



Richard Taylor CE Aided Primary School Pupil Premium Report 2016-2017. Including Review of Impact for 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 2016 to 2017 financial year, pupil premium funding premium was as follows: £300 service families, £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 2016-2017

Total number of pupils on roll 2015-2016	278
Total number of pupils eligible for PPG , LAC, Service 2016-2017	30
Total amount of PPG received 2015-2016	£36,800

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>8% of pupil premium children in Yr5/6 are on the SEN register for identified high level needs. 48% 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 12 Children	X1 6 week sports literacy programme with 'sporting influence' Using structured 'Pobble' lend me Your Literacy Programme. This includes cost of transport to venue.	£600	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	£288	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	£576	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	£288	To improve recognition of common spelling patterns.
	Two groups: Numeracy pre-teaching intervention group 1hr weekly	£576	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	£4,320	To support pupil access and engagement to the curriculum in maths.
	Class based support using Clicker 7 for 1:1 literacy support 2 hrs weekly	£1,152	To support writing skills using recommended programme advised by EMS Rossett
	Success at Arithmetic Intervention Programme 1hr weekly. Training and resources for 2 support staff and 1 teacher	£2000	A structured programme which aims to close the gap in maths
	Maths number and calculation targeted support programme 1hr 30 mins weekly	£864	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	£576	Providing increased challenge to identified higher ability writers.
	Spellosaurus programme 30 min weekly	£288	To improve recognition of common spelling patterns.
	Use of Just Be resources	£576	Support staff to use Just Be bereavement resource to work with

			identified pupil 1 hr weekly.
	Funding to support access to residential visits and enrichment activities within school for which additional payment is required. Including weekly sporting events and midweek residential	£2500	To ensure that all pupils receive the same entitlement to an enriching and rewarding curriculum. Cost includes providing additional staff for residential visit.
<p>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.</p> <p>43% of pupil premium children in Yr3/4 are on the SEN register for identified high level needs.</p> <p>43% of the pupil premium children in Yr3/4 are identified as vulnerable learners with recognised moderate learning difficulties.</p>			
Yr3/ 4 7 Children	X1 10 week sports literacy programme with 'sporting influence' Using structured Numeracy Programme. This includes cost of transport to venue.	£2500	Raising self-esteem and communication skills alongside focussed structured numeracy lessons targeting closing the gap in key skills.
	Phonics intervention programme 3 x 30 min week	£432	To secure knowledge and understanding of phase 4/5 phonics
	One hour daily GTA class support for PP children within maths lessons	£1,440	To support delivery of maths mastery programme
	Maths number intervention 3x30 sessions 2 support staff delivering individual sessions	£930	To increase confidence and move children to age related expectation in maths.
	1:1 reading support sessions 1hr weekly 2 support staff	£576	To improve reading skills and move all children to L3
	Springboard Maths sessions 2x 30mins weekly	£288	To increase confidence and move children to L3 in maths
	Speech and Language Therapy support programme 1 hr week support staff delivering individual sessions	£288	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	£288	To improve letter formation and written communication skills
	Class based support using Clicker 7 for 1:1 literacy support 2 hrs weekly	£1,152	To support writing skills using recommended programme advised by EMS Rossett

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.
 0% of pupil premium children in Yr1/2 are on the SEN register for identified high level needs.
 22% of pupil premium children in Yr1/2 are LAC.
 33% of pupil premium children in Yr1/2 are from service families.
 33% of pupil premium children in Yr1/2 are identified as vulnerable learners with recognised moderate learning difficulties.
 The governing body employ a full time GTA SEN to support pupils with PP/LAC/M funding
 This includes lunchtime support provision and costs £11,679

1/2 9 Children	1:1 reading support sessions 1hr weekly 2 support staff delivering individual sessions	£576	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	£1,440	To confidently segment and spell simple words .
	Weekly planned intervention to support attachment disorder intervention programme	Funding from full time GTA	To support communication and social interaction development.
	Fine motor skills handwriting programme 15 mins 4x week	£288	To improve letter formation and written communication skills
	Maths intervention Programme 3x 20 minutes weekly	£288	To close the gap in knowledge and recall of key instant recall facts
	Support for identified pupils to follow instructions and access daily maths lesson 1 hour daily.	£1440	To improve ability to access curriculum and follow instructions

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.
 50% of pupil premium children in Yr1/2 are LAC.

EYFS 2 children	Weekly planned intervention to support attachment disorder intervention programme	Funding from full time GTA	To support communication and social interaction development.
	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	£1000	Improve access to software which can support catch up programmes.
	Training for whole staff on understanding of and best practice for pupils with learning difficulties focussing on neurodiversity	Whole school sessions. £1000	Quality first teaching is effective at supporting the progress of pupils with additional needs.
	Purchase of EP time to support ongoing assessments and recommended intervention strategies	6 sessions £1200	Interventions use high quality resources to ensure effectiveness. 4 additional sessions
	Purchase of additional clicker 7 software resources and ensure all staff are fully trained in the use of clicker 7 software	£750	Interventions use high quality resources to ensure effectiveness.

