

# ULEY C OF E PRIMARY SCHOOL



## PUPIL PREMIUM REPORT

## **What is Pupil Premium Funding?**

Pupil premium funding is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, children who have been “Looked After” continuously for more than six months, and children of service personnel. In 2014 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the pupil premium as they see fit. However, we are held accountable for how we have used the additional funding to support pupils from low-income families. We are required to publish information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support they receive.

## Planned Expenditure of Pupil Premium 2018/19

<b>Financial Year 2018-19</b>					
Total number of pupils on roll January Census 2018	106	Total number of pupils eligible for PPG January Census 2018	12 (11%)	Planned expenditure	£16420
Identified barriers to educational achievement	Social and emotional issues Poor skills in core subjects – PP children are not always in line with their peers in attainment Financial difficulties				
<b>Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>What are the impact measures</b>
Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	<b>Small group tuition</b> addressing academic needs in reading, writing and/or maths to PP children over the year	Children from disadvantaged backgrounds often struggle with the basic core skills. This spend aims to identify and address gaps in knowledge and skills in core subjects to help them make stronger progress and catch up	Outcomes monitored 3x over the year monitoring cycle in terms of data, book-looks and pupil conferences. Lesson observations are conducted as part of the cycle of lesson observations. Termly monitoring of comparing PP outcomes compared to non-PP Use external tracking to compare PP pupils to national data	ZM & teacher	Children's gaps in their learning is identified and addressed  Children make better than expected progress in the areas where they are supported  Children grow in confidence in their learning
Total budgeted cost					£9276

Targeted Intervention					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures
Children have a good level of self-esteem and growing confidence socially and emotionally impacting ultimately on academic achievement	<b>Nurture/enrichment groups</b> Small group enrichment sessions for PP children Children are identified as needing a positive enrichment experience with a trained member of staff.	Some children have self-esteem or confidence problems which can be reflected through inappropriate behaviour or a negative attitude to learning impacting on children's progress. Online pupil survey 2016 & 2018	TP implements during an afternoon Parents on board Pupil conference Regular communication with TP	ZM & TP	Pupils have good attitudes to learning from lesson observations, book-looks and pupil conferencing Parents & carers to feel that their children are being well supported and have good attitudes to learning in school
Families are well supported through challenging times	<b>Family Support Worker (FSW)</b> Family worker to support PP families with issues at home and/or school. Family worker and school to signpost through the Early Help support.	Families are recognising the need to ask for help due to the impact on their children. Families are best supported by those who are already working with them, with additional support from local partners arranged as needed.	Frequent conversations between HT and FSW Frequent conversations between parents, children, FSW & HT School staff talk about how well the children are progressing in class or if there are any barriers	ZM & FSW	Parents & carers to feel that they, and their children, are being well supported to address any needs. Children are happy and thriving at school – impacting on their progress and achievements
Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours	<b>Training</b> Attachment disorder training for all staff	Disadvantaged children, and in particular, those who have been in care, often suffer from attachment issues. Training for staff to understand attachment disorders and implement strategies	Regular communication with parents of children who have attachment issues. Review of My Plans and My Plan+ forms to focus on improving behaviour and attitudes to learning	ZM & staff	Pupils with attachment disorder issues to feel safe and have good attitudes to learning from lesson observations, book-looks and pupil conferencing
Total budgeted cost					£5455

<b>Inclusion and Equal Opportunities</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>What are the impact measures</b>
All children have equal opportunities and are included. No child is excluded from a wider curriculum experience that families wish to be included.	Breakfast/After school club Trips/music tuition	Children from disadvantaged backgrounds often cannot afford additional expenses such as music tuition, extra-curricular clubs, residential or the before and after school club facility.	Office staff to identify children and families.  Families spoken to early in the term to ensure that they are aware of funding available	ZM & CC	PP children will be given the same opportunities as non PP children. PP children will attend a variety of clubs and have the opportunity to take part in residential and school trips. The option to use before or after school club is available – breakfast is available at Breakfast Club
<b>Total budgeted cost</b>					<b>£1850</b>

## Review and Analysis of Pupil Premium Expenditure 2017/18

<b>Financial Year 2017-18</b>					
Total number of pupils on roll January Census 2017	105	Total number of pupils eligible for PPG January Census 2017	6 (5.7%)	Total expenditure	£7920
<b>Quality of teaching for all</b>					
<b>Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>	
Pupil premium children are targeted for support to improve academic progress in Maths and Writing	TAs to work with pupils during the week in addition to the normal school timetable- focussed intervention with support from the teacher Plans are written which include targets which are SMART Plans are shared with parents who are given ideas of how to support learning at home	School end of Y2 and Y6 data Y2 100% of pupil premium children achieved expected in reading and writing with 50% achieving expected in Maths Y6 Progress in Maths and Reading exceeded national data  In school tracking data April 2017 – 2018 averages say: Reading – 2.6 points Writing – 3.4 points Maths – 3.1 points	Targeted intervention in the classroom with teachers and additional adults needs to be more rigorously implemented and monitored.  Timetables created for Pupil premium support to be consistent  Children valued their small group	£4300	
Total budgeted cost					£4300

<b>Targeted Intervention</b>				
<b>Outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Children have improved self-esteem Families feel confident at supporting their children's learning at home	Nurture group training Nurture groups weekly Member of staff to lead nurture groups Parents are informed and involved	Training has been complete Children have been identified School staff have been consulted  No impact measured on children and families as yet	Extra time was required to implement the provision	£1,000 inc. £800 release fee for a TA or HT to deliver nurture group
Resources support learning and remove barriers Children have improved self-esteem Families feel supported	Source a family support worker to support Pupil Premium families one afternoon a week	The role has been investigated Cluster of schools working together to recruit a joint FSW Early Help Team consulted No impact measured on children and families as yet		£970 towards resources which could include a family support worker
<b>Total budgeted cost</b>				<b>£1970</b>
<b>Inclusion and Equal Opportunities</b>				
Contribution towards extra-curricular activities and trips ensuring equal opportunities for all	Children can access residential trip 2018 Children have access to extra-curricular activities including clubs and Fun Club	Children have accessed residential Before and After school have been attended by one child	To budget a bit better in terms of before and after school club – to ensure all parents know that the facility is available and how much is allocated	£1,650
<b>Total budgeted cost</b>				<b>£1650</b>