

# PUPIL PREMIUM PLAN AND IMPACT EVALUATION

2016-2017



2016-2017	Pupil Premium Designation					TOTAL PUPILS
	Current FSM	Ever 6	LAC	Adopted	Forces	
Number of pupils	25	17	0	7	0	49
% of PP Allocation	48%	32.6%	0	19.3%	0	
Funding breakdown	£33,000	£22,440	£0	£13,300	£0	23%
	TOTAL FUNDING £68,740					

## Main Barriers to Educational Achievement

Across our school, the typical barriers to educational achievement for children entitled to the funds could be seen as:

- Children's starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills. Often, children entitled to Pupil Premium do not attend our Nursery setting, joining the cohort in Reception class.
- Having gaps in phonics knowledge which hinders their ability to read and write to their full potential.
- Families who cope well with the day to day care of their children, but may struggle to pay for the 'additions' to the curriculum, such as school trips, residential and experiences.
- Sometimes requiring support regarding breaking habits and routines at home which could be detrimental to the educational development of their children. For example, poor homework routines, bedtime routines or attendance issues.
- Social and emotional development can hinder progress and contribution to class learning and in some cases have a negative impact on behaviour or cause anxiety, having a detrimental effect on their academic progress.

SECURING MATHS BASIC SKILLS								
Aim		Activity/Plan		Rationale		Cost	Success measure	
Pupils from a low starting point in maths entitled to Pupil Premium in Year 5 and 6 reach their potential to exceed expected progress and meet age related expectations		Additional mathematics booster teaching for children in Year 6 in order to ensure pupils from a low starting point meet ARE.		Children are entitled to reach their potential. Studies show that small group sessions, with qualified teachers are expensive, but add high value to pupil's learning. We have already achieved excellent outcomes by using this strategy in mathematics for our pupils from low and middle start points.		£8500	Children entitled to pupil premium from a low starting point will attain a scaled score of 100 or more – showing good or better progress from starting points.	
PUPILS ACCESSING PROVISION								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
0	0	0	0	0	8	6	12	20%
IMPACT								
<ul style="list-style-type: none"> <li>At the end of academic year 2016/2017 100% of disadvantaged pupils in <u>Year 6</u> made expected progress in mathematics. 67% of disadvantaged pupils made better than expected progress.</li> <li>At the end of academic year 2016/2017, 5/6 <u>Year 6</u> disadvantaged pupils (83%) met the expected standard in mathematics which is above the national figure for all pupils of 75%.</li> <li>At the end of academic year 2016/2017 75% of disadvantaged pupils in <u>Year 5</u> made expected progress in mathematics. 65% of disadvantaged pupils made better than expected progress.</li> <li>At the end of academic year 2016/2017, 5/8 <u>Year 5</u> disadvantaged pupils met the expected standard in mathematics.</li> <li><u>The average scaled score of children entitled to pupil premium in the Year 6 Maths SAT was 100.</u></li> </ul>								

SECURING READING AND SPELLING SKILLS: PHONICS								
Aim		Activity/Plan		Rationale		Cost	Success measure	
Maintain high rates of children meeting the ARE for reading and increase the percentage of pupils attaining at Greater Depth/ Higher Standard.		Increase KS1 TA support for small group RWI teaching groups and 1 to 1 intervention.		This will allow practitioners to focus more time with PP children, so that they make excellent progress through personalised phonic intervention.		0.5 x TA £10k	Children meet the high score / greater depth threshold – showing good or better progress from high starting points in Reading.	
PUPILS ACCESSING PROVISION								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
4	5	4	5	5	7	3	33	67%
IMPACT								
<ul style="list-style-type: none"> <li>At the end of academic year 2016/2017 34% of Year 6 pupils attained the higher standard in reading at the end of year 6, compared to 25% Nationally. This school figure increased by 9% from 25% in 2016.</li> <li>At the end of academic year 2016/2017 33% of Year 2 pupils attained the greater depth standard in reading which is a 6% gain from 2016.</li> </ul>								

- In Year 2 67% of disadvantaged pupils exceeded expected progress in reading and 40% of Year 6 disadvantaged pupils. Both of these outcomes are better than the performance of their non-disadvantaged peers.
- In 2017 100% of disadvantaged pupils attained the expected standard in the phonics screening test at the end of Year 1.

