

# Pupil premium grant expenditure: Report to parents: 2015/16



## Summary

- Hoo St Werburgh and The Marlborough Centre have 124 pupils eligible for pupil premium.
- Our aim is to use the funding to have a significant educational and emotional impact on the lives of those pupils.
- The school uses additional teachers and higher level teaching assistants to work with pupils to raise their attainment in maths and English.
- The premium funds social skills groups and activities that help to develop confidence and improve the emotional wellbeing of the pupils.
- The school reviews the support put in place on a yearly basis and successful interventions are maintained, whilst any that do not show significant positive impact are replaced.

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	485
Total number of pupils eligible for PPG	124
Amount of PPG received per pupil	£1320 (£1900 for LAC)
<b>Total amount of PPG received</b>	<b>£156 095</b>

The total amount of Pupil Premium Grant (PPG) received does not equal exactly the number of pupils registered for the premium due to the retention of the majority of LAC pupil premium funding by external local authorities. Mobility also reduced the amounts on a pro-rata basis, as some pupils were not in school for the whole year. For a further breakdown of how the funding was spent please see the document 'Pupil Premium Spend - Breakdown'

## What is Pupil Premium?

The Pupil Premium was introduced in April 2011. It is paid by means of a specific grant based on school census figures; figures representing pupils registered as eligible for Free School Meals in Reception to Year 11 for any period of time or

Looked after children LAC, post-LAC and children subject to special guardianship orders.

A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

The Pupil Premium is additional to main school funding; it is used by the school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most. The funding is not ring fenced for individual pupils, but schools must account for how the funding is spent to achieve its stated aims.

From 2014 all FS/KS1 children receive a non-chargeable dinner. It is essential that parents still apply for FSM when eligible otherwise funding will not be made available to the school

### **Objectives for Pupil Premium in this School**

- The Pupil Premium will be used to provide additional educational or emotional well-being support to improve the progress and to raise the standard of achievement for these pupils
- The funding will be used to narrow any gap between the achievement of these pupils and their peers
- As far as its powers allow, the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others
- We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

### **School Policy**

The Executive Head teacher and governing body have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money. The Sutton Trust 'teaching and learning toolkit', 'families of schools toolkit' and 'evaluation tool' are all used to inform decisions regarding strategies to ensure that funding is spent effectively and impact is robustly evaluated for best value.

### **Accountability**

The leadership team regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the Governing Body on its progress and impact.

## General Provision 2015/16

All eligible pupils received

- High quality teaching by well qualified professionals.
- High quality feedback including dedicated coaching slots for older pupils.
- Teaching modified to meet their needs based on GAP analysis and formative assessment.
- Progress tracking and regular pupil progress meetings with SLT.
- Improved IT provision to increase access.
- Support from a teaching assistant to meet their needs.

## Specific support 2015/16

Social, emotional and mental well-being provision such as

- Place2Be to provide emotional and mental health support for pupils and families.
- An additional teaching assistant in foundation stage to provide more time to establish high quality relationships with pupils and families.
- The provision of a lunch time area for pupils who prefer to spend quiet time away from the playground.
- Training for staff on key issues such as attachment disorder, circle time and social stories.
- Challenger Troop – to build character and resilience for our older pupils.
- Social communication groups.

Physical health and wellbeing where needed on a case by case basis

- Shoes
- Breakfast Club
- Bedroom furniture
- Daily milk and fruit

Academic/curriculum support

- A learning mentor to help pupils with any anxieties regarding learning - to overcome barriers to maximise their achievement such as improving basic skills and instilling a sense of confidence and enjoyment in learning.
- 1:1 tutoring in KS2 - from a qualified teacher providing personalised feedback.
- Small lunch groups in KS1 - story talk to support better writing outcomes.
- KS1 PPG loans library.
- Music tuition for KS2 pupils in groups at lunchtime (Ukele) and individually if they show a preference or aptitude.
- Project X Code targeted intervention - to improve reading skills.

- Enrichment activities e.g. theatre performances.
- Daily individual reading support.
- Fine and Gross motor skills group support – Fizzy and Touch Typing.
- Highly trained, Speech and Language Teaching Assistant.
- Achievement for all – focused coaching support.
- School Trips – all funded, including swimming and a residential for older pupils in receipt of FSM.
- Loan library for KS1 and lower KS2.
- Teaching assistants - deployed to deliver interventions to small groups and individual pupils, both academic and social.

