

SOUTH HIENDLEY J I & EY SCHOOL

PUPIL PREMIUM SPENDING IN 2016-2017: FUNDING FOR 2016-2017 = £89,100

<u>Action</u>	<u>Cost</u>	<u>Action / Intervention</u>	<u>Predicted Impact</u>	<u>Actual Impact</u>		
Part funding of a Teaching Assistant deployed to work in the KS2 classes	£15,000	Targeted support in Y6 Guided reading in Y5 Cooking A/S Club	More disadvantaged pupils to meet age related expectations in Year 6. Close the gap between disadvantaged pupils and others.	<u>Year 6 2015-16</u>	<u>Year 6 2016-17</u>	<u>Gap Comparison</u>
				ATTAINMENT (2015-16)	ATTAINMENT (2016-17)	
				Reading: Expected = 14% (29% gap)	Reading: Expected = 50% (-11% gap)	Gap Narrowed by 18%
				Writing: Expected = 64% (16% gap)	Writing: Expected = 60% (-18% gap)	Gap widened by 2%
				Maths: Expected = 21% (22% gap)	Maths: Expected = 60% (-1% gap)	Gap narrowed by 21%
				RWM = 7% (26% gap)	RWM = 50% (-2% gap)	Gap narrowed by 24%
				GPS = 29% (-17%)	GPS = 60% (-1% gap)	Gap narrowed by 16%

				<p>End of KS1 to KS2 progress (2015-16): Reading: All pupils = - 2.3 PP = -6.2 Gap = -3.9</p> <p>Writing: All pupils = +1.5 PP = +0.3 Gap = -1.2</p> <p>Maths: All pupils = -3.2 PP = -5.8 Gap = -2.6</p>	<p>End of KS1 to KS2 progress (2016-17): Reading: All pupils = - 0.6 PP = +0.1 Gap = + 0.7</p> <p>Writing: All pupils = +0.1 PP = - 0.8 Gap = - 0.9</p> <p>Maths: All pupils = +0.2 PP = +0.9 Gap = +0.7</p>	<p>Progress score has improved in all subjects leading to a positive residual in Reading and Maths</p>
Part funding of an HLTA to work on interventions (before and during school) for our disadvantaged KS2 pupils	£16,000	SEND PP Support (Fit to Learn, Lifeboat, Rapid Writing, Rapid Maths, Handwriting, Working Memory, Reading Comprehension, Lego Therapy)	All SEND disadvantaged pupils to make Typical or Better progress.	<p>Key Stage 2 SEND Reading = 60% made Typical or Better progress Writing = 60% made Typical or Better progress Maths = 60% made Typical or Better progress</p> <p>A different approach to SEN provision will be revised for 2017-18.</p>		

Part funding of Teaching Assistants – Intervention time	£1,600	Interventions to support Disadvantaged Pupils	All disadvantaged pupils to make at least good progress.	<p>Typical or Better Progress made by PP pupils (2016-17):</p> <table border="1" data-bbox="1279 236 1888 930"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>Year 1 (8/29) / 32%</td> <td>100%</td> <td>100%</td> <td>88%</td> </tr> <tr> <td>Year 2 (9/29) / 31%</td> <td>89%</td> <td>89%</td> <td>89%</td> </tr> <tr> <td>Year 3 (8/29) / 28%</td> <td>100%</td> <td>88%</td> <td>100%</td> </tr> <tr> <td>Year 4 (15/27)/ 56%</td> <td>79%</td> <td>43%</td> <td>64%</td> </tr> <tr> <td>Year 5 (8/30) / 27%</td> <td>86%</td> <td>71%</td> <td>75%</td> </tr> <tr> <td>Year 6 (10/23) / 43%</td> <td>70%</td> <td>90%</td> <td>90%</td> </tr> </tbody> </table>		R	W	M	Year 1 (8/29) / 32%	100%	100%	88%	Year 2 (9/29) / 31%	89%	89%	89%	Year 3 (8/29) / 28%	100%	88%	100%	Year 4 (15/27)/ 56%	79%	43%	64%	Year 5 (8/30) / 27%	86%	71%	75%	Year 6 (10/23) / 43%	70%	90%	90%
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<p>Learning Mentor – Part funding of this role:</p> <p>a) Support the Disadvantaged pupils individually, in groups and in class.</p> <p>b) Support and</p>	£14,000	Support for Disadvantaged pupils – pastoral, interventions, groups, CAF level support for families	<p>a) Our disadvantaged pupils will be equipped to cope with challenging situations both at school and at home, and in and out of class. They will have raised self-esteem and increased motivation which will in turn have a positive impact on learning.</p> <p>b) Our disadvantaged parents</p>	<p>Vulnerable PP children have been supported by the Learning Mentor in terms of attendance, interventions to raise self-esteem, 1 to 1 support, CAF, CIN level.</p> <p>Drawing & Talking Therapy = 10 pupils Lego Therapy = 18 pupils Social Group = 6pupils Social Stories = 2 pupils Signs of Safety work = 6 pupils Punctuality input = 4 pupils</p>																												

