

## **Pupil Premium Grant 2016-17 – Impact Information**

### **Planned expenditure in 2016-17**

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 £37260

In Sept 2016, 24% 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, ELSA
- Additional support opportunities at Breakfast club and other after school provision
- Teaching assistant support to raise attainment in Y1/2/3/4 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 £37260. 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>				
£23131	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. Data supports this
£7104	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>From their individual starting point pupils work has been monitored and tracked to ensure that each child makes good progress. Teachers are working closely with TAs using RWI to close the gaps.</b>
£1950	We fund additional teaching assistant time to support pupils before and during lunchtime.	Early years intervention +5 months High impact for very high costs, based on extensive evidence.	Most of our children have lunch in school and many require additional support in learning to use cutlery, serve themselves and try different foods from our salad bar.	Pupils will have increased opportunities for positive social interactions at mealtimes and have increased awareness and opportunities to eat healthily. More pupils will be able to use cutlery appropriately <b>Feedback from staff supports a low number of behaviour incidents recorded. Observations show good level of engagement in activities provided and social interaction with peers in the dinner hall.</b>
£1000	We will provide additional hours for our Emotional Literacy Support Assistant (ELSA) to provide support /advice/counselling for children who require this	Social and Emotional Learning. +4 months. Moderate impact for very low cost, based on extensive evidence.	Many of our most vulnerable children need additional time to speak with an adult following unsettled times at home, often before coming to school. Our ELSA supports a range of pupil needs such as bereavement and home	Pupils who are disadvantaged by a range of circumstances will have minimal disruption to their learning because of these circumstances. These pupils will show improved attendance or continued good attendance despite their circumstances. <b>Feedback from staff have seen a steady improvement in pupils' attitudes and approach</b>

			issues.	to their learning in class and outside. From their individual starting point pupils work has been monitored and tracked to ensure each child makes good progress. In addition it has been monitored that their attendance has been in line with the school target of 96%
<b>Training and support</b>				
£1300	Training in Early Talk Boost/KS2 Talk Boost and RWI updated training to support interventions that target groups of pupils including those entitled to Pupil Premium.	Meta-cognition and self-regulation + 8 Months. High impact for low cost, based on extensive evidence.	Teachers will identify barriers to learning for particular groups of pupils and implement strategies to reduce and remove these barriers. In particular year groups across the school there are identifiable gaps in achievement between pupils in receipt of pupil premium and those who are not.	Reduced gaps in achievement between pupils entitled to Pupil Premium and those that are not. <b>From their individual starting point pupils work has been monitored and tracked to ensure that each child makes good progress. Teachers are working closely with TAs using Talk Boost intervention materials to close the gaps.</b>
<b>Activities</b>				
£1053	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 2017 nearly all pupils (20/21) left being able to swim at least 25 metres with some younger children achieving this distance already.</b>
£420	The annual Y3/4 residential /day	Social and emotional	Although the centre is an	Children's autonomy, self-awareness and sense of

	visit to Kingswood/Ford castle is attended by every pupil in the year group. This is made possible by having funding available to offer subsidies to families in receipt of the PPG grant.	learning + 4 Months. Moderate impact for very low cost, based on extensive evidence. Outdoor adventure learning + 3 Months. Moderate impact for moderate cost, based on limited evidence.	opportunity for outdoor adventure learning, experience also shows that the visit is a valuable opportunity for children to develop social and emotional skills with regard to independence and autonomy, risk taking, teamwork, collaboration and self-evaluation.	independence are developed, articulated and celebrated in school. 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 Y3 and 4 pupils wishing to attend were able to access the visit</b>
£682	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 I school have the opportunity to attend Breakfast Club. Improved punctuality and attendance has resulted with most 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>

£120 -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.

In school records provide a detailed analysis of the effect of the above spending on individual pupils, which provides evidence of the effectiveness of the funding in each case. For children without additional needs, the end of year results were as follows:

## EYFS

- All children made at least expected progress and are working at age related expectations in Nursery.
- In reception, Overall 60% of the Pupil Premium achieved a Good level of development in all areas, the two that didn't achieve was due to lack of progress in physical development and the other child was social and emotional needs. 75% of children achieved the Early Learning Goals for Literacy and Maths

## Year 1

- 95% of children without additional needs met the expected standard for phonics. All pupils eligible for Pupil Premium without additional needs met the expected standard for phonics.
- Out of 3 children with additional needs 1 child met the expected standard for phonics.
- 84% of children without additional needs met the expected standard for reading. All pupils eligible for Pupil Premium without additional needs met or exceeded the expected standard for reading.
- 79% of children without additional needs met the expected standard for writing. All pupils eligible for Pupil Premium without additional needs met or exceeded the expected standard for writing.
- 79% of children without additional needs met the expected standard for maths. With the exception of one pupil all other pupils eligible for Pupil Premium without additional needs met or exceeded the expected standard for maths
- All children working at least at the expected standard in reading, writing and maths, or have made accelerated progress which has narrowed the gap.

## Year 2

- In Reading 75% of PP children achieved the expected standard with only 1 PP child not reaching age related expectations in reading. This child did make good progress based on their starting point at the beginning of year 2. He joined Grange View in January and was identified as having special educational needs.
- In Writing 75% of PP children achieved the expected standard with only 1 PP child not reaching age related expectations. This child was on our special educational needs register and joined Grange View in January. Despite not meeting age related expectations the gap was significantly narrowed based on his starting point.
- In Maths 50% of PP achieved age related expectations and the two children who did not meet the expected standard made good progress based on their starting points.

### Year 3

- All children working at least at the expected standard in reading, writing and maths, or have made accelerated progress which has narrowed the gap.
- Specifically 4/6 (67%) pupils with pupil premium achieved the expected standard in reading and writing, those that didn't have SEN and had made accelerated progress
- Specifically 5/6 (83%) pupils with pupil premium achieved the expected standard in maths, the child who didn't have SEN but did make accelerated progress

### Year 4

- 86% of children are working at the expected standard in writing, and all children have made accelerated progress in reading and maths which has narrowed the gap.
- All children eligible for Pupil Premium with additional needs made good progress when taking into account individual starting points and needs, with some children in this category also meeting/exceeding national standards.