### ACCELERATING PROGRESS IN WRITING

Aim	Activity/Plan	Rationale	Cost	Success measure
Children entitled to Pupil Premium reach their potential, exceeding expected progress age related expectations in writing.	Additional English teaching (DHT) for children in KS2 in order to accelerate progress in writing from all start points.	Children are entitled to reach their potential. Studies show that small group sessions, with qualified teachers are expensive, but add high value to pupil's learning. We have already achieved excellent outcomes by using this strategy.	£8775	Children entitled to pupil premium are showing good or better progress from starting points in Writing/GPS.

### PUPILS ACCESSING PROVISION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
0	0	0	0	3	4	2	5	10%

### IMPACT

- At the end of academic year 2016/2017 the gap in attainment between disadvantaged pupils and their non-disadvantaged peers closed by 14% on average across Key Stage 2 in writing.
- 33% of disadvantaged pupils exceeded expected progress targets on average across the key stage.

### SOCIAL AND EMOTIONAL WELL BEING

Aim	Activity/Plan	Rationale	Cost	Success measure
Pupils academic progress is directly affected by their emotional well-being and resilience. We need to teach self-esteem and worth.	Provide small groups of pupils with weekly activities to learn techniques to improve resilience and confidence, control internal thoughts and relaxation techniques	School to buy High 5er consultancy time to work with small groups of pupils and to train existing support staff (to improve sustainability of impact).  1.1 Counselling sessions  Therapeutic group counselling	£10445	Children's log books indicate an improvement in self-esteem and control of feelings over time.

### PUPILS ACCESSING PROVISION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
6	2	4	3	4	4	3	26	53%

## IMPACT

- Questionnaire results indicate that 93% of targeted pupils felt confident to attempt an unknown task independently following the social resilience intervention programme. This was in comparison to the baseline questionnaire results where 47% of pupils indicated this confidence.
- Target pupils' personal journals indicate a reduction in anxiety and an acquisition of techniques and strategies to apply in circumstances where they feel uncertain or unconfident (for example visualisation, controlling of inner chatter)
- Feedback from the therapeutic worker demonstrates that target pupils are showing increasing resilience and determination when faced with a group problem solving task. There is less reliance on adult intervention than in observations at the beginning of the programme.

## WIDER SCHOOL EXPERIENCES

Aim	Activity/Plan	Rationale	Cost	Success measure
Provide Breakfast to vulnerable families who request it, free of charge	Breakfast club places at £2 per day, will be FOC for families who require it in times of need	This will provide a healthy start to the day (ensuring children receive at least 2 of the three daily meals at school). Furthermore it will improve punctuality and ensure pupils are ready to learn.	Yearly cost per child £390 X8 pupils= £3120	Provide Breakfast to vulnerable families who request it, free of charge
Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences	School to pay for Private Music Tuition  School to pay for IN2 places offered	Sometimes children may have a talent, but parents cannot afford to nurture it, e.g. music/ sport/performing Arts. School sees its responsibility to address this wider curriculum need.	£100 per child per year.  Allocation: £1000	Children achieve their musical/sporting/artistic potential, regardless of family background.
Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences	School to pay for... Trips/ Residential Experiences ...when appropriate for disadvantaged families	Residential activities build children's confidence and resilience – qualities often lacking in some vulnerable children. As such, residential experiences are offered lower down school to ensure that the positive impact of these experiences are built upon before the children reach the end of Y6.	Approx. £200 per residential Allocation: £2000 Allocation to trips / experiences £1000	Children do not feel any different or less able, capable or deserving than any other children. Pupil questionnaires show happy, contented and learning children

## PUPILS ACCESSING PROVISION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
2	4	3	2	3	3	0	17	35%

## IMPACT

- Monitoring records indicate that all targeted children entitled to pupil premium have accessed wider school experiences over the academic year 2016-2017. This includes attendance at Breakfast club and specialist coaching after school, a variety of educational visits and funded access to Durham Music Service.

