

## PUPIL PREMIUM GRANT 2017/18

### INTRODUCTION

Pupil Premium is an additional sum of money provided to schools directly from the government, to help children who may be disadvantaged for a variety of reasons. Schools are accountable for their PPG spending and the impact this has on pupil progress and 'diminishing the difference' for expected progress between Pupil Premium pupils (Disadvantaged) and pupils who are not Pupil Premium.



### NUMBER OF PUPILS AND FUNDING RECEIVED 2017 - 2018

Total number of pupils (Reception to Year 6): 417		Number of pupils in receipt of PP: 29 (approx. 9%)	
<i>Children Looked After (CLA)</i>	<i>FSM or Ever 6</i>	<i>Service / Armed Forces</i>	
<b>8</b>	<b>21</b>	<b>32</b>	
£1900 per pupil	£1320 per pupil	£300 per pupil	

### NATURE OF SUPPORT PLANNED FOR 2017 – 2018 (academic year)

Sebert Wood Primary School received £47,000 in pupil premium funding. This table details interventions and strategies used by the school to support pupil progress and indicates the relative cost and impact of each (specific monetary amounts are not shared in this document as doing so may expose individuals earnings – approximate % of spending are used).

Cost – colour coded **red** (high) **amber** (medium) **green** (low)

Impact – **green** (high) **amber** (medium) **red** (low)

Activity	attitudes towards learning	Attendance	Attainment	Progress	Cost	Evidence	Impact
<b>TEACHERS, TUTORS &amp; OTHER PROFESSIONALS</b> - 35% of the Pupil Premium funding is spent on this							
Key Stage 2 teachers/AH works with identified pupils in small groups to target areas for improvement in a range of subjects, but primarily Maths and English.	X		X	X		Pupil outcomes - work scrutiny, observations, teacher assessments, pupil perception interviews, evidence trail/case studies for specific pupils. Data analysis of progress and attainment	
KS2 booster groups with teachers and HLTAs – identified pupils	X		X	X		Booster group planning	
'Transform Writing' bespoke intervention with teacher	X	X	X	X		Books and work scrutiny – pupil and parent feedback. Writing assessments/data - teacher and test.	
Pupils in need of social/emotional support work with teachers from the Benjamin Foundation	X	X		X		Parent and pupil feedback, SENDCO report	
Employ trained speech and language therapists	X		X	X		Weekly S&L intervention plan and phonics screening. TA appraisal reviews.	
<b>HLTAs &amp; TEACHING ASSISTANTS</b> - 41% of the Pupil Premium funding is spent on this							
Intervention groups during the school day, include identified Pupil Premium. ( <i>Dancing Bears, Toe by Toe, Time to talk, Success at Arithmetic</i> etc.)	X		X	X		Pupil outcomes, intervention planning. SEND impact analysis with costing and progress. These groups are to be co-planned with the Class Teachers and SLT. Individual targets set with teachers, and progress towards these regularly checked and communicated. Learning tailored for specific pupils and fully personalised. 1:1 support in key areas of curriculum and timetabled with HLTA, some sessions with teacher whilst HLTA supports the class.	
It has been identified that some of our pupils in receipt of PPG are more able or talented in specific areas. The school will provide additional staff support to extend the learning of these pupils by enhanced adult ratios in the classroom - specific sessions.	X	X	X	X		Teacher planning, enrichment activities, links with secondary schools BSP.	
Teaching Assistant support for Accelerated Reader	X	X	X	X		Accelerated Reader participation and assessment data	
Additional timetabled planning and feedback time for LA's and Teachers to meet (identified need through the MITA project)			X	X		LAs and Teachers report that the additional time is effective in targeting support and interventions for specific pupils. Pupil progress data backs this up.	

<b>RESOURCES &amp; TRAINING - 12% of the Pupil Premium funding is spent on this</b>						
'Accelerated Reader' intervention programme – training, software updates and reading books	X	X	X	X		Attainment/progress for all children identified as being at risk of under achieving. Impact analysis completed termly.
Training current LA in ELSA (Emotional Literacy Support Assistant) and Pastoral Support TA – additional hours. Support most vulnerable	X	X	X	X		Weekly plans, impact analysis completed termly.
A subscription to a phonics website and resource pack purchased.	X	X	X	X		Observations of phonics – pupil engagement - resources used to extend pupils phonics learning
NACE membership materials	X	X	X	X		Planning and observations - resources used to extend and challenge pupils. Data analysis of progress and attainment
Dyslexia screening software to personalise learning	X	X	X	X		Teachers know the child's strengths and weaknesses and how to support them within the classroom
<b>EXTENDED PROVISION - 4% of the Pupil Premium funding is spent on this</b>						
Breakfast Club access to wrap around care, meals and out of school clubs funded by PPG for specific pupils	X	X	X	X		Attainment / progress for pupil premium children. Impact analysis completed termly.
SATS breakfast club	X	X	X	X		Pupil outcomes, attendance records
Additional high school transition for most vulnerable	X	X	X	X		Transition files with secondary school
Residential visit (when required support)	X	X				Attendance records
Learning Assistant additional hours to support transition of PPG pupils from main school to After School Club	X	X	X			Feedback from staff
<b>PERSONAL BUDGETS - 8% of the Pupil Premium funding is spent on this</b>						
Parents are given back a small personal budget to spend on school uniform, extended childcare provision etc. A record form is completed in the school office for this.		X				Parents report that the additional funding and resources benefit their child.
<b>MONITORING</b>						
<ul style="list-style-type: none"> <li>• Every teacher tracks Pupil Premium children in their class and accountable through PP meetings and have a key focus on pupils in receipt of PPG</li> <li>• Local Authority Standards &amp; Excellence Officers (SEO) visits hold the school to account for the progress of PPG pupils – school governor attends these meetings</li> <li>• Gap analysis has been undertaken to identify the barriers to achieving the expected standard and action plans drawn up for individual pupils and cohorts.</li> <li>• Evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention</li> <li>• SENDCO supports staff to devise and monitor interventions, especially for those pupils requiring specialised support. They report findings at SLT meetings</li> <li>• The programme for monitoring the quality of learning and teaching across the school includes regular scrutiny of provision and outcomes for pupils in receipt of PPG</li> <li>• PPG reports to the governors on a termly basis and presents externally validated assessment data for all pupils, including scrutiny of those in receipt of PPG</li> <li>• Summary of pastoral support and outcomes fed back to SLT for evaluation</li> <li>• Attendance of PPG closely monitored – conversations with parents and/or formal letters</li> </ul>						