



Stapleford Community Primary School

Aspire Challenge Discover

What is the Pupil Premium?

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. In 2011/12 the funding allocated was £488 per child, £200 for children of Armed Forces families. This rose to £600 and £250 respectively in 2012/13.

From April 2012 the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years. Further changes in 2014/15 saw an increase of funding to £1,300 per pupil.

Premium Plus was introduced with a higher rate of funding of £1,900 for

- Looked after children (LAC)
- Children adopted from care
- Children who leave care under a special guardianship order or residence order

Amount of Pupil Premium funding received in 2015/2016

Number of pupils eligible	19 (including one service pupil)
Total pupil premium funding received.	£24,473.00

Key expenditure

Area of Spending	Focus	Total Allocation
TA support in class and focussed interventions	Primarily Reading, Writing and Maths but also some Social support	£ 14,440
Funding for extra-curricular activities	Personal and Social	£808
Funding for OOSC	Personal and Social	£4,919
Funding for school trips and residential	Personal and Social	£481
1-2-1 PP Tutorial Sessions	Maths and English	£233
Educational Psychologist Visit and Reports	Support for Special Educational Needs among PP children	£400
AFA Package	All areas	£2,200
AFA Release Supply Cover	All areas	£600
Supply Cover for Structured Conversations	Personal and Social – Developing relationships with parents of PP children.	£2500

How do we measure the impact of this funding?

Pupil Premium children are highlighted on our provision map to ensure that their progress is monitored carefully. Provision for and progress of the children is reviewed every term to ensure that it is effective and provides value for money. This is reported to the Governors Performance and Standards Committee by the Headteacher/Deputy Headteacher/ SENCO. Since September 2013 achievement for Pupil Premium children has been addressed through our participation in the Achievement for All programme.

Close tracking by teachers of the progress of all pupils informs planning for teaching and learning. Termly pupil progress meetings inform whole class teaching, interventions and additional support. Pupils' progress in reading, writing and maths is tracked via the schools assessment system which also informs teaching and learning as it contains the National Curriculum 2014 Objectives for each year group.

The pupil progress meetings are a collaborative discussion between the Headteacher, Class Teacher and SENCO. Trends within a cohort are discussed, interventions and approaches

are identified. These are reviewed in the next pupil progress meeting or before if appropriate.

Personalised interventions and pupils' responses to them are monitored regularly so that support is targeted to the right individuals and the best outcomes are achieved. The SENCO oversees the monitoring of interventions. For interventions such as First Class Number & Booster Reading Program benchmarking is undertaken at regular intervals using standardised materials.

What has been the impact of the use of this funding?

The following results show where the gap is narrowing and the pupil premium children are making progress towards end of year expectations. In some cases, the children have participated in different interventions and these have contribute to solving pieces of the jigsaw towards achieving the age related expectations at the end of the year. The impact of the interventions demonstrate that the children have made progress in securing some basic skills but this hasn't translated to overall accelerated progress to attain the age-related expected level.

The percentage of disadvantaged pupils who reached a good level of development in EYFS at the end of 2016 was 0% of 2 children.

Table to show the percentage of disadvantaged pupils who reached threshold in Phonics Screening

Year Group	Stapleford CPS results		
	Academic Year 2013/14	Academic Year 2014/15	Academic Year 2015/2016
Year One (4 children)	0%	33%	50%
Year Two (3 children)	33%	67%	50%

Table to show the percentage of disadvantaged pupils reaching the expected standard/working at greater depth at the end of Key Stage One

Subject	Academic Year	Academic Year 2015/16
	2015/16 Expected Standard	Working at Greater depth
Reading, Writing, Maths combined	33.3% of 3 children	0% of 3 children
Reading	33.3%	33.3%
Writing	33.3%	0%
Maths	33.3%	0%

Table to show the percentage of disadvantaged pupils reaching the expected standard / working at greater depth at the end of Key Stage Two

Subject	Expected Standard	Greater Depth
	2015/16	2015/16
Reading, Writing, Maths combined	0% of 2 children	0% of 2 children
Reading	0%	0%
Writing	0%	0%
Maths	0%	0%
English Grammar, Punctuation and Spelling	0%	0%

Progress of Most Vulnerable Pupils 2015-2016

	Category	Year Group	Reading		Writing		Maths	
			Dec	July	Dec	July	Dec	July
Pupil 1	PP & SEN	1	1E		1E		1E	
Pupil 2	PP & SEN	1	1E		1E		1E	
Pupil 3	PP & SEN	3	3E		2E		2S	
Pupil 4	PP & SEN	4	3S	4D	3D	4E	3D	4E
Pupil 5	PP & SEN	4	2D	3E	2D	2S	2D	3E
Pupil 6	PP & SEN	4	4E	4D	4E	4D	4E	4D
Pupil 7 (left since)	PP & SEN	5	4D	5E	4E	5E	4D	5E
Pupil 8	PP & SEN	6	<6E	BE	<6E	BE	<6E	BE
Pupil 9	PP	R	40-60E	EXP	40-60E	EMG	40-60E	EMG
Pupil 10	PP	R	40-60E	EMG	40-60E	EMG	40-60E	EMG
Pupil 11	PP	1	1E	1S	1E	1D	1D	1D
Pupil 12	PP	1	1D		1D		1D	
Pupil 13	PP	2	2D	2GD	2D	2S	2E	2S
Pupil 14	PP	2	1D	WTW	1E	WTW	2E	WTW
Pupil 15	PP	2	2E	WTW	2E	WTW	1D	WTW
Pupil 16	PP	3	2D		2E		2D	
Pupil 17	PP	5	4D	4D	4E	4D	4E	4D

Pupil 18	PP	5	5E	5S	5E	5S	5E	5GD
Pupil 19	PP	6	6E	BE	5	BE	5E	BE

This table shows that all children are making academic progress but not always the accelerated progress needed to narrow the gap between them and their peers. It is important to note that 42% of our pupil premium children also have special educational needs so they have additional barriers to their learning.

