



Little Reddings School

Pupil Premium

2016-17

Pupil Premium Context

The Pupil Premium is additional funding given to schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Pupils who are eligible for Free School Meals or have been eligible for Free School Meals during the previous six years, this is known as Ever 6, receive Pupil Premium funding, as are children whose Parents/Carers are in the services. Children who have been Looked After for one day or more, were adopted from care on or after 30th December 2005, have a special guardianship order or a residence order receive Pupil Premium Plus funding.

The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between eligible for Free School Meals (FSM) and their peers. Each individual school is held accountable for how they use their Pupil Premium allocation, in order that the funding is targeted towards those pupils who need it the most.

It is for the school to decide how the Pupil Premium is spent. Each school is responsible for monitoring both the use of the funding and the impact it is having upon relevant pupils. New measures will be included in the performance tables that will capture the achievement of the pupils receiving Pupil Premium funding.

For the academic year 2015-2016, the initial Pupil Premium allocation to Little Reddings Primary School is:

	Number of Children	Total
Free School Meal and Ever 6	109	£143,880
Services Families	18	£5,400
Looked after children	1	£3,000
EYFS Pupil Premium	9	£1,955
All Pupil Premium Children	137	£154,275

Project: Every Child Matters

Cost: £5,601

Aim: CPOMS and ECM meetings to build complete picture of children's needs outside of academic work

Outcome: All pupils, including disadvantaged pupils, will remain safe and secure and the approach will help promote the well-being of children and young people.

Evidence: CPOMS

Project: Children's University

Cost: £2,219

Aim: To build aspiration for disadvantaged pupils through an extensive range of extra-curricular activities and exposure to further learning

Outcome: Range of clubs to provide pupils with different experiences raise aspiration, self-esteem & confidence, encourage curiosity and a love of learning, enhance motivation and build resilience, introduce new life experiences and offer progression in learning and personal skills development

Evidence: Website

Project: Early Years Intervention

Cost: £18,900

Aim: Improve the Early Years practice and provision for all pupils and support disadvantaged pupils to make accelerated progress

Outcome: Improved practice to ensure pupils' gaps are filled, confidence is developed and a love of learning is nurtured

Evidence: EYFS team, folder

Project: Learning Mentor and Pastoral Support

Cost: £36,324

Aim: To ensure disadvantaged pupils' individual needs are nurtured and supported and to improve the overall behaviour of disadvantaged pupils, both inside and outside of the classroom

Outcome: Behaviour interventions, social and emotional learning sessions and extra lunchtime support to ensure children are focused on their learning. Pastoral support is provided to all pupils, included disadvantaged pupils, ensuring pupils' barriers to learning are discussed and coping strategies are put in place

Evidence: Pastoral Care folder, CPOMS, Pupil Voice

Project: Digital Technology

Cost: £5,472

Aim: Subscriptions to provide guidance and resources for curriculum, ensuring a boost in engagement for all pupil, including disadvantaged pupils

Outcome: HfL Primary PA Plus, Cornerstones curriculum, SMSC grid site licence and School app to provide framework for all teaching staff

Evidence: Cornerstones, Monitoring and Evaluation folders, planning folders

Project: Fischer Family Trust

Cost: £39,858

Aim: To ensure disadvantaged pupils make accelerated progress in areas of the curriculum where they fall below age-related expectations

Outcome: Subscription, training and TA time to provide intervention support. To be led by SENCo

Evidence: SENCo folder



Project: Education Improvement Partners

Cost: £350

Aim: For EIPs to support core subject leaders

Outcome: subject leaders to provide professional leadership and management, to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils

Evidence: Subject Leader Folders

Project: Raising Attainment

Cost: £21,790

Aim: Improved practice to raise attainment for disadvantaged pupils through stimulating and extended learning

Outcome: New books for pupils, Moderation of writing, Able Maths Day, World Book Day, Writing Days, T&L Advisor

Evidence: Subject leader folders, Moderation folder

Project: Extended School

Cost: £191

Aim: To provide disadvantaged pupils with extended time at school, as part of End of KS SATS test preparation

Outcome: Pupils to receive extra support through morning booster sessions and breakfast during the SATS week

Evidence: Year 6 Planning

Project: Parent to Parent

Cost: £1,255

Aim: To develop parental engagement with home learning, in line with school practices

