

PUPIL PREMIUM STRATEGY AND IMPACT REPORT 2016/2017

Allocation and Strategy

The pupil premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those Looked After by the Local Authority and children of armed service personnel. The intended effect of this funding is to accelerate progress, raise attainment and support the pupils in the participation of activities in the wider curriculum. Schools decide how the allocated pupil premium funding should be spent, since they are best placed to assess what additional provision should be made for these pupils. All schools are required to report on the amount of funding received, how this is being allocated and the impact of any additional support or provision.

Pupil Premium is a government grant which is allocated to schools based on the number of children eligible for free school meals and the number of looked after children. Schools are entitled to spend their allocated Pupil Premium Grant (PPG) in a way they think will best support the raising of the attainment and achievement of these children. At The St Mary Federation, we believe that the most successful route to academic excellence is through high quality small group, focused teaching. To this end, we use a substantial portion of our PPG funding on employing skilled teaching assistants to work throughout the school in order to provide small teaching groups for maths and literacy. Whilst working within a smaller group children's specific needs can be met more easily, enabling any gaps to be closed and full potential to be reached.

This year, Brancaster's allocation is £18,480; Docking - £39,180 and Sedgeford -£23,980.

Financial support is made available to develop pupil aspiration and ability in all areas of the curriculum and to ensure that children qualifying for pupil premium have the same opportunities as those who do not. Funding also goes towards continued delivery of specific intervention support in small group and individual one to one intervention. Additional professional advice and support has also been purchased.

We ensure that children who qualify for Pupil Premium have their needs clearly identified and their progress is closely monitored by the school on a half termly basis. The date of the next full review of the school's pupil premium strategy is September 2017.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils - we believe in "quality first teaching"
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, including socially disadvantaged pupils, by assessing their needs carefully and planning to address them appropriately, setting individual and group targets that are both clear and challenging and shared with all
- We use only the best and most appropriate teachers/teaching assistants, matching the individual to the particular task/activity. Sometimes we may use the PPG to fund a TA to release a teacher to allow them to undertake a specific activity. We train staff as required.
- We maintain a cycle of continuous monitoring, evaluation and adaptation in order to achieve maximum impact.
- Senior staff undertake research on how to make provision effective, which they share at staff meetings. All staff, including TAs are supported to do further research as appropriate.
- We have a named Governor and committee responsible for monitoring Pupil Premium who undertake regular monitoring activities and provide appropriate challenge
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- We monitor and evaluate our Pupil Premium spending on a regular basis, to avoid spending it on activities that have little impact on achievement, and ensuring that we spend it in ways known to be most effective.

Summary of the Main Barriers

PPG funding is used to remove any 'barriers to learning' which may exist. Pupils should feel unique, valued and special and be able to access the opportunities that all children are entitled to. They should also be enabled to reach their full potential in all areas of school life. For example, they may need to build confidence or social skills; they may need support to meet nutritional needs; their fitness, well-being and stamina levels may need to be raised; they may need one-to-one intervention or small group work to improve confidence, knowledge, skills and outcomes. We know that happy children learn. PPG money is used to help ensure that all pupils are happy and ready to learn.

Current Barriers, How and why we use Pupil Premium at address these and How we measure Impact

Note - we are currently working on a clearer breakdown of funding with specific figures and these will be added asap.

Barriers	Use of PPG - how and why	Success criteria & How Impact is Measured
Language skills - poor speech and language development including both ability to comprehend and to express themselves	<ul style="list-style-type: none"> To fund TAs to run: <ul style="list-style-type: none"> Time to talk groups & Talk boost groups. Previous monitoring shows these to have been effective speech/language programmes as identified by SALT team <p><i>Note, we use specifically trained TAs to run these groups/deliver programmes so that we ensure high quality teaching</i></p> <ul style="list-style-type: none"> Support funding for RWI project which includes language development The development of good literacy skills is a whole school focus. Children are carefully tracked and pupils with low literacy levels are provided with additional support so that basic skills can be developed properly in order to remove this barrier to learning. 	<ul style="list-style-type: none"> Positive reports from SALT team and TAs running programmes Improved speech as observed by adults - and parents Improved comprehension as shown by observation, SALT tests, class results Improved phonics results in Y1 screening tests Tracking shows improved Literacy results
attendance	<ul style="list-style-type: none"> Attendance levels for all disadvantaged pupils are checked and acted upon. Systems are in place to make early identification of issue and need. If particular action is needed, we may use the PPG to support funding as obviously, where children are missing school, they cannot be learning. 	<ul style="list-style-type: none"> Tracking to show no PP children below "threshold" levels of 90% (except where health is an additional issue) An increased percentage reaching average attendance levels Attendance monitoring by Governors shows that any low attendance is followed up, action taken and an impact shown

