

## **Pupil Premium Grant 2015-16- Impact Information**

### **Planned expenditure in 2015-16**

The school is allocated, by the government, a sum of money each year to address the current underlying inequalities between children eligible for free school meals and their less disadvantaged peers. In the current 2015/16 financial year this amount is £1320 for each pupil ever eligible for FSM, £1900 in the care of the Local Authority (LAC) or £300 with a parent in the Armed Forces. At Grange View CE First School this sum comes to £32320.

In Sept 2015, 27% of pupils were entitled to Pupil Premium funding. Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success and outcomes of the strategies they choose.

#### Principles :

- We strive to ensure that teaching and learning opportunities meet the needs of all of our pupils.
- We 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.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals, these children still need support.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- Providing small group work with experienced teaching assistant focused on overcoming gaps in learning, eg booster groups
- Intervention strategies eg Talk Boost RWI, precision teaching, Numericon, Clever Fingers, Social stories, 1-1 / 1-2 / 1-3 support
- Additional teaching and learning opportunities at after school eg book club, other after school provision
- Teaching assistant support to raise attainment in Y1/2 in phonics and reading – creating smaller ability based groups in RWI.
- All our work through the pupil premium will be aimed at accelerating expected progress.

The total amount we receive as grants in the current academic year in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was £32320. We have targeted the attainment of this group.

We have targeted the attainment of this group in the following ways and spent our funding as described in the table below. We have used the Sutton Trust/ EEF toolkit to inform our decisions about the evidence that supports each approach.

Amount	What we plan to do	EEF Toolkit summary	Why we plan to use the allocation in this way	The desired impact on our disadvantaged pupils
<b>Staffing</b>				
£7125	We have employed a teacher across the school to support with interventions and small group work.	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils. <b>From their individual starting point pupils work has been monitored and tracked to ensure that each child makes good progress.</b>
£18600	We fund teaching assistants who implement small group teaching interventions to close gaps in literacy using the focused programmes such as Read Write Inc.	Small group tuition + 4 Months. Moderate impact for moderate cost, based on limited evidence.	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils. <b>From their individual starting point pupils work has been monitored and tracked to ensure that each child makes good progress. Teachers have worked closely with TAs using RWI to close the gaps.</b>
£5500	In the early years additional staffing is directed towards providing small group early intervention.	Small group tuition+ 4 Months Moderate impact for moderate cost, based on limited evidence.	Intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	In early years small group interventions are used to develop skills in CLL and Maths to allow pupils to use across the EYFS curriculum . <b>The EYFS end of year results shows that small group interventions has supported all pupils to make good progress from their on entry results.</b>

Training and support				
£1000	The school purchased Play Ranger support from the Health and Wellbeing SLA.	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	In order to raise self-esteem and awareness of how to initiate positive, structured play, we have invested in training for Basic Junior Play Leaders and for staff in Promoting Positive Playtimes. We also have a TA presence in the play areas at lunchtimes to ensure that the Junior Play Leaders can initiate play unimpeded by challenging behaviour	Pupils learn to recognise how transferrable skills such as organisation, communication, collaboration, leadership, turn taking and encouraging others can be as appropriate in a classroom setting for self-regulation as in a play context. We hope to see the impact of the structured play demonstrated through improved interaction and concentration, willingness to attempt new challenges and to support others. <b>Feedback from staff supports a low number of behaviour incidents recorded. Observations show good level of engagement in activities provided.</b>
Activities				
£468	We subsidise the weekly swimming lessons and educational visits that enrich the curriculum to make these accessible to every child by ensuring that a proportionate but affordable contribution is requested from families with children eligible for the PPG.	Sports participation. + 2 Months. Moderate impact for moderate cost based on moderate evidence.	We want children to understand that we value and promote their physical as well as social and emotional wellbeing. Living close to the sea and a river, we place considerable value on ensuring that all children can swim by the time they leave school. We also acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention and that participation in sports does not always transfer to academic learning.	Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. 100% of pupils leave the school with the accomplishment of being able to swim 25m. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not be available to some of the pupils if school did not offer it as enrichment. <b>By the end of year 4 in 2016 all pupils left being able to swim at least 25 metres with some younger children achieving this distance.</b>
£440	The annual Y4 residential /day visit to Kingswood/Ford castle/ Deneholme. is attended by every pupil in the year group. This is	Social and emotional learning + 4 Months. Moderate impact for	Although the centre is an opportunity for outdoor adventure learning, experience also shows that the visit is a valuable	Children's autonomy, self-awareness and sense of independence are developed, articulated and celebrated in school.

	made possible by having funding available to offer subsidies to families in receipt of the PPG grant.	very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost, based on limited evidence.	opportunity for children to develop social and emotional skills with regard to independence and autonomy, risk taking, teamwork, collaboration and self-evaluation.	Participation contributes to our commitment to ensuring that children are well prepared, both socially and emotionally to make the transition from first school to the middle school environment, and the academic challenges some will face. <b>All Y4 pupils wishing to attend were able to access the visit.</b>
£585	Breakfast club We subsidise breakfast club provision as we understand that pupils perform better when they have had a healthy breakfast before school	Moderate impact for moderate cost based on moderate evidence.	In order to ensure a good start to the school day and that the pupils are in school on time ready to start work we provide this provision.	Participation would not available to some of the pupils if we did not offer this facility. <b>All pupils in school have the opportunity to attend Breakfast club. Improved punctuality and attendance has resulted with some pupils.</b>
Resources				
£500	Access to online resources and the LA's e-learning platform has been subsidised.	Digital technology + 4 Months. Moderate impact for high cost, based on extensive evidence.	Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating students to practice more.	We expect that this technology will support pupils to work harder, for longer or more efficiently to improve their learning. <b>All pupils have access to online resources both PP and non PP pupils have both participated equally.</b>

£102 -We hold a small contingency that allows us to purchase additional items including uniform, PE Kit, Swimming Kit as well as other resources that children may require and may not have easy access to.

Additional amounts can be allocated to enhancing curriculum topics through additional resources at the request of teachers.

Funding may also be used to provide rewards and incentives to support pupils' learning.

### **The impact of how we spend our Pupil Premium funding ( DATA)**

In 2015/16 66.6% of EYFS pupils in receipt of Pupil Premium funding achieved a Good Level of Development (GLD) compared to 52% nationally in 2015.

In 2015/16 100% of our year 1 pupils in receipt of Pupil Premium funding achieved the expected standard in the phonics screening check compared to 66% nationally in 2015.

In 2015/16, end of KS1 data shows that the group of pupils in receipt of Pupil Premium performed below that of those not eligible for Pupil Premium in Reading and Writing. In maths PP pupils performed above those not eligible for PP.

	Reading	Writing	Maths
% Year 2 achieving expected standard or above in 2016	60.0	60.0	60.0
% Year 2 NATIONALLY achieving expected standard or above in 2016	74.0	66.0	73.0
% Year 2 PP Pupils achieving expected standard or above in 2016	50.0	50.0	67.0
% Year 2 NOT PP achieving expected standard or above in 2016	60.0	60.0	50.0
2016 School % gap between PP and non PP pupils (a + figure is in favour of non PP pupils)	+10.0	+10.0	-17.0
2016 National gap between PP and non PP pupils unknown as of Sept 2016			-