- Pupil feedback questionnaires indicate that wider school experiences are memorable, promote thinking and collaboration and inspire future learning.

## EARLY SUPPORT

Aim	Activity/Plan	Rationale	Cost	Success measure
Ensure that children make rapid progress across the early Years in order to catch up to their peers.	High staffing levels to ensure low adult: child ratios across reception class (1 teacher, 1.5x TA for 30 children)	Over the past three years, this has been a highly successful strategy in raising attainment cross EYFS. Children leaving EYFS with the GLD are set on the right trajectory to achieve at least age related expectations throughout school.	0.5 x TA £10k	High rates of progress sustained for the children identified as Pupil Premium
Support parents in positive parenting strategies and routines at home which will in turn impact positively to the educational development of their children	Provide parent support classes and resources through BOO (Baskets of Opportunity)	The Early Years consultant works with both children and families in order to affect change. The vast majority of her caseload are families who are entitled to PP funding. The impact of her work on improving the emotional wellbeing of children, and parenting capacity of parents is strong over the neighbouring Local Authorities.	Baskets and games £1460 Consultancy £275	BOO evaluation highlights positive engagement and outcomes for families. Children show improvements in resilience, emotional stability and are able to engage in prolonged learning activities.

## PUPILS ACCESSING PROVISION

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
6	2	0	0	0	0	0	8	16%

## IMPACT

- EYFS tracking information (for both 2 year olds and ¾ year olds) indicates that disadvantaged pupils are making consistently strong progress which matches or exceeds that of their non-disadvantaged peers across the prime areas of learning.
- Parental feedback questionnaires demonstrate that those parents involved in the early intervention programme now feel more skilled in using play based activities to secure learning milestones. This was particularly strong in terms of layering language and early vocabulary acquisition.

SPEECH AND LANGUAGE								
Aim		Activity/Plan		Rationale		Cost	Success measure	
Identify language and communication issues and deficits precisely on entry to EYFS and KS2		Purchase Language link and screen all children to develop bespoke intervention progs		Language and communication deficits are identified as primary barriers to learning for our youngest learners		£564	Children's re-test scores show positive changes in language and communication skills.	
PUPILS ACCESSING PROVISION								
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
7	2	0	1	0	1	0	11	22%
IMPACT								
<ul style="list-style-type: none"> <li>All 11 targeted pupils have scored more highly in Language Link re-tests after 6 months of the intervention programme. The average increase is 33% which indicates a significant growth in vocabulary understanding.</li> </ul>								

RESOURCES				
Aim	Activity/Plan	Rationale	Cost	Success measure
Specific resources requirements will be necessary to support individual needs	Provide pupils with specific resources to meet their individual needs eg spelling catch up, ICT resources, home/school programmes	<p>The school will procure the following resources:</p> <p>Fresh Start (Spelling catch up)</p> <p>Nessy (online reading booster)</p> <p>Individual I pads X2</p> <p>Wedge cushions and visibility stands</p>	<p>£1566</p> <p>£180</p> <p>£2000</p> <p>£230</p>	Children make accelerated progress against their individual targets.
Ensure provision for those children with SEND and are entitled to Pupil Premium funds have their needs met	Employ SENCO for an additional afternoon each month in order to monitor, devise and procure appropriate support and programmes to ensure children make good progress.	Children with SEND and are disadvantaged often do not perform as well as other groups of children across school and nationally in terms of attainment, but more importantly, progress. Additional attention and focus from a senior member of staff will ensure efforts are redoubled in this important area.	£3957	Children with SEND and who are entitled to PP make good progress

**PUPILS ACCESSING PROVISION**

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Total	Percentage
6	1	0	0	1	2	0	10	20%

- **The progress of disadvantaged pupils with SEND was strong across both key stage 1 and Key stage 2 over the academic year 2016-2017.**
- **SEND Support Plan outcomes demonstrate this. Funding used to create personalised programmes of study have been effective as evidenced by the achievement of personal targets.**