

Expenditure and Impact of spending of PPG: September 2017 to August 2018

Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

Total number of pupils on roll	443
Total number of PP FSM Ever 6 pupils	97
Amount received per PP FSM Ever 6 pupil	£1,320 (total - £128,040)
Amount received for LAC	£6000+ (£400 discretionary payment from Virtual Teacher)= £6,400
Amount received for Service Children	£600
Amount received for former LAC	£1,900
Total amount of PP funding received	£136,940 (including Service and LAC)
Next review date	July 2018 (Expenditure and Impact Report)

Summary of main barriers for eligible pupils

- **Poor language skills:** many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
- **Lack of support at home with reading and homework:** parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
- **Learning behaviours are not developed:** often caused by lack of parental involvement and poor social/emotional development. Can mean pupil are behind their peers in a range of subjects.
- **Complex learning needs:** some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.

- **Fewer enrichment experiences out of school:** this impacts upon children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.
- **Issues with social and emotional development:** the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
- **Attendance and lateness:** some pupils have regular issues with attendance and punctuality.

The table below explains how we will overcome these barriers and the rationale behind it.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>Impact</u>
To close the attainment gap between the disadvantaged and non-disadvantaged	5 days (3 half terms) additional teacher to run interventions across school (£24,730) 1 x LSA to support disadvantaged pupils (£4719) 2 days (3 half terms) additional teacher to run interventions in KS1 (£6,051) = £35,500	Our aim is for disadvantaged children to make good progress across school and reach age related expectations. Any barriers to learning are identified and provision is personalised through the use of additional intervention teachers and LSAs. This will help ensure that children achieve academic success and any differences are diminished. Our more able disadvantaged children are immersed in high expectations and challenged through additional sessions (and within the classroom).	Disadvantaged pupils make the same amount of progress as non-disadvantaged pupils across school generally and in some year groups make better progress than their non-disadvantaged peers. (see Appendix 1) The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in Year 3 in Reading, Writing and SPAG. In some year groups, the disadvantaged actually outperform the advantaged pupils, e.g. in Year 4 maths and in Year 5 at Greater Depth in both writing and maths. (see Appendix 2) There has been an increase in disadvantaged pupils attaining GLD at the end of Foundation Stage (from 66.6% last year to 100% this year.)
To support the transition from KS1 to KS2	1 LKS2 LSA to support transition from KS1 to KS2 (£8,567)	Extra support will enable pupils to settle quickly. Interventions will be used to plug gaps and raise attainment.	The additional LSA has had a positive impact on the transition from Year 2 to 3. Attainment for disadvantaged pupils has increased in writing and SPAG compared to last year (72.7% compared to 66.7%), and the gap has narrowed in all Reading, Writing and SPAG.
To provide social, emotional and behavioural support across school	BLIS (£11,414)	BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives staff strategies to support pupils with these needs. Staff work closely	Feedback from classroom observations and child conferences indicates that learners behave well, interact positively and demonstrate resilience and positive mindsets.

	1.5 term of specialist teacher to support difficult behaviour (£1,773)	with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	There is a pleasing reduction in serious incidents recorded in School Log from Autumn to Spring (47 compared to 72). This has unfortunately risen again (to 70) in the Summer Term, which we believe is partly due to extremely warm weather and playing on the field (Jane Evans is already actioning her findings on this).
To develop the role of SENCO in supporting all SEND pupils, including disadvantaged	Specialist training for SENCO (£2,500)	Disadvantaged pupils with SEND have complex needs and need a range of additional support. Training our SENCO to support this area will provide long term sustainability.	Miss Suleman (SENCO) has led 3 x staff meetings to support teachers with provision mapping and supporting SEND and disadvantaged pupils. She has almost completed the NASEN qualification.
To support and enhance the learning experiences of current LAC pupils	Total amount of received for LAC pupils + discretionary payment from Virtual Teacher (£6,000+ £400 = £6,400)	A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners	Termly PEP has identified positive termly impact on their development as learners. Progress and attainment rates are good. (Virtual Head within Local Authority monitors the quality of PEPs.) Pupil voice identifies that pupils are happy and confident learners. Social and emotional well being is a strength of LAC pupils.
To support pupils who find lunchtimes difficult	2 x additional midday staff (£6,258)	Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.	Reduction in Serious and Low Level incidents at lunchtimes compared to last year. Feedback from SLT and other lunchtime staff show lunchtime behaviour has improved from the start of the year. Child conferences by Jane Evans and pupil questionnaires also show pupils feel lunchtime behaviour has improved. Teachers report lunchtime Nurture Clubs which target difficult behaviour have had a positive impact and reduced the number of lunchtime incidents at both low and high level.
To provide enrichment activities through musical and cultural activities	Mini Music with Jan Stone (£13,026)	The development of the whole child is promoted through social, moral, spiritual and cultural experiences	Child conferences show that pupils gain enjoyment and confidence from the music sessions.

