

## Worlebury St Paul's CEVA Primary School

### Pupil Premium Funding Proposed Spending for 2015/16

#### Report to Parents: September 2015

At Worlebury St Paul's CEVA School, we believe that all children have the right to the best education available which includes a range of experiences that make it truly memorable. To this end, we are allocated a small amount of money in our budget to support our most vulnerable children. This is known as Pupil Premium funding.

Number of pupils and those eligible for PP funding during 2015-2016	
Total number of pupils	206
Total number currently eligible for PP funding	21
Total number in 'ever 6' group eligible for PP funding	13
Total number of service children	1
TOTAL allocated Pupil Premium Funding	£32 305

The pupil premium was introduced in 2011-12. Since then, the eligibility for this funding has been extended so the pupil premium is now based on three elements, detailed below:

- The number of children that have been eligible for FSM at any point in the last six years.
- The number of children recorded as being service children as at 19 January 2013 in Year Groups R to 11.
- The number of children looked after continuously for at least 6 months at some point in the year up to 31st March 2013 and who are in Year Groups R to 11

We are required to publish online information about how we have used the premium. In deciding the nature of support, we consider the positive impact it will have on those children and their families who are most in need.

At Worlebury St Paul's Church of England V.A. Primary School we are committed to ensuring all our children make the best possible progress. We believe this is the opportunity for us to enable children to achieve the best they possibly can. We are constantly looking for new ideas for future initiatives and fully intend to be as flexible as possible to accommodate them alongside the ever-changing educational and financial situation within schools. We have a duty to ensure that no group of children is disadvantaged due to gender, ethnic origin or family income or background.

#### **Principles which underpin how the Pupil Premium grant (PPG) will be allocated at Worlebury St Paul's Church of England V.A. Primary School.**

The following statements underpin our vision of how to make best use of the PPG, and outline the procedures that should lead to the best possible impact on outcomes for the targeted pupils:

- In making provision for our pupils, we recognise that not all pupils who qualify for the PPG are disadvantaged
- We regularly and carefully identify which pupils are underachieving, particularly in reading, writing and maths, in order to put appropriate support in place
- We use achievement data frequently to check whether interventions are working and make adjustments accordingly

- We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, especially those eligible for PPG, and that simply relying on interventions is not in itself sufficient
- We ensure that support staff are highly trained and understand their role in helping pupils to achieve
- We systematically focus on giving our pupils clear, useful feedback about their work, and ways that they could improve it
- We ensure that classteachers and learning support staff know which pupils are eligible for the Pupil Premium Grant so that they are accountable for accelerating their progress
- We will allocate PPG following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that **not all children who are eligible for the PPG will be in receipt of pupil premium interventions at one time**
- We appreciate that, although the focus of the PPG is to close attainment gaps for disadvantaged pupils, the PPG will also be allocated to support the emotional well-being of pupils and the extension of more able recipients
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils in the school who we have legitimately identified as being disadvantaged. Each intervention may be inclusive of children receiving the PPG

We recognise that all pupils have different needs and will respond differently to interventions and support. We also realise that there is a range of strategies that could be employed to accelerate progress or address a pupil's individual needs. The following list is an indication of the support that may be given, although this is by no means definitive, nor will every eligible child require each identified aspect:

- (1) **Achievement and Standards** work including additional class-based or intervention work to accelerate the progress of targeted groups or individuals
- (2) **Learning Support** to enable pupils to fully access learning and accelerate progress where there are specific barriers other than identified special educational needs
- (3) **Pastoral work** to raise self-esteem, overcome emotional barriers or support children to make appropriate choices in order to maximise learning opportunities
- (4) **Enrichment** to provide opportunities for pupils to develop talents in sport and music (for example) to improve self-confidence and motivation for school.

#### Specific Nature of Support (during 2015/16)

The funding received from Pupil Premium funding is used in the following ways:

- Increasing access for vulnerable children to engage in extra-curricular activities, especially, music tuition and after school clubs.
- Support with the cost of school trips / experiences, as appropriate
- Providing 'closing the gap' intervention programmes for PP pupils (SEN related programmes like Read, Write Inc, Nessy Reading & Spelling, speech & language support)
- Inclusion in Emotional Literacy Programme (Learning Mentor Programme) to ensure a range of support for children and families
- Supporting learning through programmes delivered to individual or small groups of children who require additional support for their learning in order to reach their potential, nurture groups, intervention teacher groups.
- Providing specialised resources for individuals/ groups of vulnerable pupils, as recommended by specific agencies
- Providing small-group tuition to support the curriculum across the school, for

- both low achieving and high achieving pupils
- Extending technological infrastructure to enhance quality first teaching for all PPG children.

