



Richard Taylor CE Aided Primary School Pupil Premium Report 2017-2018.

Including Review of Impact for 2016-2017

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 some reports the government use the term 'disadvantaged' to describe this group. This refers to the fact that statistically this group is the most likely to underachieve in comparison to outcomes for children who do not fall into this group.

In the 2016 to 2017 financial year, pupil premium funding premium was as follows: £300 service families, £1,320 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 2017-2018

Total number of pupils on roll 2017-2018	274
Total number of pupils eligible for PPG , LAC, Service 2017-2018	26 (9% of population)
Total amount of PPG received 2017-2018	£31,160

Year Group	Use of Funding	Cost	Intended Outcome
<p><u>Year Five and Six</u></p> <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>25% of pupil premium children in Yr5/6 are on the SEN register for identified high level needs.</p> <p>25% 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 9 Children £11,880	5 week literacy through sport programme with 'sporting influence'. This includes cost of transport to venue. Summer Term (6 pupils @ £100 each)	£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 x2	£333	To improve reading level progress Building reader resilience and ability to infer meaning from a text.

	1:1 reading support sessions 1hr weekly support staff	£333	To improve reading skills and move all children to age related expectation in reading at end of KS2
	Two groups: Numeracy pre-teaching intervention group 1hr weekly	£333	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	£1667	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	£666	To support writing skills using recommended programme advised by EMS Rossett
	Success at Arithmetic Intervention Programme 1hr weekly. support	£333	A structured programme which aims to close the gap in maths
	Success at Literacy Intervention Programme 1hr weekly. support 2 hrs weekly Planned for Summer Term 2018	£2000 (part funded by PP)	A structured programme which aims to close the gap in English
	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, music lessons and midweek residential	£1000	To ensure that all pupils receive the same entitlement to an enriching and rewarding curriculum. Cost includes providing additional staff for residential visit.
	IDL programme 3x 30 mins per week	£150	Dyslexia intervention programme which personalises a development programme in spelling and reading supporting independent learning

Year Three and Year Four

Pupils in year 3/4 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.

14% of pupil premium children in Yr3/4 are on the SEN register for identified high level needs.

14% of the pupil premium children in Yr3/4 are identified as vulnerable learners with recognised moderate learning difficulties.

Yr3/ 4 8 Children £9,820	X1 10 week sports numeracy programme with 'sporting influence' Using structured Numeracy Programme. Spring Term	£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	£499	To secure knowledge and understanding of phase 4/5 phonics
	One hour daily GTA class support for PP children within maths lessons	£1,667	To support delivery of maths mastery programme
	Maths number intervention 4x30 sessions support staff delivering individual sessions	£666	To increase confidence and move children to age related expectation in maths.
	1:1 reading support sessions 1hr weekly 2 support staff	£666	To improve reading skills and move all children to L3
	Same day maths catch up sessions 2x 30mins weekly	£333	To provide early intervention and catch up support for PP children
	Socially speaking support programme 30 minutes weekly support staff delivering individual sessions	£166	To improve social communication skills
	Fine motor skills handwriting programme 15 mins 4x week	£333	To improve letter formation and written communication skills
Class based support using Clicker 7 for 1:1 literacy support 2 hrs weekly 2 classes	£1,332	To support writing skills using recommended programme advised by EMS Rossett	

Year One and Year Two

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.

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

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

1/2 10 Children £9,540	1:1 reading support sessions 1hr weekly support staff delivering individual sessions (3 classes)	£1440	To improve reading skills and move all children to expected age related expectation
	1:1 phase phonics and writing catch up support Delivered daily 30 mins	£832	To confidently segment and spell simple words .
	1 hr Weekly planned intervention to support attachment disorder intervention programme	£333	To support communication and social interaction development.
	Fine motor skills handwriting programme 15 mins 4x week	£333	To improve letter formation and written communication skills
	Maths intervention Programme 3x 20 minutes weekly	£333	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. (3 classes)	£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.