		(working together, self-confidence, and enjoyment).	Pupils performed recorders and ocharinas at the Easter service in front of a large audience.
To provide qualified sports coaches to work with teachers to enhance and extend current sporting opportunities. To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. To introduce new sports to encourage more pupils to take up sport and physical activities.	Sports coaches from Tameside Active (£6,170)	Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing. Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health.	Feedback from both coaches and teachers suggests pupils' fitness levels and teamwork skills have improved overall. Children talked in particular about the fun element in Dodge ball and the range of athletic opportunities now offered. They also mentioned the balance between competitive and non-competitive sports. The Daily Mile has had a positive impact on pupils and staff with many saying they now enjoy running and some have even taken it up outside of school. The number of laps pupils can run in the time given has increased overall. Parents commented positively upon the improvements to health and activeness overall.
To provide enrichment activities through chess	Chess with Graham Andrews (£1,224)	Children will develop reasoning and thinking skills.	In Year 4, the disadvantaged pupils outperform the non-disadvantaged in Maths at Expected levels. In Year 5, the gap between disadvantaged and non is very close in Maths at Expected levels and the disadvantaged actually outperform in Maths at Greater Depth.
To provide enrichment activities through a Science Club	Mad Science (£1,500)	Children will broaden their skillsets and develop a wider understanding of the world through specialist science teaching. They will also improve their teamwork and communication skills through conducting experiments.	Child feedback reports that children learned a variety of skills and developed better teamwork with pupils from a range of ages.
To provide opportunities for ICT to be used to engage in homework activities	Education City Software (£1,061)	Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.	Teachers report that all pupils benefit from the interactive and engaging nature of this software. Some disadvantaged pupils have been given additional support using this software to practise key skills both at home and school.

<p>To provide stimulating learning experiences which engage those who are difficult to engage (especially in writing)</p>	<p>Inspire interactive software (£800)</p>	<p>Disadvantaged pupils don't perform as well as non in some areas, especially in writing. Boys in particular have not performed as well as girls in writing. We hope to ignite their imagination and engage them more fully, by using this interactive software, which enables children to explore exciting worlds.</p>	<p>The Inspire software has engaged all pupils and teachers report that boys in particular have been really motivated by it. In Year 3, it has had a huge impact on all writing but the percentage of disadvantaged pupils achieved Expected levels has increased from only 33.3% at the end of Year 2, to 72.7% at the end of Year 3.</p>
<p>Additional school activities to provide enrichment</p>	<p>Attendance/ participation and coach at Robinwood for Y6 (£1,622)</p> <p>1 coach for class trips (Years Reception, 1,3,4, 5 and 6) and cheerleading coach, animal show for Yr 2, contributions towards educational trips and breakfast supplies for our most vulnerable children (£3,699)</p> <p>Christmas Pantomime (£228)</p>	<p>The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).</p>	<p>The majority of the pupil comments (including disadvantaged pupils) on their end-of-year reports mention how much they enjoyed trips and enrichment activities.</p> <p>There has been 100% attendance on class trips (other than illness).</p> <p>Attendance percentages for disadvantaged pupils attending Robinwood remain similar (64% and 62%) with 14/22 attending last year and 8/13 attending this year.</p>
<p>To address attendance and punctuality issues</p>	<p>Educational Welfare Officer (£2,340)</p>	<p>Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.</p>	<p>Attendance for disadvantaged pupils has increased from 91.1% in Autumn to 93.7% in Summer. Lateness has reduced from Spring to Summer.</p>
<p>To enhance purposeful outdoor activity and learning</p>	<p>Sensory garden (£1,600)</p>	<p>To give pupils more opportunities to engage in learning outside the classroom and to apply skills in other meaningful contexts.</p> <p>To enable pupils to engage in purposeful activity and help to support mental well-being.</p>	<p>There has been an increase in classes using the outside environment to enhance learning experiences. Disadvantaged pupils in Year 4 report using the Sensory Garden to practise mindfulness and to investigate living things in Science.</p>

			Feedback from pupils, staff and parents reports that the garden is a calming and engaging space for some learning opportunities.
To identify pupils eligible for pupil premium grant	ONFSM (£988)	To use efficient methods to support families in claiming their entitlement	This has enabled us to better identify and support disadvantaged pupils across school and has ensured their progress is as good as non disadvantaged pupils' in most subjects and year groups. (see Appendix 1)
To address priorities specific to School Development Plan (SDP)	SIP and Ofsted Report 'Next Steps' (£30,270)	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to school development plan. Middle Leader release time for NPQML linked to School Development Plan.	Senior leaders have led staff meetings which have focused on supporting teachers to analyse the progress and attainment of disadvantaged pupils, and identify actions/interventions as needed. Senior and Middle leaders have met with School Development Partner to work on key areas of the School Development Plan, which has directly impacted on the good progress made by disadvantaged pupils.

