

Pupil Premium

Planning for expenditure of Pupil Premium is completed annually as part of the Budget Planning Cycle i.e. for expenditure on the financial calendar. Previous years' expenditure and the impact of the work is reviewed and the following year's plans are based on this. The next review is in Spring 2017.

Progress and achievement are reviewed annually in line with the school year so there is an overlap between the two processes. The finances are reported against the financial year and pupil progress against the academic year. We aim to try and sustain any additional provision at least through the summer term to align with the school year and if changes are required due to funding this is usually implemented for the academic year.

Analysis 2015/16

Barriers Faced by Eligible Pupils 15/16:

- Speech and language delay
- Low baseline and slow progress
- Sensory issues
- Lack of home engagement
- Poor attendance

Addressing the Barriers:

- Provision of additional 1:1 and small group support for delivering speech and language programmes, plus access to a private speech therapist employed by local schools which has proved effective with good rates of progress identified against speech targets.
- Provision of LSAs to be deployed to target groups in all classes, including those with slow progress or low baseline is within the budget, but additional Booster LSA time is allocated to provide additional intervention in reading, writing and maths for target children, not exclusively pupil premium. This ensures target children at least meet their progress targets.
- Additional access to an Educational Psychologist to help with advice for dealing with sensory and other needs to help staff meeting children's individual needs particularly when more specialist advice is required.
- Introduction of Cause for Concern meetings for children not on the SEN Register but in target groups for slow progress or lack of home support. This type of meeting used to be offered for School Action children and their families who were formerly on the SEN Register, but since the new Code of Practice was introduced these pupils no longer are included in the SEN Review cycle and this was an identified gap. These are being positively received by parents.
- Attendance reviewed weekly by the headteacher and office team; families invited to attend meetings including the school nurse if appropriate with support offered to help address any identified issues.

Pupils qualifying for the Pupil Premium 15/16:

- There were 13 children who qualified in the 2015 census. There were 9 qualifying pupils who remained on roll (some moved to the junior school) This was less than the previous year and it remains difficult encouraging all those who are eligible to register due to infant free meals.

Tracking Impact:

- The school holds termly Pupil Progress Meetings with staff and examines the progress made by all pupils, including those with Pupil Premium or other identified groups.
- Children are assessed throughout the school year and snapshots of progress and achievement are made by teachers as they plan each week's work and any intervention programmes. This was assessment feeds into planning and individuals are quickly identified.
- Target groups are tracked at least half termly by teachers and interventions checked and target groups amended according to progress made. This is recorded by teachers on the timetable for additional support and on Class Profiles that identify provision and progress made.

Expenditure 15/16 Financial Year			
Provision	Impact	Element	Income
<ul style="list-style-type: none"> Booster Group LSA time Speech & Language LSA time 	<ul style="list-style-type: none"> Ensuring individual programmes were tailored and delivered and good progress made by those needing reinforcement of basic skills (identified in Pupil Progress Meetings). Individual S&L programmes delivered in Y1 and Reception where most need prevalent. Reduction in number on the SEN register for S&L and some achieved all speech targets too. 	£15,747 (£4,155 Communication post: Year 1 & £4182 Reception Communication posts £2956 Yr 2 Booster £4454 Yr 1 Booster)	Income 2015/16 £17,160 (13 @ £1320 and an increase of £195)
<ul style="list-style-type: none"> Free after school clubs for Pupil Premium children 	<ul style="list-style-type: none"> Ensuring equality of opportunity and access/inclusion to a range of after school clubs including football, dodgeball, French and cookery. 	£1,200	
<ul style="list-style-type: none"> Additional ½ day pw for the SENCO 	<ul style="list-style-type: none"> 4/9 of PP children were on the SEN register. We maintained a list of those on the cusp with slow progress and a further 3/9 PP children were in this group. This provision enabled more meetings with parents, quick additional professional advice and additional support for class teachers planning interventions. 	£4,749	
<ul style="list-style-type: none"> LDG Speech & Language Therapy visits & additional EP visits 		£3,591	
Total			£25,287 <i>Additional allocation from school budget to top up provision</i> £8127

Achievement 2015/16:

- Year 1 and 2 are coded 1: Below; 2: At expectations; and 3: Greater Depth
- Reception are coded 1: Emerging; 2: Expected; and 3: Exceeding.
- (L) denotes a child who either left or joined late so did not complete a full year so data was not available; (S) denotes the child is also on the SEN register and (A) denotes an attendance concern. Those coded X did not trigger any funding in the school year analysed.
- The new assessment systems mean there are no longer national progress rates. Analysis shows those who achieved age related expectations. Our STEPS statements (4 in Reception, 3 in Year 1 and 3 in Year 2) track progress and this allows us to set targets too. Those coded Green made good progress, those coded White made expected progress and those coded Pink are made than expected progress. Grey means they left so progress data was incomplete.

2015/16	Year 2	Year 1						Reception	
Reading	1	1	1	2	1	2	2	1	1
Writing	1	1	1	2	1	2	2	1	1
Maths	1	1	1	2	1	2	2	1	1
Codes	-	S	S/A/L	A	S/L	-	S/X	X	X
	<small>LT</small>	<small>ZG</small>	<small>LS</small>	<small>FS</small>	<small>AS</small>	<small>CT</small>	<small>LD</small>	<small>ERB</small>	<small>ARB</small>

Analysis and Outcomes:

- The Year 2 child made steady progress during 15/16 and met all her targets. (Additional factors impacting in Year 1 such as lack of parental support, poor health, attendance, home disruption and emotional issues had a negative impact and slowed progress previously). There was a huge improvement in attitude and resilience

leading to encouraging progress that meant this pupil achieved just below expectations rather than well below. Interventions included an individualised reading programme, support for developing writing stamina and emotional wellbeing.

