

Pupil Premium Expenditure Review 2016 – 2017

PUPIL PREMIUM ALLOCATION 2016/17

The Pupil Premium Grant (PPG) is allocated to schools with pupils on roll that are known to have been eligible for free school meals (FSM) at any time in the last six years and for children who are designated Looked After or Adopted. Schools have the freedom to spend the PPG, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment and opportunity for the most vulnerable pupils.

Pupil Premium Grant (PPG) that was received 2016/17	
Total number of pupils currently on roll	180
Total number of pupils eligible for PPG in April 2016	31
Total number of pupils eligible for PPG in July 2017	50
Amount of PPG delegated in school budget	£53 380.00
Total received during financial year (based upon monthly adjustments in response to school census data)	£67 320.00

How we planned to spend the PPG in 2016/17:

Planned expenditure (see details below)	Costs
1. 2. & 3. Additional staffing – additional teacher and teaching assistant (TA) hours to enable intervention and booster groups across the school and the provision of a part time nurture class (Gold Class)	£22, 244 = teacher £ 4, 025 =Gold Class TA hours £28, 100 = additional TA hours in each year group
4. Extended school opportunities – e.g. subsidised clubs, Breakfast club places, Family FUNs courses (Fundamental Movement Skills)	£ 2,000
5. Increased Family Liaison Officer (FLO) hours for family support & intervention e.g. parent workshops, Draw and Talk therapy with children, Family FUNS.	£ 5,837 = 10 hours
6. Training courses – for TAs, teachers and FLO as required	£ 1000
7. Additional Midday Meals Supervisor (MMS)	£ 2,130
8. Specific resources for Looked After Child (LAC) - includes supply cover for teacher and TA to meet with foster parents and social services to devise and	£ 2,000

monitor personal Education Plan (PEP) as well as specific training as required for teacher and TA	
Total Expenditure planned	£67,336

What will we spend it on?	Why? What impact do we hope to see?	Review of impact (Sept 2017)
<p>1. Additional Teacher (one year temporary contract) to release Inclusion Manager from having mainstream class responsibility. This means that the Inclusion Manager can spend every morning on Special Educational Needs & Disabilities (SEND) and will teach Gold Class every afternoon.</p>	<p>68% (21 out of 31) Pupil Premium (PP) children across the school have SEND as well (May 2016)</p> <p>Inclusion manager will be able to:</p> <ul style="list-style-type: none"> • Closely monitor provision for and progress of PP and SEND children • Coach and train TAs on specific support programmes and strategies • Work closely with outside agencies to access support and advice for specific children • Provide high quality teaching and leadership in the nurture group 	<p>In July 2017 there were 50 PP children and 24 having SEN as well (48%)</p> <p>PP children (including those with SEN) 100% made good or better progress from their starting points in Reading, Writing and Maths in Year 2</p> <p>91% made good or better progress from their starting points in Reading and Maths, and 82% in Writing in Year 1</p> <p>100% made good or better progress from their starting points in Reading and Maths and 84% in Writing in Year R</p> <p>6 children had Play Therapy & 6 children had Draw and talk Therapy sessions to help with emotional wellbeing</p> <p>Inclusion manager organised & attended training on: Cued articulation – 7 members of staff Phonological awareness – 5 members of staff Talk booster training – 9 members of staff</p> <p>Inclusion manager attended training on: ADHD with one other member of staff Adopted children Stress Anxiety management</p>

		<p>SIMS Safeguarding</p> <p>Also attended: SENCO National Award course (completed) WRAP and Local SENCO meetings AEM meetings</p>
<p>2. Nurture Group provision (Gold Class) –a specialist class that runs every afternoon to support children with social, emotional, learning and behavioural needs e.g. attachment disorder. Maximum of 9 children with 1 senior teacher and 1 TA.</p>	<p>Specific children’s learning, emotional welfare and behaviour improves, children have emotional support to enable them to manage a full day in school and to respond confidently and appropriately in class (some children previously at risk of reduced timetable or exclusion)</p>	<p>2016/2017 data shows that 66% of children attending Gold Class were PP (8 out of 12)</p> <ul style="list-style-type: none"> • Data shows that 100% children in Gold Class made clear progress against Boxall Profile assessments in all areas • 6 out of 8 PP children have been integrated fully or partially back into class during the year • 2 children at risk of exclusion have remained in school full-time
<p>3. Additional TA hours to run specific intervention programmes for those identified as not having appropriate levels of attainment to help them “catch up”.</p> <ul style="list-style-type: none"> ○ The Better Reading Partnership (BRP) a ten week programme of 1:1 support in reading for children who are underachieving at age 6+ ○ Precision Teaching –individualised 1:1 intervention programme for children who are not making expected progress in basic literacy and/or maths learning. Every child has three 10 minute lessons per week for 6 weeks in order to learn key concepts/skills. ○ Reading and Writing Blitz –1:1 reading, phonics and spelling for 30 minutes 3 x 	<p>Children who are “not on track” in reading/ writing or maths can catch up and make accelerated progress to close the gap between them and their peers</p> <p>Pupil Premium children’s progress is as good as or better than other children’s progress</p> <p>Pupil Premium children at Priory do better than national averages</p>	<p>7 PP children had BRP /BWP or Reading and Writing Blitz intervention in Year 2 All made at least good progress in year. 6/7 (86%) children made accelerated progress in Reading 6/7 (86%) children made accelerated progress in Writing after intervention</p> <p>More PP children made accelerated progress (86%) compared to non PP children on same interventions (50%)</p> <p>50% PP children were on track in reading at start of Year 2 74% achieved expected in Reading at end Year 2</p>

