



2016 – 17

### The Pupil Premium Grant

The Pupil Premium Grant (PPG) is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years or those children who may have been in Local Authority Care. Pupil Premium can be spent in way that meets the needs of children in different in each school.

Together with our understanding of the local community and, current research and documentation, we have used a multi-faceted approach. We want to ensure that those children from poorer socio-economic backgrounds do not suffer barriers to learning which may impede their progress and attainment. As a result of this, the children will benefit from a range of opportunities and experiences, quality first teaching (QFT) and additional support from professionals and partnerships.

Our PPG has been assigned to some projects which will produce long-term benefits and some to 'quick wins'. All of our children will benefit from the learning opportunities that PPG provides as we recognize that all of those children who are in receipt of Free School Meals (FSM) are not necessarily disadvantaged or making inadequate progress. However, suitable provision has been made for those children who are from socially and economically disadvantaged groups based on a needs analysis.

### Aims of PPG spending 2016 / 17

- Focus on closing any gaps in attainment and progress between those children in receipt of pupil premium funding and those who do not in school; and in comparison to Non-PP chn nationally.
- To support children in developing and consolidating core reading, writing and maths skills.
- To improve self- esteem, confidence and behaviour in individual pupils, thereby improving participation in school life.

### Number of pupils and pupil premium grant (PPG) received 2016 / 7

Total number of pupils on roll All Saints' CE Junior School	200
Total number of pupils eligible for PPG (as at Census January 2016)	40
Amount of PPG received per pupil	£1320
Total amount of PPG received	£52,800

### **Whole-school approach:**

Last year, in order to maintain a clear focus on 'closing the gap' we participated in a **Pupil Premium review project** through the LA, led by an Ofsted inspector. This enabled us to develop clear strategies to move forwards. On-going focus will be on ensuring:

That progress and attainment in Reading and Writing are closely monitored to prevent gaps arising

That measures are taken to close gaps in Numeracy

To support and address these measures:

All staff have **Performance Management targets** relating to the progress of PP chn.

Children eligible for PPG have again been identified and monitored as a vulnerable group. Pupil progress meetings take place every half term and these children are discussed, needs are identified and plans are formulated, monitored and adjusted as required.

Subject leaders closely monitor the progress of PP chn in scrutinies of books and planning and during learning walks. Their subject action plans contain targets relating to the progress of PP chn.

During 2016-17 we are introducing the use of **Accelerated Reader** across school. This will enable the analysis of reading both in terms of regularity, comprehension and progress. We will use it to analyse in detail the needs of PP chn, providing support as required.

### **Individual and small group support – supporting academic progress**

Children in each year group receive withdrawn support led by a teaching assistant, though planned by a teacher, with a focus on specific targets clearly identified as holding them back academically. These are monitored regularly and planning is adjusted to meet needs. Some children receive 1:1 support, others receive small group interventions, depending on the need.

Read, Write Inc 1:1 phonic tuition, Get Writing and Fresh Start materials are used to provide 1:1 or small group interventions to close the gap in phonics/spelling, reading and writing. Due to the success of these interventions (as tracked via pupil progress meetings) we have extended the use of this evidence-based intervention. This is possible due to the fact that additional teaching assistant hours have been put in place to extend the numbers of interventions being run across school for vulnerable children.

During 2016-17, we will be implementing 'Inference training' designed to support PP chn who can decode adequately but struggle to get full meaning and enjoyment from their reading. The aim will be to enable a greater proportion of PP children to reach Age Related Expectations in Reading. The cost of implementing this programme will include the direct cost of training and materials and also the dedicated time of a trained teaching assistant. For all of the above interventions, assessments are carried out half termly and TAs have pupil progress meetings with SENCO / Associate Headteacher.

During 2016-17 we will be implementing an evidence-based Numeracy intervention to close the gap identified between PP chn and non-PP chn. We have chosen to implement 'Success at Arithmetic' from the 'Every Child Counts' programme. This intervention will support children with their understanding of number and written calculation skills. The programme requires a Lead teacher and a Lead Teaching assistant to be trained. The Lead teacher will be responsible for completing diagnostic assessments of the children and design individual learning plans which will then be delivered by the Teaching assistant. Further assessments will subsequently be carried out to determine the impact of the intervention.

