

Pupil Premium 2016/17

For the purpose of this accountability document, the Pupil Premium year is calculated from April 2016 to March 2017

Pupil premium is a payment of £1300 per child, which is awarded to those families whose income is less than £16,900 annually or who receive certain benefits. The money is designed to narrow the gap (Ofsted 2014) or provide ways in which a school can support those children in catching up (Ofsted 2016) with their peers.

However it must be remembered that not all pupil Premium children are behind their peers and that some are on track and in front!

Amount received from April 2016 to March 2017 = £97,200

Number of Children including Ever 6 and LAC = 72

Strategic Overview and Objectives

- To reduce the gap between disadvantaged pupils and all pupils
- To ensure equal opportunities for disadvantaged children in all activities including extracurricular activities
- To provide early intervention
- To provide specialist support

Target Area	Intervention	Summary of activity	Cost	Milestones	Evaluation and Impact
Using specialist support to improve provision	Maths intervention and booster teacher	The use of a specialist teacher to support and challenge individuals and groups through targeted intervention activities in year 5 and year 6.	£11,500	<p>By Summer 2016 Children identified and intervention and booster established</p> <p>By Autumn 2016 Targeted pupils in all year groups showing progress</p> <p>By Spring 2017 Targeted pupils in all year groups showing progress and closing the gap between others nationally.</p>	<ul style="list-style-type: none"> ✓ Autumn, Spring and summer attainment is increased ✓ Progress from starting points is increased. ✓ Confidence in all subjects is increased ✓ Disadvantaged children in EYFS perform better than non-disadvantaged children nationally in reading and equal those in writing at greater depth ✓ Disadvantaged pupils attain higher in reading and maths than non-disadvantaged pupils nationally at the end of KS1. <p>2016 RESULTS Sch PP v NAT PP and NAT ALL</p> <p>EYFS Sch: 63% Nat PP:77%</p> <p>PP Phonics Sch: 75% Nat PP: 70% Nat all: 81% (-11)</p> <p>PP KS1 Read Sch: 75% Nat PP: 78% Nat all: 74% (+1)</p> <p>PP KS1 Write Sch: 38% Nat PP: 70% Nat all: 65% (-27)</p> <p>PP KS1 Maths Sch: 63% Nat PP: 77% Nat all: 73% (-10)</p> <p>PP KS2 Read Sch: 56% Nat PP: 71% Nat all: 66% (-10)</p> <p>PP KS2 Write Sch: 50% Nat PP: 79% Nat all: 74% (-24)</p> <p>PP KS2 Maths Sch: 50% Nat PP: 75% Nat all: 70% (-25)</p>
	Quality First Teaching- LSA	LSA cover supervisor- Qualified support staff to ensure quality first teaching. This includes PPA cover as well as afternoon intervention; one to one, small group and in classroom lessons.	£14,000	<p>By Summer 2016 Intervention and booster established</p> <p>By Autumn 2016 Targeted pupils in all year groups showing progress</p> <p>By Spring 2017 Targeted pupils in all year groups showing progress and closing the gap between others nationally.</p>	

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Quality First Teaching -LSA Reading, writing and SLT intervention- LSA	SEND reading, writing and on-going SLT intervention for children below age related expectations. One to one and small group work.	£14,000	<p>By Summer 2016 Intervention and booster established</p> <p>By Autumn 2016 Targeted pupils in all year groups showing progress</p> <p>By Spring 2017 Targeted pupils in all year groups showing progress and closing the gap between others nationally.</p>	<p>Progress is measured in small steps and demonstrated with the number of curriculum statements highlighted on Target tracker. From Aut 2016 to Spring 201, the average number of statements highlighted for Read, Write, Maths had increased from 30% to 80%. Social Improvements include:</p> <ul style="list-style-type: none"> ✓ Improved SLT (Speech and Language) ✓ Improved sense of wellbeing (pupil voice) ✓ Improved confidence and communication skills. (Pupil/adult interaction) ✓ Improved attendance (Overall school attendance for all groups is above national and improved year on year)
Lego therapy- LSA	LSA trained in Lego therapy to target children in nurturing groups to aid language and communication skills.	£1000	<p>By Summer 2016 Intervention and booster established</p> <p>By Autumn 2016 Targeted pupils in all year groups showing progress in social skills, motivation, confidence and mental wellbeing.</p> <p>By Spring 2017 Targeted pupils in all year groups showing progress in social skills, motivation, confidence and mental wellbeing.</p>	

Securing progress for targeted learners

Psychotherapist	Qualified Psychotherapist from Family Action employed one day per week to target the mental health emotional resilience of targeted children including SEND crossover.	£6,000 (1 day per week)	<p>By Summer 2016 Psychotherapist identified</p> <p>By Autumn 2016 Psychotherapist employed and working one to one with targeted children</p> <p>By Spring 2017 Ongoing assessments show improvements in mental health and wellbeing.</p>	<p>Psychotherapist has held meetings with parents and teachers to establish individual children concerns. Progress and success is demonstrated through termly updates to HT and to parents. This is measured in different ways including:</p> <ul style="list-style-type: none"> ✓ Improved confidence and communication skills. Children are able to explain their concerns in confidence ✓ Improved attendance of each individual. In one case study from 87% attendance to 96% year on year. ✓ Improved general behaviour observed in the classroom and through anecdotal evidence from parents
Speech and language and Educational Psychologist	Additional hours bought from specialists to support the SEND/Pupil Premium needs.	£4000	<p>By Summer 2016 Potential number of pupils identified and EP service and contract designed to meet the needs of the school</p> <p>By Autumn 2016 Children identified-ongoing</p> <p>By Spring 2017 Children supported after professional advice given.</p>	Please see termly SEND provision report available from school SENCo.
EAL Support worker	Targeting children with English as an additional language	£1000	<p>By Summer 2016 EAL specialist identified</p> <p>By Autumn 2016 Gosia Richards employed and working one to one with targeted children</p> <p>By Spring 2017 Ongoing assessments show improvements in written and verbal skills.</p>	<p>Progress and success is demonstrated through termly updates to HT and to parents. This is measured in different ways including:</p> <ul style="list-style-type: none"> ✓ Language skills improved ✓ Improved confidence and communication skills.
Attendance Officer	Attendance officer employed to target families with poor attendance and improve	£4000 (1 day	<p>By Summer 2016 New EWO worker identified and employed. Monitoring reports identify</p>	<ul style="list-style-type: none"> ✓ Targeted families show an increase in attendance and persistent absence

