

Pupil Premium 2016-2017

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible under-achievement. These include pupils who are entitled to free school meals, or have been entitled within the last 6 years, those looked after by the local authority, and children that are adopted.

We are again using the extra funding to provide some children with small group tuition where appropriate and personalised programmes of study to improve outcomes for as many pupils as possible. The total funding allocated for 2016-2017 is: £86,095

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This is how these resources will be spent in 2016/2017:

- The introduction of two Fast Track Groups in Year 6 taught by Helen Peace (SENCO) and Beth Hampson to ensure pupils who are falling behind are taught in small focussed groups with an appropriate curriculum to ensure maximum progress in Reading, Writing and Mathematics
- Reduction of class sizes in Year 6
- Reading Intervention - Accelerated Reader and Fresh Start programmes
- Training of HLTAs to deliver the Fresh Start programme
- Small group teaching of Mathematics where appropriate
- Upon parental request, money may also be used to subsidise school trips and uniform
- Specialist equipment for small groups as necessary
- Resources for Accelerated Reader and Fresh Start
- Enrichment of the curriculum funding e.g. meeting authors, electronic club etc.

- Use of Attendance Lead and APSO to ensure we maximise attendance and commitment to learning, 2 hours additional APSO time per week in order to focus on the attendance of disadvantaged pupils
- Funding for staffing to reduce class sizes in Year 6 in order to rapidly address gaps
- HLTA salary to provide intervention for disadvantaged pupils with EBD barriers.
- Also providing uniform where there is a need.

The main barriers to learning for disadvantaged pupils are

- Gaps in Literacy and Numeracy
- Lower attendance that can affect academic progress
- Social and emotional needs including attitude to learning

Strategy	Allocation of Funding	Action	Rationale	Measuring Impact	Impact RAG
Establish Fast Track groups in Y6 with increased adult/pupil ratios (1:8)	One additional teacher: £37350.24 One additional ETA: £15417.72	Identify pupils in need of social and emotional support. Identify pupils who have gaps in Literacy and Numeracy.	This will help those falling behind to catch up quickly	Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.	Year 6 SS from GL Test on entry and exit for disadvantaged was Reading Entry 93.3 Exit 96 .6 (+ 3.3) points Maths Entry 92.3 Exit 98 .3 (+ 6) points

<p>Introduce Fresh Start Reading Intervention Programme</p>	<p>Contribution of: £6000</p>	<p>Identify pupils with low reading and reading comprehension ages Purchase package; train staff; allocate teaching resources and time</p>	<p>Pupils who can read successfully will have greater access to the entire curriculum</p>	<p>Reading and reading with comprehension ages to increase.</p>	<p>Year 8 pupils who took part in Fresh Start for 4 months made 1 year and 9 months' progress in reading. Year 7 pupils made 9 months' progress in 4 months. Year 6 pupils made 5.5 months' progress in 4 months.</p>
<p>Continue the Accelerated Reader programme and ensure reading materials inspire reading</p>		<p>Identify pupils with low reading and reading comprehension ages and ascertain their zone of proximal development.</p>	<p>Pupils who can read successfully will have greater access to the entire curriculum</p>	<p>Reading and reading with comprehension ages to increase.</p>	<p>Disadvantaged pupils in Year 6 reading age has an average improvement of 1 year 3 months (spelling improvement of 2years and 8 months) GL NGRT shows for Y7 average SAS 102 (100 national)</p>

					GL NGRT shows for Y8 average SAS 11.15 (100 national)
Monitor and give opportunities to complete homework	50% salary cost: £2673.74	Identify pupils who do not do or complete homework and put support in place. Employ a homework worker with a specific focus on PP pupils who struggle with homework	This will help those falling behind to catch up quickly.	Reduction in the number of disadvantaged pupils no completing homework tasks.	The number of homeworks detentions attended by disadvantaged pupils reduced in Y7 from 37% (10 pupils) in Term 1 to 11% (3 pupils) in the final term Y8 reduced from 29% (8 pupils) in term 1 to 14% (4 pupils) in term 3.
Assertive Mentoring Programme to promote independent skills in English and Maths	School budget	Assertively Mentor pupils and give further mentoring where necessary	To encourage high aspirations in disadvantaged pupils	Pupils will take part in a wide range of extra-curricular activities. Pupils will take greater responsibility for their own learning by target setting at mentor meetings	Y6 83% of pupils took part in extracurricular activities 51% in 2 to 5 activities regularly In Y7 81% of pupils took part in extracurricular activities 33% in 2 to 5 activities regularly In Y8 92% of pupils took part in