There are currently no pupils eligible for additional funding in EYFS.

EYFS children			
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<u>Whole School</u>			
	Purchase of EP time to support ongoing assessments and recommended intervention strategies	2 sessions £600	Interventions use high quality resources to ensure effectiveness.
	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.
	Planned small group booster group interventions for HAP/LAP pupils in KS1/KS2	£2,667	School ensure targeted pupils achieve expected levels of progress across both key stages.
	Increased non-contact time for SENCo	£1000	School ensure targeted pupils achieve expected levels of progress across both key stages.
	Purchase of BSquared SEN tracking and assessment software	£500	To be used across school to assess and target progression for identified high needs pupils (part funded by PP)
Total Currently Committed £30,031			
Including £5,800 part funding full time GTA SEN to support pupils with PP/LAC/M funding			
Uncommitted: £1,129 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 analyse school performance data, 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 2016-2017

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 2016-2017.

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 81% of all pupils receiving PP funding have made expected or greater than expected progress in 2016-2017. Whilst this is 86% lower than the school average for all pupils additional factors need to be taken into consideration. These include the following statistics:

27% of PP children are on SEN register

27% of PP children are on the vulnerable learners register and have been identified as having additional learning difficulties.

Almost half of all pupils receiving PP funding at RTS have additional learning needs.

The school has targeted improving the progress rates and outcomes of PP children in 2017-2018 and has set the target of 85% of pupils achieving expected or greater than expected progress within 2017-2018. The MAT has made the progress of PP children a priority within its 2018 development plan.

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 2016-2017 Review

Year		Number in group	Attainment in all subjects
EYFS	Pupil Premium/LAC	3	66% Good Level of Development
	Year Group	40	76% Good Level of Development
	National		70% Good Level of Development
One Phonics	Pupil Premium/LAC/M	4	100% Achieved age related expectations
	Year Group	40	85% Achieved age related expectations

	National		80% Achieved age related expectations
Two	Pupil Premium	5	60% Achieved age related expectations
	Year Group	39	70% Achieved age related expectations
	National		68% Achieved age related expectations

For Yr 2 ARE (Age Related Expectations) is for read/write/maths combined.

KS2 Figures for Pupils in KS2 achieving age related expectations at end of 2016-2017

Year	2016-2017	Number in Group	Reading	Writing	Maths
Three	Pupil Premium	3	67%	67%	67%
	Year Group	41	80%	72%	83%
Four	Pupil Premium	3	33%	0%	33%
	Year Group	38	81%	74%	87%
Five	Pupil Premium	4	75%	50%	75%
	Year Group	38	79%	75%	72%
The figures for Year Six pupils show the numbers achieving ARE at the end of KS2					
Six	Pupil Premium	7	71.4%	71.4%	71.4%
	Year Group	42	83%	81%	83%
	National		75%	68%	75%

ARE: Age Related Expectations

The grid below shows expected progress for children in all subjects combined at end of 2016-2017.

Year Group	Cohort Progress	PP expected progress from starting point.
Yr2 (5)	85%	100%
Yr3 (3)	74%	33%
Yr4 (3)	81%	100%
Yr5 (4)	94%	75%

Yr6 (7)	4.51% above national (sig)	2.3% above national (sig) 4.51% reading(sig) 1.49% writing 3.75% maths (sig)
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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

For Yr6 2016-2017 28.57% of PP children had ECHP for high level need.

National % achieving ARE WRM	67%
School Cohort % achieving ARE WRM	74%
School disadvantaged % achieving ARE WRM	43% One child achieved a standardised score of 95 in the maths test. A score of 100 would change the school PP % to 57%

ARE: Age Related Expectations

WRM: Reading/Writing/Maths

86% of disadvantaged pupils were assessed as working below national average at end of yr2 (key stage one)

Levels of progress across key stage 2 were above and significantly above national averages.