	Purchase of additional DB web based resources for delivery of wave one support	£2000	Interventions use high quality resources to ensure effectiveness.
	Planned small group booster group interventions for HAP/LAP pupils in KS1/KS2	£1,000	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 £1200	The school ensures that interventions are effective at meeting need.
	Siblings in School intervention programme. Supported by Young Carers. Training for support staff	£500	To provide support for pupils who live with siblings with identified additional needs
	Additional visits from Autism Support Service	6 sessions £1200	
Total Currently Committed £30,480 £4,000 part funding full time GTA SEN to support pupils with PP/LAC/M funding			
Uncommitted: £2,320 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 2015-2016

The data below shows the progress made by the children who were supported by pupil premium grant funding.

The change in assessing progress and attainment has made tracking progress a transitional process for 2015-2016.

The school is working closely with our MAT partners to ensure that our tracking and assessment frameworks are robust and accurate.

Data shows that at a whole group 75% of all pupils receiving PP funding have made expected or greater than expected progress in 2015-2016.

Whilst this is 7% lower than the school average for all pupils additional factors need to be taken into consideration. These include the following statistics:

17% of PP children are on SEN register

46% of PP children are on the vulnerable learners register and have been identified as having additional learning difficulties.

The school has targeted the progress of PP children within the 2016-2017 school development plan and has set the target of 85% of pupils achieving expected or greater than expected progress within 2016-2017. We believe that the identified spending and targeted support programmes will have a positive impact on the progress of these pupils.

When studying the statistics below it is important to recognise that in some cases the small numbers of PP children in a cohort can provide unbalanced statistics.

KS1 and EYFS 2015-2016 Review

Year		Number in group	Attainment in all subjects
EYFS	Pupil Premium/LAC	4	75% Good Level of Development
	Year Group	40	76% Good Level of Development
	National		69% Good Level of Development
One	Pupil Premium/LAC/M	5	60% Achieved age related expectations
	Year Group	40	75% Achieved age related expectations
Two	Pupil Premium	3	33% Achieved age related expectations
	Year Group	40	67% Achieved age related expectations
	National		60% Achieved age related expectations

KS2 Figures for Pupils in KS2 achieving age related expectations at end of 2015-2016

Year	2015-2016	Number in Group	Reading	Writing	Maths
Three	Pupil Premium	4	25%	50%	75%
	Year Group	41	83%	85%	83%
Four	Pupil Premium	5	60%	40%	60%
	Year Group	41	83%	65%	65%
Five	Pupil Premium	7	86%	70%	86%
	Year Group	40	88%	73%	75%
The figures for Year Six pupils show the numbers achieving ARE at the end of KS2					
Six	Pupil Premium	5	60%	60%	60%
	Year Group	38	68%	79%	85%

ARE: Age Related Expectations

The grid below shows expected progress for children in all subjects combined at end of 2015-2016.

Year Group	Cohort Progress	PP Progress
Yr2	85%	66%
Yr3	84%	100%
Yr4	75%	60%
Yr5	85%	70%
Yr6	87%	80%

Progress is measured using school based tracking tools which assess against end of year age related expectations. These are in line with FFT framework for measuring progress.

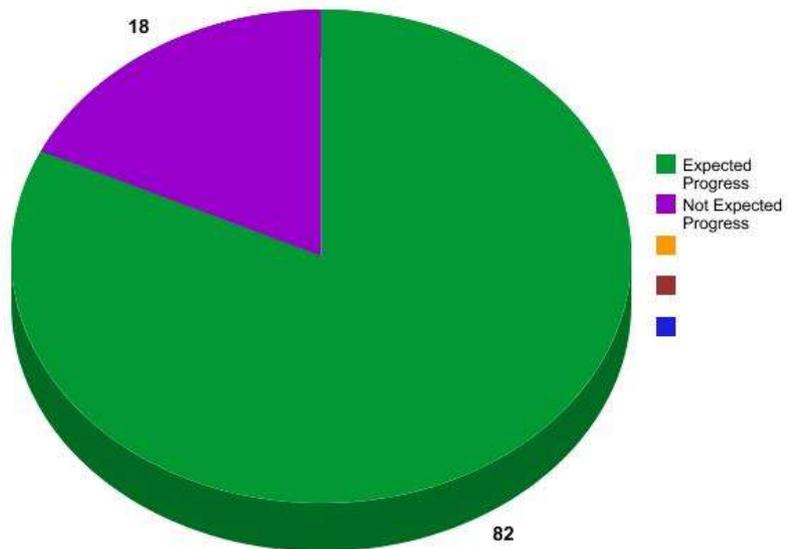
Additional Information for Yr6

National % achieving ARE WRM	57%
School Cohort % achieving ARE WRM	68%
School PP % achieving ARE WRM	60%

ARE: Age Related Expectations

Graphs and Charts

All Pupils Progress 2015-2016



Pupil Premium Expected Progress 2015-2016