					extracurricular activities 65% in 2 to 5 activities regularly
Introduce rigorous monitoring systems of teaching and learning with a focus on Disadvantaged pupils	School budget	To maintain a system of monitoring and evaluation that involves Middle Leaders and ensures quality teaching and learning across all subjects.	Quality first teaching will ensure pupils make strong progress.	Gap against non-disadvantaged nationally is closing	Data attached
To develop a positive attitude to learning in all pupils.	School budget	Introduce Growth Mindset Monitor behaviour of pupils and mentor where appropriate.	With the development of a Growth Mindset pupils will become resilient and there will be a determination to succeed	Pupils will develop a Growth Mindset and become resilient – pupil voice.	In Y6 behavioural incidents (including low level classroom) P1 reduced from 10 in Term 1 to 8 in Term 3 In Y7 behavioural incidents (including low level classroom) reduced from 50 in term 1 to 9 in term 3 In Y8 behavioural incidents (including low level classroom) reduced from 77 in term 1 to 14 in term 3

<p>To increase the attendance of all disadvantaged pupils</p>	<p>Increased APSO time: £2000 Leadership capacity: £1000</p>	<p>Monitor attendance Appoint a HLTA to mentor pupils with attendance below 95% Attendance to work with APSO to ensure that attendance increases additional 2 hours per week.</p>	<p>With an improvement in attendance their will also be an improvement in attitude to learning and therefore progress.</p>	<p>Attendance for disadvantaged pupils is above 95%.</p>	<p>Persistent absentees – this figure has reduced throughout the year from March 15.25% to summer 10.75%. Mentoring for attendance, a new initiative but already shows that 90% of these pupils improved their attendance. Y6 attendance 95.2% Y7 attendance 93.94% Y8 attendance 93.4%</p>
<p>To monitor the progress of disadvantaged pupils every half term and provide intervention for those falling behind.</p>	<p>Leadership and administration capacity released: £6730 (Leadership) £2291 (admin)</p>	<p>CPD provided so pupils falling behind are swiftly identified and relevant interventions put in place.</p>	<p>Quality first teaching will ensure pupils make strong progress. Where pupils need extra support relevant intervention will be introduced.</p>	<p>Progress of pupils monitored half termly. Monitor against non-disadvantaged pupils nationally – gaps closing.</p>	<p>Progress was monitored half termly and interventions in reading, spelling, handwriting and maths. Year 6 SS from GL Test on entry and</p>

					<p>exit for disadvantaged was</p> <p>Reading Entry 93.3 Exit 96 .6 (+ 3.3) points</p> <p>Maths Entry 92.3 Exit 98 .3 (+ 6) points</p> <p>Year 8 pupils who took part in Fresh Start for 4 months made 1 year and 9 months progress in reading.</p> <p>Year 7 pupils made 9 months progress in 4 months.</p> <p>Year 6 pupils made 5.5 months progress in 4 months.</p> <p>Year 7 pupils receiving HLTA intervention in Mathematics averaged 20 marks improvement on</p>
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					termly AQA tests, Sept-June. Data for all subjects attached.
To improve the behaviour and attitude to learning of disadvantaged pupils	50% of HLTA cost: £11000	HLTA to provide intervention for pupils with EBD barriers. Extra time bought from LA for ASPO	With an improvement in behaviour, emotional and social difficulties and mentoring for this there will also be an improvement in attitude to learning and therefore progress.	Reduction in the number of behavioural incidents for disadvantaged pupils. Greater progress across the curriculum for disadvantaged pupils.	In Y6 behavioural incidents (including low level classroom) P1 reduced from 10 in Term 1 to 8 in Term 3 In Y7 behavioural incidents (including low level classroom) reduced from 50 in term 1 to 9 in term 3 In Y8 behavioural incidents (including low level classroom) reduced from 77 in term 1 to 14 in term 3
Ensure all pupils are equipped and ready for learning	£816.15	Provide uniform/equipment to pupils	Not being fully equipped generates barriers to success and diverts staff	No lost learning time for disadvantaged pupils.	Uniform and PE was provided for pupils as needed.

			attention away from talking about learning		
Provide enriching opportunities for pupils	£1,816.15	Subsidise trips including residential and subsidise clubs for pupils currently FSM	A lack of enrichment leads to under-performance. To succeed, pupils need to have access to experiences beyond the classroom	High attendance and increased engagement with school.	All trips including residential trips to France and Kingswood were subsidised. 7 disadvantaged pupils went to France.

RAG - RED

RAG - AMBER

RAG - GREEN

Little or no progress

Some progress made (with evidence)

Good progress made(with evidence)