

PUPIL PREMIUM GRANT 2017-18 REVIEWED

The Pupil Premium is a fixed sum of money allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings; to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium (PP) as they see fit. At Stoneferry we target the funding to support those children who most need additional support and to help them to overcome the barriers they face to their learning. We are held accountable for how we use the additional funding.

In 2017/18 the level of premium is £1320 per pupil who are eligible for Free school meals, £1900 for looked after/post looked after pupils and £300 for children who have a parent in the forces.

The additional support we have identified our pupils need to help them overcome barriers to learning are:

- Social and emotional guidance and support.
- Attendance
- Support with language development
- Additional intervention for reading, writing and maths
- Targeted reading support
- Enrichment activities

The impact of how we allocate this funding is monitored closely.

- We analyse which pupils are underachieving and why this happens: this gives us a realistic view of the barriers to achievement experienced by many pupils and allows us to formulate an appropriate response.
- We place greatest emphasis upon high quality teaching and interventions which are planned in waves to support learning where pupils need to catch up or require additional challenge.
- We use achievement data to check the impact of interventions and to make adjustments where these are necessary.
- The headteacher holds staff to account for progress via termly 'Pupil Progress Meetings'.

- Governors have an understanding of the way that Pupil Premium funding is used to support achievement and demonstrate challenge to leaders around the impact of this additional resource. They ensure that money is spent appropriately and monitor impact.
- The allocation of resources is reviewed on a termly basis and Governors approve the overall spending on an annual basis. This is undertaken in the Summer Term, in order to plan for the new academic year.

This is a breakdown of our current allocation.

Current year allocation 17/18	How the allocation will be spent	Cost
£51, 880	Emotional well being worker Training costs ELSA resources Attendance lead	£22, 000
	Speech and language lead staff Training Speech and language resources	£13, 000
	FFT targeted intervention for reading/writing Targeted intervention for maths After school tuition Lexia	£8500
	1:1 reading input	£1400
	1:1 Learning support from HLTA	
	Additional educational psychologist support	£1000
	Enrichment activities	£3000
	apprentice in EYFS (part funded by EYS PP as well)	£6000
Total expenditure:		£54, 900

Allocation	How the allocation was spent	Impact
<p style="text-align: center;">£51880</p>	<p>Emotional well being worker Training costs ELSA resources Attendance lead</p> <p>Cost £22000</p>	<ul style="list-style-type: none"> • Attendance was carefully monitored all year and our absence figure, including persistent absence was reduced (expected to be 96.2% but official data released December 2018) • Attendance is now tracked in groups, which has led to swifter identification of absenteeism amongst PP children • Individual barriers for learning were investigated. This led to tailored support such as providing daily support so that two persistent absentees were able to attend school every day. • As a result one of these children made rapid progress in Year 6, reaching the expected standard in GPS, Reading and Writing and narrowly missing it in Maths. • Pupils with social and emotional needs were very well supported with very visible improvements in socialisation and behaviour over the school year – with reduced incidents of inappropriate behaviour on the playground and in classrooms. • EWO took a far greater role in

		<p>dealing with behaviour within school which freed the headteacher to focus on different tasks relevant to school improvement.</p> <ul style="list-style-type: none"> • EWO delivered ELSA support to a number of children throughout the year. She handled difficult situations well and reduced the impact difficult emotional situations on the classroom learning environment of children with specific needs. • Behaviour incidents within the classroom were reduced and support plans swiftly put into place for pupils requiring them. Behaviour in school is judged to be good.
	<p>Speech and language lead staff Training Speech and language resources</p> <p>Cost £13000</p>	<p>Regular support was given to children in response to their Speech and Language needs. Early identification an support has proved very important in developing language and social skills.</p> <p>A number of PP children continue to work with lead staff develop areas of speech or social interaction. This ensures they continue to improve in all areas as they move through the school.</p> <p>Specialist support was provided through</p>