engage the harder to reach parents			are supported and are more confident in supporting their child's learning.	Fast Track Attendance Meetings = 3 pupils Persistent Absence rates reduced
Employ an additional teacher for one day per week to support the teaching of phonics in Key Stage 1 and 2, with a focus on Pupil Premium Pupils. (Spr & Sum '17)	£1,500	Additional phonics support – small group work	Year 1 disadvantaged pupils to pass the Phonics Screening check. Applicable Year 2 disadvantaged pupils to pass the Phonics Re-checks. Disadvantaged KS2 pupils to become more confident with their understanding and application of phonics.	Phonics Check 2015-16: Year 1 PP children passing Phonics Check = 50% (Gap = -22%) Year 2 PP children passing Phonics Check = 100% (Gap = +12%) 2016-17: Year 1 PP children passing Phonics Check = 63% (Gap = -13% gap) Year 2 PP children passing Phonics Check = 66% (Gap = - 9%) The Year 1 gap has closed. The Year 2 gap has widened, however the <i>2016-17 PP cohort included 3 x EHCPs & 1 x MSP.</i>
Subsidised school visits for our most vulnerable families	£2,000	Funds available to subsidise school visits for disadvantaged pupils	All pupils, including the disadvantaged attend school visits.	Money has been used to part-fund (50%) educational visits for PP children. All PP children have attended class visits.
Subsidised after school clubs	£2,000	Funds available to subsidise after school clubs for disadvantaged pupils	More pupils, including the disadvantaged attend after school clubs.	Money has been used to subsidise and part-fund after school clubs for PP children, to enable more PP children to attend.
Subsidised / Funded Breakfast club (for our most Disadvantaged)	£2,000	Funds available to subsidise Breakfast clubs for disadvantaged	Disadvantage pupils are fed, in school on time and ready to learn.	The parent of just 1 PP pupil took up the offer of free Breakfast Club, which improved his attendance at school.

pupils)		pupils		
Lunchtime Sports Coach	£5,000	Sporting activities organised at lunchtimes on a daily basis	Targeted groups of Disadvantaged pupils learn about Healthy Lifestyles and good behaviour choices.	Pupils involved in active play. Minimal behaviour incidents reported. More vulnerable pupils encouraged to join in games.
Purchase 12 tablets plus charging trolley for use in Key Stage 2 classrooms	£3,000	Tablets and charging trolley purchased	Disadvantaged pupils to have more accessibility to ICT, to support their motivation and learning, especially in Maths and English	12 tablets purchased. Increased IT equipment used in lessons. Use of tablets for homework by PP pupils.
Reading Inset Day – shared with IMPACT Collaboration	£1,000	Abraxas to lead Inset Day. Action Plan written by English Subject Leader following the training.	More disadvantaged pupils to meet age related expectations in Reading. Close the gap between Disadvantaged pupils and others in Reading.	KS1 SATS Reading – -8% KS2 SATS Reading - +18%
Mathletics Subscription	£600	Disadvantaged pupils engage in Mathletics at school and at home	To engage the disadvantaged pupils in mathematics in a fun and engaging way, both at home and at school.	KS1 SATS Maths= - 4% (compared to previous year) KS2 SATS Maths= +22% (compared to previous year)
Maths Factor Subscription	£300	Disadvantaged pupils engage in Maths Factor activities at school and at home	To engage the disadvantaged pupils in mathematics in a fun and engaging way, both at home and at school.	KS1 SATS Maths= -4% (compared to previous year) KS2 SATS Maths= +22% (compared to previous year)

Spellodrome Subscription	£600	Disadvantaged pupils engage in Spelling activities at school and at home	To engage the disadvantaged pupils in a range of spelling activities to support their learning. Close the gap between Disadvantaged pupils and others in SPAG.	YR6 Grammar= +22% (compared to previous year)
To fund a Speech and Language Therapist to work with pupils one day per fortnight	£5,000	Disadvantaged pupils receiving SALT support, as needed	Barriers to learning involving speech are reduced for disadvantaged pupils who have speech difficulties.	EY PROFILE ATTAINMENT GLD 72% above national results PP 50% PROGRESS All PP children made outstanding progress.
Invest in additional Reading materials in EYFS, KS1 and KS2.	£4,500	Disadvantaged pupils have access to quality reading materials (class, individual and guided materials)	To engage the disadvantaged pupils in a range of phonics and reading activities to support their learning. Close the gap between disadvantaged pupils and others in phonics and reading.	EY Profile Reading - -8% KS1 SATS Reading – -8% KS2 SATS Reading - +18%
Employ a teacher to plan and lead on Outdoor Learning across KS1 and KS2 plus buy relevant resources	£3,500	Disadvantaged pupils to access outdoor learning opportunities.	Develop cooperation, self-esteem and problem solving skills, ensuring our disadvantaged pupils have a positive approach to their learning.	Learning Mentor reported that the PP enjoyed the outdoor learning and appeared to have raised self-esteem and confidence.
Employ a Teaching Assistant to support Outdoor Learning sessions	£1,000	Disadvantaged pupils to access outdoor learning opportunities.	Develop cooperation, self-esteem and problem solving skills, ensuring our disadvantaged pupils have a positive approach to their learning.	As above

