



## Richard Taylor CE Primary School Pupil Premium Report 2015-2016.

### What is the Pupil Premium Grant?

The Pupil Premium Grant is a sum of money the school receives from the Department for Education (DFE) for each pupil who is either in receipt of Free School Meals (FSM) or is a Looked After Child (LAC).

Nationally the statistics show that these pupils achieve less well than other children.

The aim of the Pupil Premium money is to try to close that attainment gap.

A service premium has been introduced for children whose parents are serving in the armed forces.

In the 2015 to 2016 financial year, pupil premium funding premium was as follows: £1,300 per pupil of primary-school age and £1,900 per pupil for looked-after children who:

- have been looked after for 1 day or more
- are adopted
- leave care under a Special Guardianship Order or a Residence Order

This document shows how we currently spend our Pupil Premium Grant and the impact of spending from the previous academic year.

### The Principles which guide our use of Pupil Premium funding.

The guidelines on how schools use their Pupil Premium Grant state:

“It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility”. (DFE)

The following principle is at the heart of our mission statement. Our use of Pupil Premium Grant Funding is guided by this core belief:

‘At Richard Taylor School we educate every child in our safekeeping within a caring and Christian community; providing a broad, balanced and challenging curriculum appropriate to the needs of each child.’

We are committed to using this dedicated government funding to closing the gap in attainment and achievement between pupil premium and non-pupil premium children. We will ensure that the individual needs of these children are met and they receive the support they need to achieve and succeed. We will make sure that funding is also used to provide the training and professional development needed by all staff to ensure that they have skills and knowledge to make an impact on the progress and achievement of these children.

These principles can be summarised in the following bullet points:

We will use our Pupil Premium Grant to ensure that:

- teaching and learning opportunities meet the needs of all of the pupils
- that appropriate provision is made for pupils who belong to vulnerable groups
- the needs of disadvantaged pupils are adequately assessed and addressed

In making provision for disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at the same time during the academic year.

Effectively meeting the needs of these children includes the use of high quality teaching to meet all needs. This will be guided by the use of specific resources including the NYCC guidance on the use of pupil premium funding for children and young people in care. The school also works closely with partner schools to moderate the effectiveness of pupil premium funding and to ensure, where possible, funding can be used collectively to provide activities and support which individual schools could not afford.

#### How do we use our Pupil Premium Grant spending?

The needs of every child will be different. We focus our Pupil Premium Grant to achieve three identified outcomes:

- To raise the attainment and achievement - aimed at accelerating progress and moving children to at least the same levels as their peers, typically in Maths and English.
- To support the social, emotional and behavioural development of our children.
- To enable children to access wider curriculum activities or tuition that enhances and enriches their school experience. E.g. Enrichment activities or additional sport groups

## Pupil Premium Grant Spending Breakdown 2015-2016

Total number of pupils on roll 2015-2016	278
Total number of pupils eligible for PPG & LAC 2015-2016	26
Total amount of PPG received 2015-2016	£36,200

Year Group	Use of Funding	Cost	Intended Outcome
<p>Pupils in year 5/6 are taught across three class bases. A detailed breakdown of the support provided is recorded on class provision maps. All intervention programmes have clear measurable targets for progress which are recorded on intervention record sheets.</p> <p>30% of pupil premium children in Yr5/6 are on the SEN register for identified high level needs. 30% of the pupil premium children in Yr5/6 are identified as vulnerable learners with recognised moderate learning difficulties.</p> <p>All costings below are based upon the direct cost of specific provision or the employment of support staff to deliver intervention programmes</p>			
5/6 11 Children	X3 6 week sports literacy/numeracy programme with 'sporting influence' Using structured 'Poble' lend me Your Literacy Programme. This includes cost of transport to venue.	<b>£2000</b> per block Total <b>£6000</b>	Raising self-esteem and communication skills alongside focussed structured numeracy/literacy lessons targeting closing the gap in key skills.
	Two groups: Text for inference training 30min session weekly	<b>£288</b>	To improve reading level progress Building reader resilience and ability to infer meaning from a text.
	1:1 reading support sessions 1hr weekly 2 support staff	<b>£576</b>	To improve reading skills and move all children to age related expectation in reading at end of KS2
	Two groups: Spelling Club 30 min weekly	<b>£288</b>	To improve recognition of common spelling patterns.
	Two groups: Numeracy pre-teaching intervention group 1hr weekly	<b>£576</b>	To provide immediate intervention building upon formative assessment information taken from previous lesson. It aims to ensure pupils have misconceptions addressed and can make continued progress in daily maths lesson.
	3 Class bases. One hour daily GTA class support for PP children within maths lessons	<b>£4,320</b>	To support pupil access and engagement to the curriculum in maths.
	Success at Arithmetic Intervention Programme 1hr weekly	<b>£576</b>	A structured programme which aims to close the gap in maths
	Maths number and calculation targeted support programme 1hr 30 mins weekly	<b>£864</b>	To improve knowledge of table facts and number bonds. Aim to increase mental maths score by 5 points by end of each term
	Two groups: Handwriting & Punctuation Club 1hr weekly	<b>£576</b>	Providing increased challenge to identified higher ability writers.
	Spellosaurus programme 30 min weekly	<b>£288</b>	To improve recognition of common spelling patterns.
	Coordination writing exercises supporting	<b>£288</b>	A structured programme designed to strengthen muscle tone and control