### **Future focus of PPG spending 2016/17**

Three additional classes, offering a personalised curriculum in English and maths for a group of 8 – 10 pupils with significant SEN. These classes will have a dedicated teacher and teaching assistant.

MAST qualified Maths teacher released to support planning and teaching of maths in the afternoons and to deliver high quality, targeted interventions for pupils.

Extra resources to allow SEN teaching staff to work with small groups on social skills in the afternoons.

The continuation of successful intervention groups/1:1 skills building led by Teaching Assistants.

Extra Educational Psychologist time to support parents, children and teachers.

Extra Occupational Therapists to support those pupils needing OT input.

The continuation of all of the areas of support that have been in place for the last two years that has helped to enhance both the learning and the emotional wellbeing of the pupils.

## Measuring the impact of PPG spending (based on 2016 results)

### EYFS

We had no eligible pupils in our January census, all pupils were identified late in the year.

Every eligible pupil made more than a year's progress (5 steps) from their starting points on entry and 60% of those without SEN attained GLD.

### Y1 phonics

Every eligible pupil with no specific SEN e.g. speech and language need, met the required standard.

### KS1

**Attainment** % working at or above expected level

	Non PPG (49 pupils)	PPG no SEN (7 pupils)	PPG with SEN (6 pupils)
Reading	82% (40)	100 (7)	17 (1)
Writing	76% (37)	86 (6)	0 (0)
Maths	84% (41)	100 (7)	17 (1)

It is clear that our Pupil Premium interventions to target inequality based underachievement are highly effective in lower school. Eligible pupils with SEN are being targeted with personalised provision in small classes next year in order to raise attainment of this group. Deprivation is being systematically eliminated as a factor but pupils with multiple vulnerabilities i.e. PPG and SEN are still showing lower attainment (but high progress)

### KS2

**Attainment** APS in reading/maths tests % working at or above expected in writing

	Non PPG	PPG no SEN	PPG with SEN
Reading	99.4	100	89.3
Writing	83%	90%	33%
Maths	100.6	98.3	90.5

**Progress** Progress compared to national 0

	Non PPG	PPG no SEN	PPG with SEN
Reading	-4.5	-2.4	-5.7
Writing	0.2	0.7	2.7
Maths	-3.6	-6.4	-5.1

Any conclusions drawn from KS2 data need to be taken in the context of a tumultuous year for assessment and the fact that many schools and organisations are challenging the validity of the results.

Attainment in maths for our non SEN PPG pupils is an issue for the second year running. Looking at test papers this is mainly about pace. Many pupils did not finish the papers. This is also reflected in the much higher teacher assessments, as the pupils are capable mathematicians given the chance to work at their own pace. In January, Maths provision was judged good by Ofsted and the standard of work in books praised. 4 months later, these same children then went on to 'fail' in the May assessments.

To address this we have increased the profile of the whole school expectations for basic number knowledge. Times table lunch club will become compulsory for any child in Y5/6 who does not yet know their tables up to 12x12. We have also introduced a number focused tracking system (PUMA) as this element is weaker when PPG pupils' performance is analysed.

Our MAST qualified Maths leader has been released from class in the afternoons to provide planning support for staff and to undertake maths interventions focused on PPG and SEN pupil.

Attainment in reading for non-SEN PPG pupils in KS2 is at the level expected (100) but is slightly below all pupils nationally (average was 103). This shows that the reading programmes put in place have been successful in raising standards. But, again, test outcomes were an issue and attainment would have been even higher had more pupils finished the paper. Staff are currently looking at potential strategies to increase reading speed without losing comprehension.

Writing attainment and progress was above national and local measures for all groups. The school was fully moderated and had a local authority moderator on staff so we are confident in the robustness of the writing data. The whole school focus on writing has clearly paid off and the 1:1 tutoring by qualified teachers for PPG pupils having issues with writing has clearly had an impact and will be continued next year.

Due to the high numbers of pupils with complex SEN across the school and centre, PPG effectiveness is analysed with and without this added vulnerability to ensure that any underperformance is not attributed to SEN as a factor.

SEN PPG pupil outcomes will be benchmarked against SEN stats when these are released.