

## Totternhoe Lower School - Pupil Premium Grant (PPG) Reporting to Parents

### 2015 – 2016 Year review

PPG received for financial year 2012/13 for FSM and Ever 6	£3,738
PPG received for financial year 2013/14 for FSM and Ever 6	£6,300
PPG received for financial year 2014/15 for FSM and Ever 6	£9,100
PPG received for financial year 2014/15 for FSM and Ever 6	<b>£10,560</b>
PPG allocation 2016/ 17	£13,980

#### **2015 – 2016**

**Number on roll: 94**

**Number of PP children: 8 @ £1320 = £10,560 as per January 2015 school data**

**10.25% of pupils eligible for Free School Meals as calculated by Central Bedfordshire Council**

Receipt of Pupil premium total: **£10,560**

At Totternhoe Lower School we are committed to closing any gaps and aim to use the PP fund to ensure that gaps that appear will indeed be closed. We have 4 key objectives.

#### **The four key objectives:**

1. ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress
2. Literacy: to introduce Read Write Phonics to ensure that all children know their pure sounds and are off the programme by Easter of Year 2. To ensure that PP children pass the Year 1 Phonics Check along with their peers.
3. To develop a nurture provision for children with the most need in school. Drop in support – short term or longer term care.
4. Attainment: to implement strategies addressing the attainment gap between PP and non-PP students

(\*PP – referring to any student in receipt of Free School Meals in the past 6 years)

### Provision

- Providing short term intervention programmes for underachieving pupils
- Additional teaching support targeted at vulnerable children
- Assessments, advice and support for specific issues and difficulties
- Therapeutic and nurture provision
- Further ICT investment
- Phonics investment
- Transport provision
- Classroom Environment and provision
- Gifted and Talented interventions
- Educational Trips and visits
- One to one tuition

**Key Objective 1** ARE (Age Related Expectations): to improve Progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress

**Action: Tracking using (SPT) School pupil tracker.**

**Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.**

TA timetables to be adjusted to support intervention.

Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.

**Rationale:** Extra support and small group work gives young children the time to discuss ideas, build vocabulary and develop deeper thinking.

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
Sept 2015	OB Class teachers	Tracking and monitoring data of PP cohort via SPT, pupil feedback (from	<b>Per hr rate for TA's</b> TA1 salary £5751 divided by 94 X 8 = £489.44	PP children will maintain progress with no gap between them and their peers. They will meet and exceed their ARE.

		intervention groups) entry and exit data to intervention, class teacher data analysis. Lesson observation schedule of intervention lessons as part of PM.	TA2 part time salary £9585, divided by 94 X 8 = £815.74  SPT cost £1,019 = £86.70 for PP children	
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**Review of PP Attainment (LA End of year statistics – unvalidated)**

- School pupil tracker meant that teachers could track specific groups in their class but also in their subject leadership role.
- Year R PP = 100% GLD (good Level of development)
- YR PP Average Point Score = 34% compared to LA = 31.2%
- Y2 100% working at greater depth than expected in reading. (LA 13%)
- Y2 100% working AT ARE in writing and maths (LA 43% writing & 55% maths)
- Y4 Progress 100% made expected progress in reading, writing and maths (LA 87%, 93%, 87% respectively)

TA timetables supported PP children throughout the year meaning that gaps were closed in every year group.  
All children eligible for PP met or exceeded their ARE.

**Key Objective 2:** Literacy: to introduce Read Write Phonics to ensure that all children know their pure sounds and are off the programme by Easter of Year 2. To ensure that PP children pass the Year 1 Phonics Check along with their peers.

**Action: RWI training for all staff**  
**Resources for the whole school**  
**Tracking on PP children using SPT**  
**Tracking of PP children using RWI assessments.**

Identified PP pupils timetabled interventions for phonics and reading  
 Developing role of the literacy coordinator to take responsibility for the RWI schema and thus progress of children in phonics test (Y1)

**Rationale:**

Our core purpose is to teach every child to read – and to keep them reading. We know that this changes everything; readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background.

*Read Write Inc. Phonics*, is now the market leader in teaching children to read and is used by over a quarter of UK primary schools. It grew out of Ruth Miskin's work as a Headteacher in Tower Hamlets. She knew that in order for a school to be successful every Headteacher needed to adopt a consistent whole-school approach to teaching reading, writing and spelling.

Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures that schools can guarantee progress for every child.

*Ruth Miskin Training*

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
October 2015  November 2015	OB  SOC – Literacy Coordinator	Data analysis using SPT  Entry and half termly data from RWI assessments.	<b>RWI training £2750 divided 94 X 8 = £234</b>  <b>RWI resources £3000 divided 94 X 8 = £255.31</b>	Pupils in Year R 1 and 2 regardless of PP or not, will make rapid and sustained progress in learning their sounds and thus learning to read. A higher proportion of children will pass the Year 1 phonics check, including PP.  Gap narrowed in year 2 between PP and NPP pupils in the SAT's reading and writing tests.

**Review**

- **Year R PP = 100% GLD (good Level of development)**
- **YR PP Average Point Score = 34% compared to LA = 31.2%**
- **Y2 100% working at greater depth than expected in reading. (LA 13%)**

**Key objective 3:** To develop a nurture provision for children with the most need in school. Drop in support – short term or longer term care.