	fine muscle tone development 30 min weekly		of writing.
	Planned additional summer term transition visits to high schools to support successful transition to KS3. Three planned visits. Costs to include transport costs	<b>£150</b>	
	Funding to support access to residential visits and enrichment activities within school for which additional payment is required.	<b>£2000</b>	To ensure that all pupils receive the same entitlement to an enriching and rewarding curriculum.

Pupils in year 3/4 are taught across two class bases. A detailed breakdown of the support provided is recorded on class provision maps. All intervention programmes have clear measurable targets for progress which are recorded on intervention record sheets.

17% of pupil premium children in Yr3/4 are on the SEN register for identified high level needs.

3/4 6 Children	Twilight training for all staff on use of Lend me Your Literacy Programme. This training will include one day class based training on the use of Lend me Your Literacy techniques. Funding also allows whole school access to web based resources.	<b>£1000</b>	To ensure accelerated progress for PP children in writing as part of the identified school improvement target.
	Phonics intervention programme 3 x 30 min week	<b>£432</b>	To secure knowledge and understanding of phase 4/5 phonics
	One hour daily GTA class support for PP children within maths lessons	<b>£1,440</b>	To support delivery of maths mastery programme
	Maths number intervention 3x30 sessions 2 support staff delivering individual sessions	<b>£930</b>	To increase confidence and move children to age related expectation in maths.
	1:1 reading support sessions 1hr weekly 2 support staff	<b>£576</b>	To improve reading skills and move all children to L3
	Springboard Maths sessions 2x 30mins weekly	<b>£288</b>	To increase confidence and move children to L3 in maths
	Speech and Language Therapy support programme 1 hr week support staff delivering individual sessions	<b>£288</b>	To improve auditory recall through use of memory games to extend recall from 4 to 5 items.
	Fine motor skills handwriting programme 15 mins 4x week	<b>£288</b>	To improve letter formation and written communication skills

Pupils in year 1/2 are taught across three class bases. A detailed breakdown of the support provided is recorded on class provision maps. All intervention programmes have clear measurable targets for progress which are recorded on intervention record sheets.

17% of pupil premium children in Yr1/2 are on the SEN register for identified high level needs.

17% of pupil premium children in Yr1/2 are LAC.

17% of pupil premium children in Yr1/2 are from service families.

17% of pupil premium children in Yr1/2 are identified as vulnerable learners with recognised moderate learning difficulties.

1/2 6 Children	1:1 reading support sessions 1hr weekly 2 support staff delivering individual sessions	<b>£576</b>	To improve reading skills and move all children to expected age related expectation
	Two classes 1:1 phase phonics and writing catch up support Delivered daily 30 mins	<b>£1,440</b>	To confidently segment and spell simple words .

	SALT communication and interaction group Following instructions , 'Leap into Listening' Memory Skills. Short sessions 1hr weekly	<b>£288</b>	Developing communication and interaction skills following programme developed by speech and language therapist.
	Fine motor skills handwriting programme 15 mins 4x week	<b>£288</b>	To improve letter formation and written communication skills
	Maths intervention Programme 3x 20 minutes weekly	<b>£288</b>	To close the gap in knowledge and recall of key instant recall facts
	Lego Therapy Programme 1 hr weekly	<b>£288</b>	To increase ability to accurately follow one step instructions and work collaboratively.

Pupils in EYFS are taught across two class bases. A detailed breakdown of the support provided is recorded on class provision maps. All intervention programmes have clear measurable targets for progress which are recorded on intervention record sheets.

