and Feedback Strand 1:1 Across school – all securely good with at least secure outstanding elements per class. Strand 1:2 All classes securely good. Classes Cremyll ,</p>	RN and FF RN RN RN	Sept –July	PPA time and staff meeting time.	HT to report on the actions in termly HT report to the governing body. Governors to challenge as appropriate. HT to monitor Strands progress, interventions and progress through PM of teachers and progress meetings.
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	<p>Plym and Lynher have between 3-4 secure elements in the outstanding criteria. Class Tamar are working towards this and currently have 2 areas hatched in the outstanding criteria.</p> <p>Strand 1:3 Securely good across school with 3 elements of outstanding achieved in Classes Plym, Cremyll and Lynher.</p> <p>Strand 4 –High Expectations and Challenge</p> <p>Strand 4:1 All securely good and all working in outstanding across school. Class Lynher have 3 element of outstanding secure and one hatched. Class Tamar have 1 secure and 3 hatched; Class Cremyll have 2 secure and one hatched and Plym have 3 hatched.</p> <p>Strand 4:2 All good across the school. Lynher, and Cremyll have 2 secure elements and the rest hatched. Tamar have 3 secure and the rest hatched. Plym have 3 secure and one hatched (out of 6).</p> <p>4:3 Securely good and working within outstanding across school. Class Lynher and Cremyll have 2 elements of outstanding secure; Class Plym has 3 elements secure and Class Tamar have one secure. All the rest are hatched in all classes.</p> <ul style="list-style-type: none"> • Interventions in place to ensure those having difficult keep up and rapid graspers stretch and deepen their learning. • TA PM to support high expectations. • Progress in boys writing to improve – to be at least in line with girls progress. 	<p>FF</p> <p>FF, RW, EC, HI and NP</p> <p>RN and FF</p> <p>FF, RW, EC, HI and NP</p>			
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<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>	RN	Sept – July	<p>Outside agencies – Together for Families (no cost) Dreadnought (£30 per child per session) and Brighter Futures (cost dependent on usage – money taken from PP as applicable for particular children).</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>Attendance letters went out on the last day of the school year.</p>
	<p>Outside agencies to be used to support good attendance – Together for families.</p>	RN	Sept – July			
	<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>	RN	Nov – July			
	<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>	RN	Sept – Oct			
	<p>Unauthorised holidays are G coded and letters go out to families explaining the consequences. Where necessary penalty notices are issued.</p>	RN	Sept – July			
	<p>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.</p>	RN	Sept			
<p>4.2 D Low attenders are improving their attendance over time and whether attendance is consistently low (in</p>	<p>Low attendance is tracked and EWO is and other agencies are involved to improve attendance.</p>	RN	Sept - July	<p>Attendance Governor to monitor attendance termly and</p>	<p>Attendance Governor to monitor attendance termly and</p>	

the lowest 10%).				<p>ensure all actions are completed.</p> <p>Outside agencies – Together for Families (no cost) Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).</p>	ensure all actions are completed.	
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<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>	All teachers	<p>October</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Sept – July</p> <p>Autumn</p>	<p>Outside agencies – Together for Families (no cost) Dreadnought and Brighter Futures (cost dependent on usage – money taken from PP).</p> <p>Cost of team teach for 2 TA's.</p> <p>Cost of team teach renewal</p>	RN to report on actions in HT report to the governing body termly and governor to challenge as appropriate.	
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	<p>2 TA's are trained in Team Teach. RN renews her team teach licence</p> <p>Strategies that staff trained in previously such as Thrive and Emotional First Aid are used to deal with incidents across school and are used proactively to support children</p> <p>Emotional audit termly</p> <p>Staff training for Operation Encompass</p>	<p>HI and RN</p> <p>HI</p> <p>RN and FF</p>	<p>January</p> <p>Sept - July</p> <p>Dec, Mar and Jul</p> <p>Oct</p>			
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<p>4.7 E Children are kept safe – the school's culture promotes all aspects of pupils' welfare. This includes online safety.</p>	<p>Pupil voice assembly every available Monday –recorded in Assembly book and pupil voice book.</p>	RN	Sept – July	<p>Digital Citizenship and e-safety SLA £750</p>	<p>Governors receive a termly report in the HT report to the governing body. S175 to cover online safety</p>	
	<p>Planned lessons to deal with issues that arise.</p>	All staff	Sept – July			
	<p>RSE to take place in the summer term</p>	RW and RN	May – July			
	<p>Age appropriate internet safety (covering use of social media,</p>	RW	Sept – July			

	games and websites) lessons to be delivered in all classes.	RW	Sept – Mar			
	<i>SWGfL 360 audit - ongoing use of to aid continuous improvement</i>	RN	Sept – July			
	Internet safety newsletter is posted on the board in the staff room.	RN	Sept – July			
	Where the schools monthly internet safety newsletter includes information for parents, this is passed on through the school newsletter.	All staff	Nov, Mar and July			
	Termly Internet safety awareness training for parents led by the children.					