

Pupil premium grant expenditure: Report to parents: 2016/17



Summary

- Hoo St Werburgh and The Marlborough Centre have 113 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	495
Total number of pupils eligible for PPG	113
Amount of PPG received per pupil	£1320 (£1900 for LAC)
Total amount of PPG received	£128,210

The total amount of Pupil Premium Grant (PPG) received does not equal exactly the number of pupils registered for the premium due to year end finance close downs and the conversion to the academy progress. 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 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 2016/17

All eligible pupils received

- High quality teaching by well qualified professionals.
- High quality feedback.
- 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 2016/17

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

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

- Shoes
- Breakfast Club
- Daily milk and fruit
- Specialised cutlery
- Extra Occupational Therapists to support those pupils needing OT input
- Transport to medical appointments

Academic/curriculum support

- Learning support from Inclusion manager 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.
- Small group tutoring in KS2 - from a qualified teacher providing personalised feedback.

- Small lunch groups in KS1 - story talk to support better writing outcomes.
- Music tuition for KS2 pupils in groups at lunchtime (Clarinet) and individually if they show a preference or aptitude.
- 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 (pupil premium pupils prioritised for rapid intervention).
- 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 Educational Psychologist time to support parents, children and teachers.

Future focus of PPG spending 2017/18

- Better identification of and higher rates of progress for high attaining pupils eligible for PP.
- Improved behaviour in year 6.
- Improved oral skills for pupils eligible for PP in FS
- Improved progress in writing in KS2

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

EYFS

We had no 7 pupils in our January census.

KS1

Attainment % working at or above expected level

	Non PPG (110 pupils)	PPG no SEN (18 pupils)	PPG with SEN (8 pupils)
Reading	66 (73)	94 (17)	12 (1)
Writing	55 (61)	61 (11)	0
Maths	71 (78)	83 (15)	37 (3)

It is clear that our Pupil Premium interventions to target inequality based underachievement are highly effective in lower school. Eligible pupils with SEN will continue to be 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.

KS2

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

	Non PPG 204	PPG no SEN 47	PPG with SEN 22
Reading	54 (111)	70 (33)	27 (6)
Writing	32 (66)	25 (12)	0
Maths	66 (135)	70 (33)	100 (22)

Attainment in reading for non-SEN PPG pupils in KS2 is higher than non PPG pupils in the school. PPG pupils with SEN remains a concern and this will be further addressed though individualised programmes with pupils in groups. Generally the reading programmes put in place have been successful in raising standards.

Writing attainment across the school is an area for focus next year and this has been reflected in the planning and teacher allocation for next academic year, with an experienced teacher working with groups throughout the school day. The Learning Support Services teacher will also be deployed to work with focus groups of children on their writing.

Attainment in maths for PPG pupils (SEN and non-SEN) has improved this year as against non PPG pupils. The school focussed on the increasing the profile of the

whole school expectations for basic number knowledge this year and this has paid off. The Monkey Maths times table challenge has been a particular success, with pupils motivated to move onto the next level. The introduction of the number focused tracking system (PUMA) has enabled us to analyse data and target interventions appropriately and successfully.

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.

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.