**Action: Nurture provision**

It has been identified that a small proportion of children in school including those in receipt of the PP would benefit from Nurture provision. This has been identified after working closely with Jigsaw behaviour support team in the summer term 15.

**Rationale:** The behaviour support team (Jigsaw) have extensive experience in working with children that are from deprived areas and come from backgrounds of neglect or when children experience a trauma, like bereavement and are in need of nurture support. This is something we can provide in school and have the expertise in our current staff in order to provide it with Jigsaw's support.

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
Sept – Oct 15 planning and  Nov onwards implementation.	OB to coordinate  RA LH	Data analysis (SPT) monitor children entry and exit data And half termly.	Staffing £ TA3 2 hours a week = £697.68 per year  TA4 half-day X 5 days a week X 36 weeks = £6976.80  Training for support staff in nurture provision £1000	PP children will increase progress and attainment towards ARE and in some cases exceed them.

**Review**

**5 children attended Nurture in 2015- 2016 (Not all were PP) (3 tracking points a year is expected progress)**

**Reading**

1 child has made 2 tracking points but is now only ½ a point away from closing the gap to reach ARE, 1 child has made 4 tracking points and has closed the gap to be AT ARE. 2 children have made 5 tracking points progress this year . 1 is LAC with EHCP. 1 has closed the gap to meet ARE. 1 child has made 7 tracking points progress and has closed the gap to ARE

**Writing**

All children are working below ARE however, 1 child has made 2 tracking points. 2 children have made 3 tracking points. 2 children have made 4 tracking points.

**Maths**

1 child has made 2 tracking points progress – 3 children (50%) have already made their 3 tracking points progress . 1 child (16.7%) has made 4 points progress. 1 child has made 5 points progress (LAC EHCP).  
So although these children are all working below and some well below ARE, they are making required or better than required progress. Our nurture provision data is very positive indeed.

**Key objective 4: Attainment:** to implement strategies addressing the attainment gap between for PP non PP students

**Action:** To close the attainment gap for PP children using focussed keep up not catch up interventions and small class sizes.

To track and monitor all PP children to ensure they meet ARE for attainment under the new NC .

**Rationale:** PP children should have the same individual targets and expectations as all other children. They should have the same attainment requirements.

<b>Dates</b>	<b>Person responsible</b>	<b>Monitoring and Evaluation</b>	<b>COST</b>	<b>Success Criteria</b>
Every half term.	OB Class Teachers Intervention TA's	Data analysis using SPT Target setting with teachers.		PP children to meet ARE at every half termly data review.  To compare attainment with single classes opposed to mixed classes (previous year's data)

**Review**

3 points progress is expected in a year.

**Reading**

1 child has 2 points progress. 2 children have already made 3 points progress – 1 now closed the gap with peers. 1 child has made 6 points progress and has closed the gap with his peers.

**Writing**

1 child has made 2 points progress. 2 made 3 points – 1 has closed the gap with peers. 1 has made 5 points progress and has closed the gaps with peers.

### Maths

3 are working below ARE , 1 at. However when we look at progress: 1 child has made 2 tracking points. 2 children have already made 3 tracking points and 1 child has made 4 tracking points.

Interventions for all children mean that we hope they will continue to make good progress and close gaps with peers.

We use a model of 'keep up, not catch up' in school. Any child who needs a 6-week intervention is discussed during staff meetings and this intervention is programmed. The HT is also the SENDco. Interventions are fluid, meaning children come in and out of interventions as and when the teacher together with the HT agrees.

**Total Spend: .....£10,555.67.....**

**Out of : £10,560**

### BACKGROUND AND PURPOSE OF THE PUPIL PREMIUM

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals (and for six years after - the Ever 6), and for those who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well being of these pupils.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs in a caring environment. As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage/need.

We believe that all children are entitled to achieve their full potential and should be given the opportunity to acquire the knowledge and skills relevant to adult life in a rapidly changing world. They should be encouraged to develop their independence and self-respect together with a positive approach to learning.

## HOW WE WILL ENSURE EFFECTIVE USE OF THE PUPIL PREMIUM:

- The Pupil Premium will be clearly identifiable within the budget.
- The Head teacher in consultation with the governors and staff will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the individual school has legitimately identified as being socially disadvantaged.
- We will assess what additional provision should be made for individual pupils.
- We will be accountable for how the additional funding has been used to support the achievement of those pupils covered by the Pupil Premium.
- The Head will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor, evaluate and review the success of the impact of the Pupil Premium funding.

## PROVISION

We will regularly seek to further develop strategies and interventions, which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Having a whole school approach (we offer subsidies for school trips)
- Early intervention and support for socially disadvantaged pupils
- Providing small group or 1:1 support with skilled members of staff to focus on overcoming barriers to learning
- Have an effective system for identifying; assessing and monitoring pupils with the expectation that socially disadvantaged pupils will meet their individual targets.
- Access to nurture group to support emotional difficulties led by trained Teaching Assistants

## REPORTING OUTCOMES

It will be the responsibility of the Headteacher to report to the Governing Body that will include:



- The progress made by pupils towards meeting their targets
- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.

### Funding

Financial year 2015 to 2016

In the 2015 to 2016 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of Pupil Premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing Pupil Premium funding for looked-after children.

### Funding allocations

Our funding will be based on the January 2015 school census data.

### Payments

The local authority pay the school in quarterly installments

We receive the installments on:

- 30 June 2015
- 30 September 2015
- 29 December 2015
- 31 March 2016