### Monitoring of Provision

The projects/resources for which funding allows, are monitored in the following ways:

#### Academic Progress

- RAISE online data
- Regular 1:1/small group support intervention records
- Whole school tracking systems
- Vulnerable pupil case studies

#### Emotional/Behavioural Progress

- Attendance data
- Pupil questionnaires
- Parent questionnaires
- Learning Mentor feedback and progress

The funding received from Pupil Premium is used in the following ways:

Project	Approximate Cost up to end of academic year	Objectives
<b>Intervention Teacher</b>  EEF: <b>Feedback:</b> high impact for Low cost (+8mnths)  EEF: <b>Small group tuition:</b> moderate impact for moderate cost (+4 mnths)	£17 397	<ul style="list-style-type: none"> <li>• Work with individual and small groups of disadvantaged pupils, supporting and mentoring them to improve and maintain progress</li> <li>• To give incisive feedback based on formative assessment to enable children to understand their next steps in learning</li> <li>• to ensure specific and regular tuition to enable learners to close the gap with their non-PP peers</li> <li>• to ensure sessions relate to class curriculum and are planned based on formative assessment</li> </ul>
<b>Intervention Support</b>  EEF: <b>Feedback:</b> high impact for Low cost (+8mnths)  EEF: <b>Small group tuition:</b> moderate impact for moderate cost (+4 mnths)	£2 747	<ul style="list-style-type: none"> <li>• To give incisive feedback based on formative assessment to enable children to understand their next steps in learning</li> <li>• to offer short regular tuition to enable learners to close the gap with their non-PP peers</li> <li>• to ensure sessions relate to class curriculum</li> <li>• to ensure quality teaching/support of reading is given to all pupils</li> <li>• to provide relevant and targeted precision teaching to avoid falling behind and enable all learner to keep up with their peers.</li> </ul>
<b>Teaching</b>	£8 162	<ul style="list-style-type: none"> <li>• to offer early intervention, preventative support, guidance</li> </ul>

<p><b>assistant support / Emotional Support through Learning Mentor Support</b></p> <p>EEF: Moderate impact for Low cost (+4mnths)</p>		<p>and advice to improve outcomes for children, young people and by working in partnership with parents, carers and other agencies.</p> <ul style="list-style-type: none"> <li>• to support pupils to access strategies to improve behaviour</li> <li>• to support pupils' development of social skills</li> <li>• to enable all pupils to achieve greater engagement in learning.</li> <li>• To support children with their specific needs so as to negate any negative impact on their well-being and academic progress thus enabling all children in the programme will be able to access learning in an equal way to their peers.</li> <li>• To liaise with the vulnerable Learners Service and implement specific emotional needs programmes.</li> </ul>
<p><b>After School Clubs – Extended services through Worle Community</b></p> <p>EEF: Sports Clubs - Moderate impact for Moderate cost (+2mnths)</p>	<p>£1 500</p>	<ul style="list-style-type: none"> <li>• to allow all pupils opportunities to engage in physical/healthy activities to support their well being</li> <li>• to encourage all pupils to make commitments outside of school</li> <li>• to allow all pupils the opportunity to compete in individual and team sports, within school teams and the local community</li> </ul>
<p><b>Enrichment activities</b></p> <p>EEF: Sports Participation - Moderate impact for Moderate cost (+2mnths)</p>	<p>£1 745 (includes residential trips in year 4 &amp; y6 and support for other school trips / after school clubs)</p>	<ul style="list-style-type: none"> <li>• to offer opportunities for pupils to learn a musical instrument and new sport / physical skills</li> <li>• to enrich children's cultural awareness and experiences</li> <li>• to instil a level of commitment and responsibility</li> <li>• to allow all pupils opportunities to engage in physical/healthy activities to support their well being</li> <li>• to encourage all pupils to make commitments outside of school</li> <li>• to allow all pupils the opportunity to compete in individual and team sports, within school teams and the local community</li> <li>• to extend school hours and build belief</li> <li>• to support parents with the financial implications of school visits</li> <li>• to provide PP pupils with rich experiences beyond the curriculum</li> <li>• to offer pupils important life skills</li> <li>• to overcoming barriers – improving attendance and punctuality (breakfast club)</li> </ul>
<p><b>Resources (physical &amp; human, i.e. advisory support)</b></p>	<p>£754</p>	<ul style="list-style-type: none"> <li>• specific / general resources to support quality first teaching and / or the delivery of quality interventions</li> <li>• resources that meet / support the emotional needs of children</li> </ul>