		<p>via Speech and Language Unit, following negotiation from staff in school for a child. This child has made good progress with his speech and is now able to make a number of recognisable letter sounds. His progress within lessons is therefore improving as are his social skills.</p> <p>In S&L absence, a different member of staff undertook S&L work with priority children in her absence. Children doing Talk Boost made good progress from the data recorded</p>															
	<p>FFT targeted intervention for reading/writing Targeted intervention for maths After school tuition Lexia</p> <p>Cost £8500</p>	<p>In Year 6 there were 6 children on the PP register. Attainment at KS2 for these children was as follows:</p> <table border="1" data-bbox="1451 818 2047 946"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> <th>SPAG</th> </tr> </thead> <tbody> <tr> <td>ARE</td> <td>67% (60%)</td> <td>67% (60%)</td> <td>50% (80%)</td> <td>67%</td> </tr> <tr> <td>GD</td> <td>0%</td> <td>0%</td> <td>17%</td> <td>17%</td> </tr> </tbody> </table> <p>Brackets indicate performance at KS1</p> <p>Other children who did not meet the expected standard had additional barriers to learning, but from their starting points the support provided by the school helped to accelerate their progress.</p> <p>After school tuition was directed to a number of these children who benefited greatly from this. All areas of R,W, and M</p>		R	W	M	SPAG	ARE	67% (60%)	67% (60%)	50% (80%)	67%	GD	0%	0%	17%	17%
	R	W	M	SPAG													
ARE	67% (60%)	67% (60%)	50% (80%)	67%													
GD	0%	0%	17%	17%													

were focused upon as well as the approach to tests. This contributed to the good performance of the children during the tests. – of the 3 PP children who attended after school tuition, all 3 reached the expected standard in R,W and M.

At KS1

	R	W	M	SPAG
ARE	80%	80%	60%	
GD	0%	0%	0%	

IN Year 2 there were 5 children receiving PP funding. All children received small group support and after school tuition. Performance of these children was greatly improved by the support they received with 3 reaching ARE from starting points which were slightly below the expected standard at the start of the year. Impact was good of support given to these children.

Across the rest of school:

Y1 (6chn)	R	W	M
ARE	50	67	50
GD	17%	33%	33%
Y3 (2chn)	R	W	M
ARE	100% (100%)	100% (100%)	100% (100%)
GD	100% (50%)	50% (0%)	50% (0%)
Y4 (8chn)	R	W	M
ARE	71% (71%)	38% (43%)	71% (100%)
GD	0% (14%)	0% (14%)	14% (14%)
Y5 (3chn)	R	W	M
ARE	67% (100%)	67% (100%)	100% (100%)
GD	0% (33%)	0% (0%)	0% (33%)

Values in brackets show performance at KS1.

It must be noted that in 2 year groups the number of pupils is not statistically significant.

IN addition, the SIP for 2018-19 will focus on PP children and also GD as a response to this data.

The school uses all 41 of its LEXIA licenses to good effect and a number of the PP children receive this up to 4 times a week. The impact is shown through

		improvements in reading fluency and writing.
	1:1 reading input Cost £1400	As can be seen from the data in the last section performance across the school from PP children was improved by the 1:1 reading implemented for the children. This provides much needed support and has improved fluency of children greatly and also reading stamina. These sessions do not focus on comprehension skills, which all PP children receive daily as part of class teaching.
	1:1 Learning support from HLTA funded by employment of temporary TA Cost £3200	To support PP children further a HLTA was released to work with all PP children on a 1:1 basis throughout the week. This work focused around areas of need identified by the class teacher and were productive sessions. Each child's focus was different and specific to need and improved performance of all children from Spring to Summer term assessments. Next year this work will be done by TA's through same day intervention.
	Additional educational psychologist support Cost £1000	During the year 2 children received EHC Plans and there are further plans awaiting approval. The Educational Psychologist has been used effectively to identify children and their needs to enable them to be supported better within school.

	<p>Enrichment activities</p> <p>Cost £3000</p>	<p>All children receiving PP funding have received access to school trips and visits. There have been several trips in each year group and all 6 children in Year 6 attended the school residential trip. Such experiences have a great impact on the children who otherwise may not receive such opportunities.</p> <p>In addition, access to quality to reading materials has been provided for children to promote their reading.</p>
	<p>apprentice in EYFS (part funded by EYS PP as well)</p> <p>Cost £6000</p>	<p>Since her employment, the apprentice in EYFS has provided excellent support to all children on the PP register as well as to a number of other children requiring her support. This year GLD rose in EYFS to 72% which was an improvement on 2017.</p>
	<p>Total Spend £58100</p>	