Pupil Premium Strategy (plans for expenditure in 2016/2017)

Identified Barriers to educational achievement

- Access to language – especially from books
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

Proposed actions – how the allocation will be spent.

Area of Spending	Intended Outcomes	Proposed Actions
TA Support in Classes and focussed interventions	-1:1 and/or small group interventions planned to cater for individual needs (e.g. spelling, reading, handwriting, recall of number facts) -Support within lessons improve understanding of learning in reading, writing and maths -Consolidation of learning completed in classes – time for practise and application of skills -Pre-teaching prepares pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching includes pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology	-Regular TA meetings with SENCO / SLT – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources -SLT to review current interventions being used and whether they remain ‘fit for purpose’ and whether there are better options. -Investigate new interventions and possibly purchase new ones with the training, e.g. First Class @ Number 1, phonics. -Review TA’s CPD and provide training, including how to provide precision teaching. -Pupil Progress meetings – careful planning of interventions to be completed each half

	<ul style="list-style-type: none"> -Regular reading takes place and priority reading with TAs if pupils are unable to read at home. -Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress. 	<ul style="list-style-type: none"> term. -TAs to baseline interventions and then end of intervention assessments to provide evidence of outcomes and plan for next steps -SENCO / SLT observe interventions and provide feedback regarding strategies, next steps, resources -Clear communication between teachers and TAs – expectations within lessons -TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning -Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary.
1-2-1 / Small Group tuition from a qualified teacher	<ul style="list-style-type: none"> -Children are able to work on and achieve success in the areas of reading, writing and maths that they find difficult. 	<ul style="list-style-type: none"> -Y6 booster groups in Summer Term -HT/DHT to explore the use of KG or an additional teacher to deliver tuition sessions to PP children. -Homework club running 2 lunchtimes – DHT. Teachers to send children when they think they could do with support.
Funding for extra-curricular activities	<ul style="list-style-type: none"> -Social skills are developed through participation in a range of clubs provided by the school or external providers -Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities -Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence. -Opportunities to mix with a wider group of children and develop friendships. 	<ul style="list-style-type: none"> -Annual analysis of number of pupils who have taken part in clubs -Staff to talk to children/parents about possible interests and available clubs -CS/JH to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Funding for school trips and residential	<ul style="list-style-type: none"> -Pupils are able to participate fully in school trips and residential trips -Learning is supported by trips that are carefully planned to enhance the school's curriculum -Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential. 	<ul style="list-style-type: none"> -Initial letters to include information for parents about available funding -JG to liaise with parents and HT regarding specific requests for funding -Teachers aware of PP children in their class and consider trips which will particularly 'spark' their enthusiasm for learning.
Additional Learning Resources (e.g. kindles, ipads, spell checkers)	<ul style="list-style-type: none"> -Pupils are fully supported by learning resources being made available to them. -Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning e.g. my maths, reading eggs, etc. A range of learning styles can be catered for. 	<ul style="list-style-type: none"> -Pupils views asked for ideas about how to spend funding – e.g. School Council -Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Funding for OOSC / Stars	<ul style="list-style-type: none"> -Children who attend breakfast club arrive punctually at the start of school, well-fed and 	<ul style="list-style-type: none"> -Class teachers liaise with OOSC and stars so staff are aware of homework that requires completion – if appropriate.

	<p>ready to learn.</p> <p>-Children who attend after school club have time to complete homework tasks if unable to complete at school.</p>	<p>-Discuss this opportunity with children and how it's a brilliant chance.</p> <p>-homework club x2 per week at lunchtime – support in completion of tasks set and preparation for teaching/consolidation of learning</p>
Provision of school uniform	<p>Children feel part of the school community and their self-esteem is raised.</p>	<p>-CS to offer a school jumper with the logo to each pupil premium child.</p>
Focus on meta-cognition (learning to learn)	<p>-Children develop strategies to approach different activities.</p> <p>-They develop resilience (bounce-back-ability) for when things don't go quite right the first time.</p> <p>-They are able to talk about their learning and what they need to do to improve.</p>	<p>-Staff inset on P4C – philosophy for children and each teacher to run sessions within class.</p> <p>-Teachers / TAs made aware of the impact that metacognition can have on children's progress.</p>
AFA – including 6 visits from AFA coach within the year, structured conversations with parents and the supply needed for these.	<p>-Evidence of the gap between PP and the rest of the class narrowing even further.</p>	<p>-AFA programme to focus on PP children and their needs.</p> <p>-Use of AFA to be reviewed at end of this year (which has been paid for already).</p> <p>-JH to induct new staff into AFA and ensure all staff are completely on board.</p>