**TOTAL = Approx £32 305**

## What has the impact of this provision been?

### Qualitative Impact:

- Children have made progress and independence within the areas that they have been supported with. This was evident across all children but particularly with those children who had Personal Learning Plans and / or specific targets.
- Children, who were supported with writing, have an increased level of motivation within writing and the use of the conventions of writing is more skilful.
- Teacher reported greater confidence and engagement for children who were supported with maths interventions. Where there were gaps in their conceptual understanding, children were able to work more independently (particularly making good use of manipulatives to support) and with greater understanding within normal class work (after interventions).
- Reports from new year group teachers (September 2016) has been positive, despite slight regression over the summer break.
- Children who been supported with emotional well-being interventions, have shown greater engagement with learning and awareness /growth within the specific work around their emotional literacy targets. They have shown growth with their mind-set and learning dispositions of resilience, motivation, collaboration, resourceful and perseverance (as evidenced through pupil progress meetings and teacher conferencing). Parental feedback has been very positive and in many cases this has included acknowledgement of the positive impact on home behaviour.
- Where specific resources were bought, their impact was noticeable in positive changes around their needs.
- All our PPG children attended year 6 camp and all the trips throughout the year. They reported enjoyment and learning opportunities which were used within classroom contexts.
- PPG children felt they had grown in self-confidence throughout the year and many of the intervention / supports had enabled them to do this.

### Quantifiable Impact:

#### Percentage of Pupil Premium Children making sufficient or better progress for the academic year 2015/16 (based on internal school data)

\*Please note that in some year groups these figures equate to small numbers of children (less than 4 children)

		Reading	Writing	Maths
Y2 *	% Sufficient progress	100%	100%	100%
	% More than sufficient progress	0%	0%	66%
Y3	% Sufficient progress	100%	100%	100%
	% More than sufficient progress	50%	50%	83%
Y4	% Sufficient progress	100%	100%	100%
	% More than sufficient progress	33%	67%	33%
Y5 *	% Sufficient progress	100%	50%	50%
	% More than sufficient progress	0%	50%	0%
Y6	% Sufficient progress	100%	100%	100%
	% More than sufficient progress	50%	63%	75%

**Attainment at the end of Year 2**  
**Percentage of children securing age related expectations at the end of the year**  
**(based on Teacher Assessments within the Interim Framework)**

\*Please note that in year 2 these figures equate to a small numbers of children (3 children)

Area	PPG Children	Year 2 Cohort
Reading	67%	83%
Writing	33%	67%
Maths	33%	63%

**Progress from the end of EYFS to end of KS1**  
**Percentage of children who made at least sufficient progress between EYFS &**  
**KS1**

\*Please note that in year 2 these figures equate to a small numbers of children (3 children)

Area	PPG Children	Year 2 Cohort
Reading	67%	93%
Writing	100%	97%
Maths	33%	80%

**Attainment at the end of Year 6**  
**Percentage of children securing age related expectations at the end of the year**  
**(based on SAT test outcomes)**

Area	PPG Children	Year 6 Cohort/School	National	Difference
Reading, Writing and Maths combined	43%	37%	52%	9% below national 6% above school
Reading Only	71%	57%	66%	5% <b>above</b> national 14% <b>above</b> school
Writing Only	86%	77%	74%	12% <b>above</b> national 9% <b>above</b> school
Maths Only	71%	63%	70%	1% <b>above</b> national 8% <b>above</b> school

**Progress from the end of KS1 to end of KS2**  
**Percentage of children who made at least sufficient progress between KS1 and 2**

Area	PPG Children	Year 6 Cohort/School	Difference
Reading	80%	90%	-10%
Writing	100%	93%	+7%
Maths	80%	96%	-16%