Poorly developed behaviours for learning	<ul style="list-style-type: none"> There has been, and still continues, a major drive for independent learning, the development of thinking skills and clear assessments that support learning. The PPG helps support funding staff time for individual mentoring Also, training in giving quality feedback- and developing learning behaviours as a whole - "growth mindset" in particular. Research shows this to be very effective in raising achievement. Teachers run weekly sessions to enable children to complete supported self study (eg learning logs) using school resources, developing learning behaviours while doing so 	<ul style="list-style-type: none"> children are more positive about school work, more willing to engage and more willing to "have a go" - as observed by teachers and monitored by Governors; as shown by pupil voice pupils are more independent- as observed by teachers and monitored by Governors increased concentration - as observed by teachers positive questionnaire results
Low aspiration, low self-esteem, lack of belief in ability to change for the better	<ul style="list-style-type: none"> To support our aspirational project. <i>The Rowntree foundation carried out a huge project into what makes the most difference to families and children, and the belief that they can influence their own future and change their current situation was one of the most crucial factors in improving attainment.</i> Activities that PPG helps support include: making links with High Schools, Colleges and local businesses by funding transport for visits and contributing towards minibus driver training signing up to Children's University and providing passports for all children helping to fund clubs and music lessons etc 	<ul style="list-style-type: none"> children are more positive about school work, more willing to engage and more willing to "have a go" - as observed by teachers, monitored by Governors and evident in pupil voice through questionnaires, for example tracking shows increased progress children engaged with aspirational project children completing credits towards first Children's University award families taking up support and attending events - as monitored by Governors

	<ul style="list-style-type: none"> • engaging families eg through special events; helping with transport to events • nurture group (see below) • individual mentoring as research has shown that quality feedback leads to maximum impact for little cost. PPG helps fund release time to allow the teacher to meet regularly with children • growth mindset work (see above) 	
Lack of social skills	<ul style="list-style-type: none"> • Funding TA for nurture groups to improve behaviour, social skills and confidence so children are then able to participate more fully in, and benefit from, class/small groups work • keeping TA training up to date • Funding resources for nurture groups • Funding a TA to actively teach/model/ promote play/social interactions during play times so that disagreements do not impact on learning and children can work/play together to improve 	<ul style="list-style-type: none"> • children are more positive about school work, more willing to engage and more willing to "have a go" as observed by staff • children more able to work & play co-operatively as observed by staff • fewer yellow and red cards • positive nurture group reports • children more able to self regulate behaviour, which has been shown to have a positive impact on learning
Anxiety and other mental health issues	<ul style="list-style-type: none"> • Counselling eg Benjamin Foundation, use of educational behavioural psychologist to address specific issues, provide further specific professional support if required, to enable children to cope emotionally so they can benefit from academic support • Nurture groups (see above) • TA to develop social stories to enable children to understand and access activities 	<ul style="list-style-type: none"> • Staff observe changes in attitude • More positive comments by pupils in needs/wishes work, PSHE, questionnaires etc • Positive reports from professionals • Positive comments from parents • Children more able to access work