All of the children receiving funding in EYFS are identified as LAC pupils. The governing body have decided to employ a full time GTA to deliver the following programmes for pupils in EYFS and Yr1 This will include lunchtime support provision and will cost £4,092

EYFS 3 children	1:1 daily intervention 20mins to support attachment disorder intervention programme 'Theraplay'		To support communication and social interaction development. Supported by ESW team
	Communication and interaction group 10min prog x5 weekly		Developing communication and interaction skills following programme developed by speech and language therapist.
	Support home school communication through regular use of home school book.		
	Deliver catch up and intensive support programmes in partnership with the class teacher. These programmes will evolve and develop during the course of the year		

Whole School	Purchase 3 i-pads with supporting software and apps to support targeted interventions	<b>£1000</b>	Improve access to software which can support catch up programmes.
	Training for whole staff on understanding of and best practice for pupils with dyslexia	Whole school sessions. Additional training for individual staff who provide support pp children <b>£1000</b>	Quality first teaching is effective at supporting the progress of pupils with additional needs.
	Purchase of assessment resources to support universal provision for pupils on dyslexic spectrum	<b>£500</b>	Interventions use high quality resources to ensure effectiveness.
	Purchase of additional clicker 6 software resources and ensure all staff are fully trained in the use of clicker 6 software	<b>£500</b>	Interventions use high quality resources to ensure effectiveness.
	Purchase of additional resources for specific interventions	<b>£1000</b>	Interventions use high quality resources to ensure effectiveness.
	Planned small group booster group interventions for HAP/LAP pupils in KS1/KS2	24 1hour sessions KS1 &KS2 Total <b>£384</b>	School ensure targeted pupils achieve expected levels of progress across both key stages.
	SENCo classroom release time to monitor impact and effectiveness of interventions	6 sessions <b>£1200</b>	The school ensures that interventions are effective at meeting need.

Total Currently Committed £33,866

Uncommitted: £2,334 To be committed where ongoing assessment highlights additional needs

### How we monitor the effectiveness of Pupil Premium Spending.

The schools evaluation of its own performance is rigorous. Tracking of progress over time is thorough, and so we can quickly identify and issues with progress and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used – achievement data, pupils’ work, observations, learning walks, case studies, and pupil self-reviews.
- Assessment Data is collected termly so that the impact of interventions can be monitored regularly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- The governor with responsibility for inclusion and equality monitors the impact of PP spending on pupil progress and wider inclusion with the school community.
- Multi academy trust partners will provide external moderation on the effectiveness of PP spending.

We will use Raise Online, KS2 KS1, Phonics, EYFS data as well as whole school data (using SIMS assessment manager) to evaluate impact in terms of attainment and progress.

### Impact of Pupil Premium Grant Funding 2014-2015

The data below shows the progress made by the children who were supported by pupil premium grant funding. Our results show that the majority of these children had made progress in line with or exceeding their peers. The data measures are based upon average point scores. This framework for assessing progress will not be used next year. The school is working with our multi academy partners to ensure that our assessment framework next year is accurate and robust.

## KS1

Year		Number in group	APS Progress in all subjects
EYFS	Pupil Premium	2	100% Good Level of Progress
	Year Group	40	67% Good Level of Progress
	National		66% Good Level of Progress
One	Pupil Premium	2	6.0APS
	Year Group	40	6.5APS
Two	Pupil Premium	2	7.7APS
	Year Group	40	6.6APS

Note 6APS is expected progress

## KS2

Year	2013-2014	Number in Group	Reading	Writing	Maths
Three	Pupil Premium	5	6.6	5.6	4.0
	Year Group	41	4.6	3.4	3.0
Four	Pupil Premium	5	4.8	5.6	4.0
	Year Group	40	3.4	4.8	4.4
Five	Pupil Premium	5	2.0	3.6	3.6
	Year Group	38	3.6	3.6	5.0
The figures for Year Six pupils show the numbers achieving L4+ at the end of KS2					
Six	Pupil Premium	5	80%	80%	100%
	Year Group	40	95%	90%	98%