Total received- £136,940

Total allocated to spend- £136,940

Compiled by by Governor Working Party July 2018

Next Meeting: Early Autumn Term 2018 to compile

PP Strategy for 2018-2019

APPENDIX 1**Disadvantaged End of Year Progress 2017 - 2018**

Year	Reading		Writing		SPAG		Maths	
	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged	Disadvantaged	Non-disadvantaged
Whole school 96 pupils	73.3%	73.8%	62.2%	62.5%	60.7%	60.7%	68.9%	72.1%
Reception 1 pupil	100%	86.4%	100%	59.3%	---	---	100%	71.1%
Year 1 7 pupils	85.7%	96.1%	85.7%	86.3%	n/a	n/a	71.4%	100%
Year 2 18 pupils	33.3%	56.4%	0%	30.8%	23.5%	53.8%	22.2%	45%
Year 3 11 pupils	100%	84%	90.9%	78%	63.3%	69.4%	100%	84%
Year 4 24 pupils	69.6%	74.2%	73.9%	67.7%	79.2%	74.2%	82.6%	75%
Year 5 19 pupils	88.9%	82.5%	83.3%	72.5%	77.8%	77.5%	77.8%	80%
<i>Year 6 Progress is from Official KS1 data to Official KS2 data and is an estimate only. Official progress data will be released in the Inspection Dashboard Summary Report in October.</i>								
Year 6 13 pupils	61%	51%	76%	48%	n/a	n/a	46%	61%

APPENDIX 2

2017 – 2018 Attainment Summary
DISADVANTAGED / NON-DISADVANTAGED
WHOLE SCHOOL

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD
96 ch	End of 2018	61.5	14.6	45.8	6.2	58.3	15.6	42.9	14.3
		83.2	30.9	73.2	17.3	82.7	25.4	73.5	23.8

KEY STAGE 1

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp +	GD	Exp +	GD	Exp +	GD	Exp +	GD
Year 1 7 ch	END OF EY DATA	66%				33%			
	Nov 2017	0	0	0	0	0	0	0	0
	March 2018	14.3	0	0	0	0	0	0	0
	End of 2018	57.1	0	14.3	0	14.3	0	14.3	0
		94.1	25.4	82.4	17.7	94.1	21.6	78.4	0
Year 2 18 ch	END OF EY DATA	38.5%	7.7%	46.2%	0%	46.2%	0%		
	Nov 2017	29.7	6.7	27.8	0	16.7	0	28.6	0
	March 2018	33.3	5.6	27.8	0	33.3	0	29.4	0
	End of 2018	38.9	11.1	27.8	0	44.4	0	23.5	17.6
		87.5	25	68.3	9.8	85.4	17	52.5	22.5
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KEY STAGE 2

% at expected+ / greater depth		Reading		Writing		Maths		SPAG	
(no. of pupils)		Exp+	GD	Exp+	GD	Exp+	GD	Exp+	GD
Year 3 11 ch	END OF KS1 DATA	33.3%		33.3%		66.7%			
	Nov 2017	72.7	0	54.5	0	63.6	0	54.5	0
	March 2018	72.7	0	63.6	0	63.6	0	54.5	0
	End of 2018	81.8	0	72.7	0	63.6	0	72.7	0
		88	32	78	20	88	28	80	20
Year 4 24 ch	END OF KS1 DATA	76.3%	10.2%	61%	5.1%	71.2%	6.8%		
	Nov 2017	41.2	0	43.5	5.9	54.5	4.5	45.8	0
	March 2018	47.1	0	50	5.9	62.5	4.2	45.8	4.2
	End of 2018	66.7	8.4	50	8.3	70.8	8.3	41.7	8.3
		71.9	31.3	65.6	31.3	65.6	28.2	65.6	31.3
Year 5 19 ch	END OF KS1 DATA	80%	27%	58%	15%	80%	25%		
	Nov 2017	44.4	5.6	33.3	5.6	33.3	11.1	41.4	3.4
	March 2018	63.2	5.3	36.8	5.3	63.2	15.8	45.8	3.4
	End of 2018	63.2	21.1	42.1	15.8	68.4	36.9	47.4	21.1
		82.5	37.5	70	15	72.5	15	67.5	32.5
Year 6 13 ch	END OF KS1 DATA	73%	25%	65%	15%	73%	23%		
	Nov 2017	25	0	25	0	44	0	25	0
	March 2018	30	0	61.5	7.7	50	17	42	7
	End of 2018	38	0	69	7.7	54	23	54	7
			91.5	51.1	89.4	19.1	89.4	42.6	89.4
	N A	75		78		76		78	