		progress and attainment. Direct link between SEND/PP and low attendance.	per month)	chd below 95%. Meetings held with parents/carers. By Autumn 2016 Monitoring reports identify chd below 95%. Meetings held with parents/carers. By Spring 2017 Term on term improvement on attendance for all groups.	<ul style="list-style-type: none"> ✓ Targeted PP families to show term on term improvement in attendance Attendance: Sept 2016 = 97.5% Nov 2016 = 96.9% Jan 2017 = 96.1% March 2017 = 95.90%
Enrichment Activities	Clubs Complete	Specialist teachers and coaches employed to target individuals who would normally not have access to such activities as sport, music, drama. This offers a broad and balanced curriculum which is accessible to all and irrespective of cost.	£3,000	By Summer 2016 Establish lunchtime sport provision By Autumn 2016 Identify individuals to attend clubs free of charge By Spring 2017 Identify individuals to attend clubs free of charge and monitor improvements in wellbeing, attendance and attainment.	<ul style="list-style-type: none"> ✓ Attendance is improved ✓ Morale and confidence shows significant improvements ✓ Children have access to facilities and sports activities that they would not have otherwise had
	Visiting practitioners	Authors, theatre companies and musicians are employed to target individuals who would normally not have access to such activities. Targeted curriculum weeks such as <i>Healthy Fortnight</i> are aimed at specific groups This offers a broad and balanced curriculum which is accessible to all and irrespective of cost.	£5,000	By Summer 2016 Establish targets for the year on school improvement plan By Autumn 2016 Implement new Belvoirdale curriculum, writing and poetry weeks. By Spring 2017 Ensure that new budget includes sufficient funding to build upon previous success	<ul style="list-style-type: none"> ✓ Attitudes to learning have improved shown in attendance and pupil surveys. ✓ Theatre companies have enhanced writing outcomes during writing weeks. ✓ Music tuition is targeted to PP children with emotional needs ✓ Anecdotal evidence from school council of general school happiness and enjoyment. ✓ Pupil SEF highlights improvements in learning and school happiness. ✓ Greater involvement and commitment in learning and school life by children and parents ✓ SMSC opportunities throughout the school have increased by over 100% year on year. ✓ Morale and confidence shows significant improvements ✓ Children have access to facilities and sports activities that they would not have

					otherwise had though subsidised after school clubs
Yr 4 Forest School Initiative	Coalville family of schools employ two Forest School practitioners to target year 4 children to support resilience and self-esteem.	£1000 1 morning per week)	<p>By Summer 2016 Coalville family of schools interview and employ two Forest School specialists</p> <p>By Autumn 2016 Pupil premium children identified in year 4 and offered free places</p> <p>By Spring 2017 Pupil premium children identified in year 3 and offered free places</p>	<ul style="list-style-type: none"> ✓ Boxall profile indicate improvements in all areas of the profile. ✓ Greater involvement and commitment in learning and school life by children ✓ Mental health and well-being improved ✓ Morale and confidence shows significant improvements ✓ Children have access to facilities and sports activities that they would not have otherwise had 	
After school Clubs	Pupil premium children are targeted for after school provision to support health and wellbeing. Money used to offer two free places per club and increase uptake.	£1,000	<p>By Summer 2016 Summer term club letter offers two free places for each club</p> <p>By Autumn 2016 Autumn term club letter offers two free places for each club</p> <p>By Spring 2017 Spring term club letter offers two free places for each club</p>	<ul style="list-style-type: none"> ✓ Children have access to facilities and sports activities that they would not have otherwise had though subsidised after school clubs Attitudes to learning have improved shown in attendance and pupil surveys. ✓ Greater awareness of health and wellbeing in hard to reach children and families 	
Financial Support for School visits and trips to support the curriculum	Pupil premium children have access to school residential visit and financial support.	£1000	<p>By Summer 2016 PP children identified</p> <p>By Autumn 2016 PP children identified</p> <p>By Spring 2017 PP children identified</p>	<ul style="list-style-type: none"> ✓ Children can attend all school visits and trips ✓ Confidence and attendance is improved ✓ Greater involvement and participation in school life from hard to reach families and children. 	
School journey contribution	Pupil premium children have access to school residential visit and financial support.	£2000	<p>By Summer 2016 PP children identified</p> <p>By Autumn 2016 PP children identified</p> <p>By Spring 2017 PP children identified</p>	<ul style="list-style-type: none"> ✓ School journey extended to one week instead of three days ✓ Greater percentage of children attend school journey 	
Total		£97,000			