Invest in the CPOMS system.	£650	CPOMS introduced and staff training to take place	More efficient safeguarding recording system in place for our most vulnerable / disadvantaged pupils.	Effective and efficient communication and recording of Safeguarding concerns / incidents.															
Purchase resources to support the Key Stage 1 Outdoor Learning initiative	£2,000	Key Stage 1 disadvantaged pupils have access to outdoor learning – Mathematics and English	Disadvantaged KS1 pupils to meet age related expectations across KS1. Close the gap between disadvantaged pupils and others.	<table border="1"> <thead> <tr> <th><u>Year 2 2015-16</u></th> <th><u>Year 2 2016-17</u></th> <th><u>Gap Comparison</u></th> </tr> </thead> <tbody> <tr> <td>Reading: Expected =50% (-29% gap)</td> <td>Reading: Expected = 63% (-8% gap)</td> <td>Gap narrowed by 21%</td> </tr> <tr> <td>Writing: Expected =50% (-29% gap)</td> <td>Writing: Expected = 63% (-5% gap)</td> <td>Gap narrowed by 24%</td> </tr> <tr> <td>Maths: Expected =33% (-42% gap)</td> <td>Maths: Expected = 63% (-8% gap)</td> <td>Gap narrowed by 34%</td> </tr> <tr> <td>RWM = 33% (-42% gap)</td> <td>RWM = 64% (-14% gap)</td> <td>Gap narrowed by 28%</td> </tr> </tbody> </table>	<u>Year 2 2015-16</u>	<u>Year 2 2016-17</u>	<u>Gap Comparison</u>	Reading: Expected =50% (-29% gap)	Reading: Expected = 63% (-8% gap)	Gap narrowed by 21%	Writing: Expected =50% (-29% gap)	Writing: Expected = 63% (-5% gap)	Gap narrowed by 24%	Maths: Expected =33% (-42% gap)	Maths: Expected = 63% (-8% gap)	Gap narrowed by 34%	RWM = 33% (-42% gap)	RWM = 64% (-14% gap)	Gap narrowed by 28%
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Purchase Rising Stars Assessments – (half termly and summative) for Years 1 to 6, which includes progress tracking tool	£2,500	Assessments used half-termly in Years 1 to 6	Teachers to track disadvantaged pupils to ensure appropriate provision is in place for all children to meet age related expectations	Used to inform Individual Pupil Premium Trackers, monitored by PP Lead and used to inform provision.															
Invest in 'Class Track by Term' (as an addition to O track)	£350	Class Track by Term purchased and introduced to teachers	Teachers to track disadvantaged pupils to ensure immediate intervention is identified	Used to inform Individual Pupil Premium Trackers, monitored by PP Lead and used to inform provision.															

Purchase the Education Psychology Service SLA	£2,000	Disadvantaged pupils have access to an Educational Psychologist, as needed	EPS to work with our most vulnerable pupils and give advice and support to teachers and the SENCo, so that the children involved meet their potential.	SEND PP Pupils: Reading = 50% made Typical or Above progress Writing = 63% made Typical or Above progress Maths = 75% made Typical or Above progress
Invest in a Pupil Premium Review	Approx. £2,000	Pupil Premium Review to take place (February 2017)	Strengths recognised and next steps for the school identified in closing the gap provision.	Enabled school to identify strengths and next steps in order to further develop provision for PP children.
Invest in Maths resources / puzzles from The Happy Puzzle Company (EYFS, KS1 & KS2)	£500	Maths games and puzzles purchased and used with class, parent workshops and after school clubs.	Develop cooperation, self-esteem and problem solving skills, ensuring our disadvantaged pupils have a positive approach to Maths	Maths games and puzzles used in 1 lesson per week timetabled in each class. These motivate pupils and help them to make links in their learning.
Pupil Premium Conferences	Approx. £500	LC and MR attending Pupil Premium conferences / CPD	To improve Pupil Premium provision within school	Enabled school to identify strengths and next steps in order to further develop provision for PP children.
TOTAL	£89,100			

In 2016-17 we received £89,100 Pupil Premium funding. Decisions about Pupil Premium spending for 2016-17 have been made by the Governing Body and the Senior Leadership Team, after careful consideration about what actions will have the biggest impact on narrowing the gap and raising attainment for our most vulnerable pupils in school. This action plan corresponds with school priorities and will be monitored and reviewed by Senior Leaders and the Governing Body throughout the year. Pupil data will be tracked in order to measure impact and will be shared regularly at the Standards Meetings.