Outcome: Training courses for parents, focussing on the development of reading and writing and how they can support children at home

Evidence: Parent to Parent workshops

Project: Attendance Improvement Officer

Cost: £3,308

Aim: Improve overall attendance to reach 96%

Outcome: AIO to work alongside attendance manager to develop relationships with families, ensuring improved attendance and punctuality

Evidence: Attendance Figures Folders

Project: Continual Professional Development

Cost: £3,736

Aim: To upskill Intervention TAs with latest practice in accelerating progress for disadvantaged pupils

Outcome: Most Able Coordinators training, Effective Support training, Write Away training, Ruth Goodman Phonics and PiXL therapies to provide model for interventions across the school

Evidence: SENCo folder, PiXL data

Project: Mental Health Support

Cost: £15,025

Aim: To provide mental health support to pupils in need

Outcome: Counselling sessions (2 per week), Art therapy sessions to provide support for disadvantaged pupils and others in need

Evidence: SENCo folder

Project: Outdoor Adventure Learning

Cost: £241

Aim: To provide extra-curricular activity/trip for end of KS1 pupils

Outcome: Gambado entry and coach journey paid for all pupil, including disadvantaged

Evidence: Year 2

The Impact of Pupil Premium Funding

Since we have invested in our curriculum and focused on every child reaching their full potential we have seen a significant increase in our attendance (+1.2% over a 4 year trend) and a drop in persistent absence overtime. However, we are fully committed to improving this figure further still by targeting and supporting our disadvantaged children and families, to improve attendance and punctuality.

Below are the End of KS2 results for 2016. 30% (17 of 56) of pupils were eligible for Pupil Premium funding.

		% Working at the expected standard	Scaled Scores	Value Added
Reading	Disadvantaged (17)	76%	101.0	+0.69
	Non-disadvantaged (39)	66%	102.4	+1.00
Writing	Disadvantaged (17)	6%	-	-11.29
	Non-disadvantaged (39)	23%	-	-8.33
Maths	Disadvantaged (17)	47%	96.6	-4.46
	Non-disadvantaged (39)	48%	98.8	-3.55
GPS	Disadvantaged (17)	41%	98.8	-
	Non-disadvantaged (39)	54%	101.1	-
RWM	Disadvantaged (17)	6%	-	-
	Non-disadvantaged (39)	18%	-	-

The results are disappointing across the board. The school considers these results to be a 'blip' and they are not in line with the trends of the last 3 years. However, extra provision across the school has been put in place for the 2016-17 academic year. We are confident that all staff will help the school to greatly improve on these end of KS2 results.

Proposed use of Pupil Premium 2016-17

For this academic year, the level of pupil premium is £1320 per pupil and Pupil Premium Plus is £1900 per pupil. Little Reddings School is expecting to receive a grant of **£147,840**.

Little Reddings School's evaluation of its own performance is becoming more rigorous and the tracking of progress over time for each pupil is becoming more thorough so we can quickly identify any gaps/trend and develop sensible strategies and interventions to promote improvement.

This coming year, the impact of Targeted Interventions will be analysed half termly as assessment data is gathered and input. Moderation of data between teachers in school will also take place at this time; external moderation will take place three times a year across the school, utilising external links when possible. Follow up support will then be put in place if an intervention is not having the desired impact and different interventions will be decided upon.

In 2016-17, we will use a range of data to analyse the impact of our Pupil Premium Funding spending, this will include:

- End of key stage data
- Phonics Screening Check Outcomes
- Early Years Foundation Stage data
- Current data based on Teacher Assessments
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks and pupil voice
- Governor visits

Although the 2015-16 End of KS2 results are poor and show a 'blip' in current trends, we are confident that similar strategies for disadvantaged pupils will have a big impact on the attainment and ensure the accelerated progress for these children.

We are always looking to develop and improve our practice. This year, we will be using the funding to develop the following areas as well:

- PiXL Primary – What is important, is the shared moral purpose to improve life chances for our students and the support and sharing of best practice that the network enables
- PiXL Edge – This programme has been devised in collaboration with Youth Sport Trust and aims to develop the whole individual by encouraging and recognising growth, both inside and outside the classroom, in key life skills; Leadership, Organisation, Resilience, Initiative and Communication
- Development of Forest School approach – an inspirational process that offers ALL learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees
- Elklan - Accredited courses for education and other staff working with those with speech, language and communication needs