We launched Achievement for All (AfA) at the start of the academic year 2012/13 and were recognised as an AfA partner school until 2015. AfA has been developed by a national charity and is a whole-school improvement framework, delivered in partnership with leaders, teachers, parents/carers, pupils and support professionals, that aims to raise the aspirations, access and achievement of vulnerable and disadvantaged children. We have now personalised our approach and implementation, continuing to hold termly meetings for parents of PP children.

There is a financial cost to implementing this framework in terms of providing release time for teachers to meet with parents for 'structured conversations' on a termly basis.

## Individual and small group support – supporting pastoral, social and behavioural needs

An HLTA carries out a Learning Mentor role, acting as 1<sup>st</sup> line behaviour management across school, implementing and monitoring behaviour plans and meeting and reviewing implementation of the behaviour policy with the Associate Headteacher, on a weekly basis. Weekly reports track the involvement of any PP chn and lead to adjustment/ implementation of appropriate support strategies. The HLTA provides support for vulnerable children on a 1:1 or small group basis to work on developing social skills, establishing friendship groups, leading anger management work, facilitating the delivery of “Me Club.” She has received a range of training opportunities to develop her role further – including Nurture training, ‘Counselling skills for Non-Counsellors’ Bereavement support training, etc.

She is able to act as Lead Professional in CAFs, participate in Social service cases and support vulnerable families. This member of staff has also been responsible for peer mediation in school, training and supporting mediators, with representation from the PP group.

The aim is to provide an effective link between school and home whilst providing effective support for vulnerable children during their time in school.

As a qualified teacher, this member of staff is also able to deliver high quality interventions for literacy and numeracy if required, working with children on a 1:1 or small group basis.

We fund a trained counsellor from a psychotherapy and counselling service who delivers weekly counselling sessions for vulnerable children.

### Other ways that the grant has been spent:

All parents of chn in receipt of PPG have received letters offering support in funding trips, extra-curricular activities etc. Spending for each child is tracked and monitored carefully.

School trips are regularly funded and participation in the Year 6 residential trip is either partially or fully-funded. No child has missed out on the residential trip in September 2016 due to financial difficulty and the percentage participation has therefore increased as a direct result.

PPG is also used to fund additional support in the classes, directed to the most vulnerable children. This support is carefully monitored by the senior leadership team.

Nature of Support (outlined above)	Anticipated Annual Cost
HLTA Salary	£24, 525
TA per year group to deliver interventions during afternoons @ £5246 per yr gp (2 hrs / day)	£20, 984
Cost of Accelerated Reader for one year	£2500
Cost of Training and materials for Success at Arithmetic intervention	£950
Cost of Lead TA to implement Success at Arithmetic interventions (pm, 2 hrs per day)	£5246
Cost of release time for Lead teacher for Success at Arithmetic To plan/assess	£1500
Cost of training for Lead teacher and Lead TA for inference training	£240
Cost of Lead TA to implement Inference training intervention (pm, 2 hrs per day)	£5246
Counsellor	£1500

	Parent Support Advisor	£1600
	Release time for class teachers to meet parents on a termly basis	£1500
	Funding of trips / subsidised music lessons	£800
	<b>Total</b>	<b>£66,591</b>

## Measuring the impact of PPG spending

The school will rigorously evaluate the impact on each pupil at the end of each half term. Class teachers will be required to discuss Pupil Premium children and their progress in all half-termly progress meetings. Intervention reports will be generated; interventions will be adjusted as required.

Where appropriate, there will also be a focus on measuring progress in social development, using the SEAL progress indicators for Personal, Social, Emotional and Behavioural Measures. This will assist in evaluating participation and attitude towards learning, increasing independence in learning and will also be judged against attendance figures.

The ultimate aim is for there to be no gap in the progress made by children in receipt of FSM / PP funding and those that don't.

## End of Key Stage 2 outcomes 2016: Percentage of Children Achieving:

		All Year 6 (52 chn)	National (all chn)	Pupil Premium (8 chn)	Average scaled score All chn	Average scaled score PP
Age Related Expectations	Reading	62%	66%	50%	102.13	99.29
	Writing	85%	74%	75%	N.A.	N.A.
	GPAS	60%	72%	62.5%	101.08	100.29
	Maths	54%	54%	12.5%	101.88	96