Lack of specific equipment needed to support specific needs	<ul style="list-style-type: none"> • PPG helps fund equipment that promotes learning -numicon for example, which is very hands-on and visual and allows children to understand concepts they may be missing • Most support is tailored to individuals and cannot be detailed here as it may allow identification of individuals 	<ul style="list-style-type: none"> • Tracking shows improved progress and achievement • Individual targets reached
Special needs	<ul style="list-style-type: none"> • support is tailored to individuals and cannot be detailed here as it may allow identification of individuals 	<ul style="list-style-type: none"> • Tracking shows improved progress and achievement • Individual targets reached
Lack of progress -due to any or all of above; previous gaps, inability to follow up/consolidate at home	<ul style="list-style-type: none"> • Individual mentoring as research has shown that quality feedback leads to maximum impact for little cost. PPG helps fund release time to allow the teacher to meet regularly with children • Funding adults for individual intervention/ small group work to fill gaps and address child -specific issues; reinforce learning behaviours, develop resilience. These sessions have clear aims and individual child targets and focus on precise areas of need. Monitoring has shown that pupils often achieve well in these sessions but are not always able to consistently apply learning back in class. We are currently working on individual barriers and how to address these - for example tailored sessions involving application, short term support in class etc 	<ul style="list-style-type: none"> • Tracking to show improved progress (in year data and statutory) • Gaps closing (where possible) between PP and non-PP children • Increased percentage of PP children working at expected levels • Children applying skills in lessons as well as group sessions - as shown by observation, tracking, book scrutinies etc

Family circumstances including safeguarding issues	<ul style="list-style-type: none"> support is tailored to individuals and the majority cannot be detailed here as it may allow identification of individuals funding a TA to run breakfast club to enable parents to work supporting with eg play costumes, cost of trips 	<ul style="list-style-type: none"> children able to access all opportunities and not discriminated against - as shown by monitoring of attendance at events etc individual barriers overcome as far as possible as shown by staff/Governor monitoring against targets positive questionnaire results
Especially for more able children, lack of opportunity to fulfil potential	<ul style="list-style-type: none"> providing additional reading material promoting opportunities to follow up interests such as science, music etc by funding &/or signposting resources, suggesting clubs, providing internet access supporting children to enter competitions eg BBC short story 	<ul style="list-style-type: none"> more able pupil premium children able to pursue interests/extend school work pupil premium Governor to monitor through pupil voice and evidence of what they are doing

How the St Mary Federation spent the Pupil Premium in 2015/16:

In 2015/16 Brancaster School received £15,840; Docking School received £22,440 and Sedgeford School received £19,800. This was spent on intervention programmes in literacy and maths, enrichment learning opportunities and the subsidy of educational visits and other activities - in a similar way to that detailed above.

As a result, children receiving pupil premium achieved the following:

- 92% achieved their individual targets
- The number of children able to access age appropriate lessons rose to 60%
- 40% of the children who had been receiving speech therapy, were signed off
- 60% of children who had a pupil specific TA are now ready to have this support withdrawn or reduced.

At Brancaster, across the school, children receiving pupil premium achieved the following:

Progress - Value added

	Maths	Reading	Writing
All children	100.93	100.29	101.29
Pupil premium children	102	101	101.5

Achievement - percentages at expected levels or above

	Maths	Reading	Writing
All children	53%	70%	33%
Pupil premium children	33%	56%	12%

In SATs, in KS1, 100 % of the children entitled to pupil premium achieved expected standards - significantly better than similar children nationally. In KS2, no pupil premium children achieved expected standards in writing, but results were comparable to national in reading and maths.

In KS1 100% of pupil premium achieved the expected standards in the Y2 SATs against 50% non pupil premium.

At Docking:

Progress - Value added

	Maths	Reading	Writing
All children	101.31	100.01	100.27
Pupil premium children	99.5	98.8	99.93

Achievement - percentage at expected levels or above

	Maths	Reading	Writing
All children	82%	77%	77%
Pupil premium children	50%	75%	50%

IN SATS, in KS2, our pupil premium achieved better than similar pupils nationally in reading, but were lower in maths and writing.

In KS2, 75% of pupil premium children reached expected standards as against 63% non pupil premium.

In KS1 100% of pupil premium achieved the expected standards in the Y2 SATs against 50% non pupil premium.

At Sedgeford:

Progress - Value added

	Maths	Reading	Writing
All children	99.73	100.55	100.5
Pupil premium children	99.5	101	99

Achievement - percentages at expected levels or above

	Maths	Reading	Writing
All children	69%	66%	68%
Pupil premium children	29%	12.5%	25%

In SATS, children entitled to pupil premium achieved less well than similar children nationally, although SEN had a significant impact upon this. In KS2, pupil premium children did as well in reading as non pupil premium children.