- One Y1 pupil was a school refuser and we engaged as much outside agency support as possible, including a request for an EHC Plan subsequently agreed, but were not able to make the impact desired but ensured the child was safe and in contact with school as best as we were able with the family. This child has now left.
- Another Y1 pupil has speech and language issues which have impacted on academic progress although they have consistently met or exceeded their speech targets.
- The Y1 pupil with attendance issues benefited from attendance intervention which made a short term impact. They remain on target for ARE and exceeded progress in reading and maths.
- Additional support and coaching ensured the other pupils progressed steadily and made expectations.
- In Reception we had no one funded but 2 became eligible. Both entered school below average and immature, one with additional needs that are being monitored. Both families have struggled to engage fully with the opportunities offered. These pupils both made satisfactory progress but did not meet age expectations by the end of the year.

Access to Provision Made:

1. Booster Groups targeted early reading, phonics, fine motor skills, maths and writing skills in Yr 1. This targeted reading, enriching vocabulary, emotional wellbeing, writing and maths in Yr 2. These were accessed by 35 children over the year, most of whom met their progress targets.
2. Speech and Language Groups were accessed by 20 children over the year and 10 of these have now been discharged from Speech and Language due to very good progress.
3. After school clubs were funded for 4 children. All were offered the provision but not all took up the offer.
4. The Local Delivery Group contribution meant that during the academic year 2015/16 an additional 5 families had access to education psychologist advice, 11 children had speech therapy input that would otherwise have been unobtainable. (This is now funded as a buy-back through local commissioning).
5. Talkboost Intervention Trial ensured that 24 children had access to this small group programme over 10 week blocks with all showing improvements in confidence and engagement in the classroom, whole class sessions and learning activities. Three reception children made very good progress and subsequently met ARE when were not earlier predicted to. This was provided in addition to planned provision and funded through the SEND Innovation Project funding received.

Plans for 16/17

Barriers Faced by Eligible Pupils 16/17:

- Speech and language delay
- Low baseline and slow progress
- Sensory issues
- Lack of home engagement
- Poor attendance

Addressing the Barriers:

- As the provision was proved effective last year, similar provision is being made in the current academic year.
- Due to low eligibility and falling roll we have had to reduce SENCO hours; the SEND Register remains around 10% which means that this role should be manageable within the time allocated.
- We are now trying the incentive of free uniform start up/continuation packs to encourage sign-up this year to try and increase uptake which has again been difficult to achieve with UFSM for infants.
- We have managed to sustain the funding for additional speech and language therapy input and EP time for 2016/17 as this has proved invaluable in identifying, supporting and developing pupils' learning needs.

- We are also able to sustain our Communication LSAs this financial year (as they are making a huge impact) as well as additional Booster support in the afternoons in Key Stage 1.
- Future plans will be to continue to sustain this level of provision if financially viable and to continue to evaluate future interventions for their impact on achievement and progress.

Pupils qualifying for the Pupil Premium 16/17:

There are 8 children qualifying in the 2016 census, well below the national average.

Planned Expenditure 16/17 Financial Year			
Provision	Impact	Element	Income
<ul style="list-style-type: none"> • <i>Booster Group LSA time</i> • <i>Speech & Language LSA time</i> 	<ul style="list-style-type: none"> • Ensuring individual programmes are tailored and delivered and good progress made by those needing reinforcement of basic skills (identified in Pupil Progress Meetings) • Individual S&L programmes delivered in Y1 and Year 2 where most need prevalent. 	£4,297 Communication post: Year 2 & £4,297 Year 1 Communication post £4,441 Yr2 Booster £4,523 Yr1 Booster £17,558	Income 2016/17 £17,160 (13 @ £1,320)
<ul style="list-style-type: none"> • <i>Free after school clubs for Pupil Premium children</i> 	<ul style="list-style-type: none"> • Ensuring equality of opportunity and access/inclusion to a range of after school clubs including football, dodgeball, French and cookery. 	£1,000	
<ul style="list-style-type: none"> • <i>Free uniform starter packs offered to encourage sign up for PP</i> 	<ul style="list-style-type: none"> • Aim to increase sign up especially from new Reception Intake to sustain funding. Also to support family costs with additional top up uniform annually. 	£1,000	
<ul style="list-style-type: none"> • <i>LDG Speech & Language Therapy visits & additional EP visits</i> 	<ul style="list-style-type: none"> • 4/8 of PP children were on the SEN register. We maintained a list of those on the cusp with slow progress and a further 2/8 PP children are in this group. We anticipate the provision of more meetings with parents, quick additional professional advice and additional support for class teachers planning interventions as last year. 	S&L therapist £2472 EP £1575 £4,047	
Total			
			£23,605 <i>Additional allocation from school budget to top up provision</i> £6,445

Achievement 2016/17:

- Year 1 and 2 are coded 1: Below; 2: At expectations; and 3: Greater Depth
- Reception are coded 1: Emerging; 2: Expected; and 3: Exceeding.
- (L) denotes a child who either left or joined late so did not complete a full year so data was not available; (S) denotes the child is also on the SEN register, C4C cause for concern cusp list, and (A) denotes an attendance concern. Those coded X did not trigger any funding in the school year analysed.
- Those coded Green made good progress, those coded White made expected progress and those coded Pink are made than expected progress. Grey means they left so progress data was incomplete.

2015/16	Year 2					
Reading						
Writing						

Year 1		

Reception	

Maths											
Codes											

This will be reported on at the end of the academic year in July 2017.