<p>week designed on the Reading Recovery model for children age 6+ who are at risk of not achieving age expected at end Year 2.</p> <ul style="list-style-type: none"> ○ Fizzy (occupational therapy) and Fine Motor Control activity sessions – additional support for physical co-ordination, gross motor skills, handwriting and letter formation 		<p>56% PP children were on track in writing at start of Year 2 71% achieved expected in writing at end Year 2</p> <p>62% PP children were on track in maths at start of Year 2 84% achieved expected in maths at end Year 2</p>
<p>4. Funding for extended schools and extracurricular provision - Free or subsidised after school or Breakfast club places and activities</p>	<p>For children who may not otherwise be able to attend so that all have access to a range of after school clubs and activities. Improved attendance and punctuality for specific children.</p>	<p>9 PP children had free after school club places 7 PP children had free Breakfast Club places</p> <p>PP children's attendance in 2015/16 was 95.1% PP children's attendance in 2016/2017 was 95.0%</p>
<p>5. Additional hours for Family Liaison Officer (PPG means we can provide 30 hours FLO support rather than 20)</p>	<p>FLO support offered at different levels dependent upon the family / child's need 1:1 support for parents/ Early Help referrals Programme of family workshops to help parents support their child at home in targeted areas e.g. maths workshops, phonics workshops, Family FUNS, managing behaviour, understanding boys. FLO able to offer direct support to families with attendance issues Improved outcomes for children, better attendance, more confident and happy parents, more confident and happy children.</p>	<p>FLO worked with 49 out of 50 PP families in 2016/2017 9 PP children referred for Early Help</p> <p>Number of PP families attending a FLO workshop / course during the year: 42</p>
<p>6. Staff training</p>	<p>Training courses for specific staff – so that all are fully trained to support the needs of our most vulnerable pupils eg. Autism awareness, visual impairment training, Precision Teaching, Nurture Group training, Better Writing Partnership Training.</p>	<p>The following training has been provided: 2 x pm BRP training for 6 TAs (in house) 2 day BWP training for 4 TAs (external) Whole school autism awareness training (INSET session)</p>

		<p>1 day Working with Challenging Families training for FLO (external)</p> <p>2 day Pupil Premium Toolkit Training for HT, DHT and PP Governor (external)</p> <p>1 x twilight Pupil premium Toolkit training for Governors (in house)</p> <p>1 day TalkBoost training for all Year R staff and SALT TA (external)</p> <p>1 day Talk for Writing Training for 2 KS1 teachers (external)</p>
7. An additional midday meals supervisor at lunchtimes to support children's social skills, language and run the Reading Garden	Children have more opportunities for talking with, playing with and reading with an adult at lunchtime to develop language and literacy skills informally.	Monitoring shows that all PP children have accessed the reading garden / quiet room at lunchtimes at least twice, many have accessed on a weekly basis.
8. Supply cover for teacher and TA to meet with Inclusion Manager 3 x year to complete PEP for LAC children	Looked After Children have effective personal education plans with provisions put in place as required each term.	Parents have given excellent feedback to the school about children's complex needs being very well met, the good communication and support that they have received.

What has been the OVERALL impact of Pupil Premium spending in the last 3 years?

We track the progress of all our pupils on a termly basis and we compare how different groups of children achieve – e.g. girls, boys, pupil premium. The Department for Education (DfE) publish our end of year results in a report called Raiseonline which analyses our school data and compares it to the national averages of all children across England.

Are more Pupil Premium children achieving expected or above attainment at end of Key Stage 1? (figures show % of PP children achieving the expected level for their age)						
	2015		2016 (new SATs)		2017	
In Reading	81%	100%	78%	100%	74%	100%
In Writing	76%	100%	29%	67%	71%	100%
In Maths	90%	100%	57%	100%	84%	100%
% Pupil Premium children who also had Special Educational Needs at end KS1	43%		60%		33%	

The smaller figure shows the % of PP children without SEN who achieved the expected level.

How does the attainment of Pupil Premium children at Priory compare to Pupil Premium children nationally? (figures show % of PP children achieving EXPECTED LEVEL or above)						
	2015		2016		2017	
	Priory	<i>National PP</i>	Priory	<i>National PP</i>	Priory	<i>National PP</i>
In Reading	81%	72%	82%	63%	74%	
In Writing	76%	59%	41%	54%	71%	
In Maths	90%	71%	65%	63%	84%	

National figures for 2017 not yet available

These figures show that Pupil Premium children at Priory generally achieve better than their peers nationally. The school has worked hard to address the writing gap from 2016.

2016 figures cannot be compared to previous years as the criteria for assessment changed.

Is the gap closing between Pupil Premium children and non PP children?

We want our Pupil Premium children to make more progress to close the gap between their attainment and the results of non-pupil premium children. A – (minus) number means that there is a gap, ideally we would want to see 0.0 or a + (plus) number to show that PP children’s progress is equal to or better than non-PP children at end KS1.

	2013	2014	2015	2016	2017
In Reading	-2.6	-2.1	-2.2	-0.3	-0.2
In Writing	-2.4	-1.6	-2.0	-0.8	0.0
In Maths	-1.8	-1.9	-1.4	-0.2	+0.5

Points data is not yet available for 2017

Figures in these tables are taken from Raiseonline and the Ofsted Inspection Dashboard