Note: Expected progress in one year is seen as 3.3APS

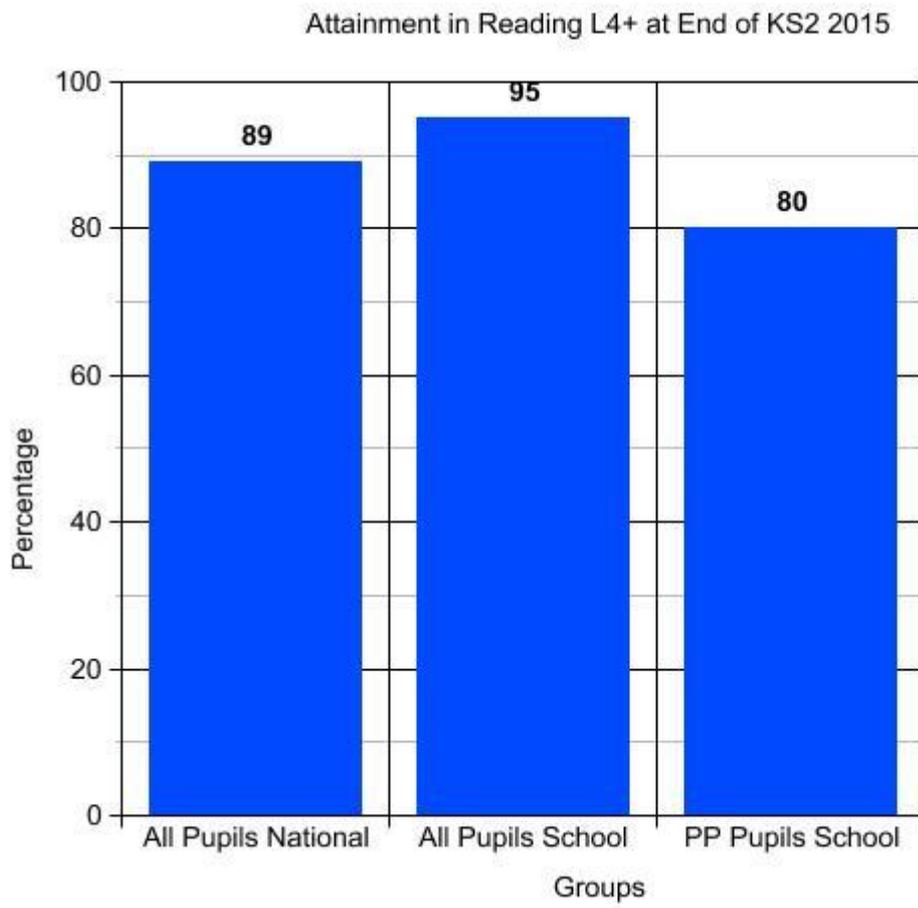
Sections highlighted in green show where pupil premium children have exceeded expected progress.

The grid below shows expected progress for children across KS2 in all subjects combined.

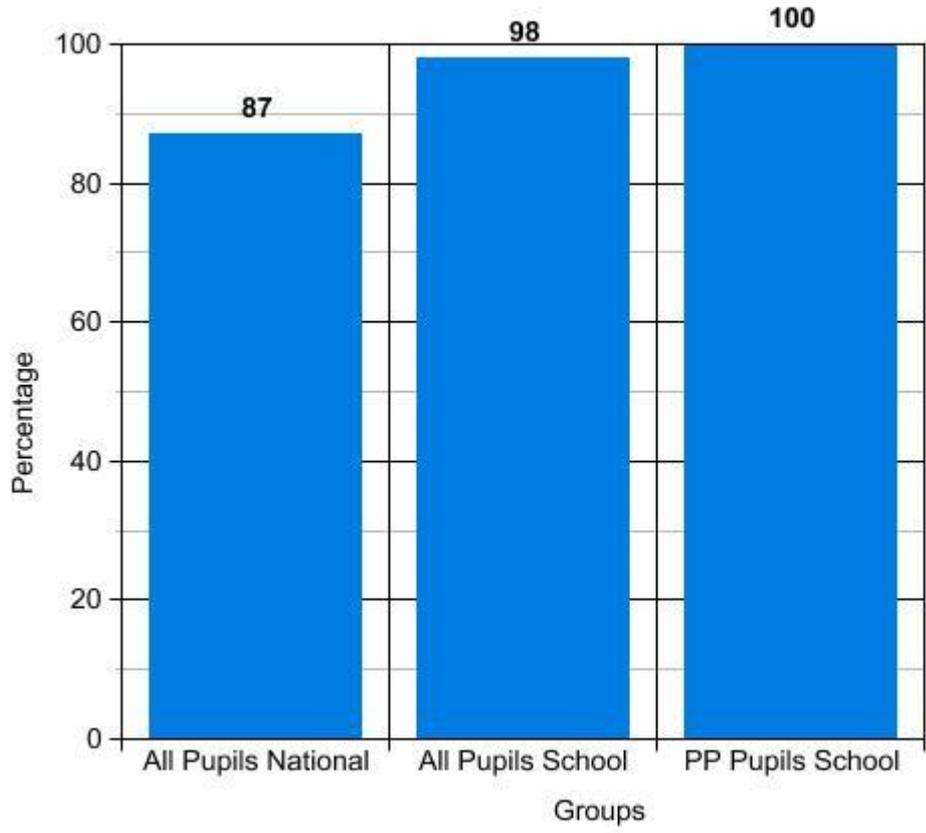
Year Group	Expected APS prog over KS2	Cohort Progress	PP Progress	Difference between expected and PP progress
Yr3	3.3 APS	3.6 APS	5.4 APS	+2.1 APS
Yr4	6.6APS	7.5 APS	7.8 APS	+1.2 APS
Yr5	9.9APS	11.0 APS	11.1 APS	+1.2 APS
Yr6	13.2 APS	14.8 APS	13.5 APS	+0.3 APS

National % achieving L4+ WRM	80%
School Cohort % achieving L4+WRM	90%
School PP % achieving L4+ WRM	80% (4 out of 5)

## Attainment Graphs.



### Attainment in Maths at End of KS2



Attainment in Writing at the end of KS2

