

Totternhoe Lower School - Pupil Premium Grant (PPG)

Reporting to Parents

2016 – 2017 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	£10,560
PPG allocation 2016/ 17	£13,980

2016 – 2017

Number on roll: 88 main school & 42 pre school = 130

Number of PP children: 4 = 3.7%

Number of ever6: 4 = 3.7%

1 LAC (left) = 0.7%

3 SGO = 2.3%

Total 12 = 9.2%

Due to the small numbers involved we will not break down the PP per class due to children being identified.

PPG from LEA = £11,880

+ Luton BC = £2,100

Total £13,980

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 7 key objectives.

Barriers to Future Attainment

Baseline scores for PP children new to reception and have not accessed our preschool

Nurture- Vulnerable child(ren) with Early Help Assessment will need continued self-esteem and confidence boosting

Children with low attendance and persistent absentees will be supported through Early help, where parents are in agreement.

Engaging parents with reading at home and engaging in talk for all activities to increase literacy skills.

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. Continue to improve baseline scores for PP pupils
3. To ensure that 100% of PP children pass the Year 1 Phonics Check along with their peers.
4. To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.
5. Parental support at home
6. 100% achieving reading and writing at EXS at end of Key Stage 1
7. 75 % achieving expected standard in writing at year 4

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
- Classroom Environment and provision
- Deeper learning interventions
- Support for Educational visits and journeys
- Support for enrichment activities

Desired Outcome	Chosen Actions	Success criteria	Estimated costs	Staff Lead Key Dates	Monitoring and Evaluation
<p>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.</p> <p>Rationale: Extra support and small group work gives young children the time to discuss ideas, build vocabulary and develop deeper thinking.</p>	<p>Tracking using (SPT) School pupil tracker.</p> <p>Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.</p> <p>TA timetables to be adjusted to support intervention.</p> <p>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.</p>	<p>PP children will maintain progress with no gap between them and their peers. They will meet and exceed their ARE.</p>	<p>TA1 salary £5751 divided by 89 X 5 = £323.08</p> <p>TA2 part time salary £9585, divided by 89 X 5 = £538.48</p> <p>SPT cost £1,019 = £57.24 for PP children</p>	<p>OB Class teachers</p>	<p>Tracking and monitoring data of PP cohort via SPT, pupil feedback (from intervention groups) entry and exit data to intervention, class teacher data analysis. Lesson observation schedule of intervention lessons as part of PM.</p>
<p>REVIEW: All children have been closely monitored and tracked throughout the year using School Pupil Tracker. Class teachers have been monitoring progress at each half termly assessment point. TA's have been successfully used to support learning individually for reading support and in small groups for maths and writing. Interventions have been implemented.</p> <p>We are unable to comment in this document about each child as they would be identifiable.</p> <p>The summer half term data shows that in Writing 5 children are below and 1 well below and 3 are above their Age related Expectations. In reading: 4 are below, 1 at and 4 are above age related expectations. In maths 5 are below, 1 is well below, 1 is At and 2 are above ARE.</p> <p>When we look at this group's progress this year writing is split 50% making above expected progress and 50% making below expected progress. In reading 80% are making expected progress and this can be broken down into 20% making expected and 60% making above expected progress. In maths 60 % are making good progress of which 30% are making above expected progress. With 40% making less than expected progress.</p> <p>Next Steps: The cover supervisor will be used as the new "PP champion". This role will have times each day to focus on the PP children's individual needs in groups or individually. PP children need more focused support with writing. The PP Champion will have time each day to organise writing opportunities. Maths interventions will also be timetabled focussing on gaps that may be present.</p> <p>Success criteria: All children will meet their targets and this includes meeting ARE.</p>					

<p>2. Continue to improve baseline scores for PP pupils</p> <p>Rationale: Children should enter YR at ARE, early intervention is key to ensuring gaps are closed at the earliest opportunity.</p>	<p>School readiness promoted on website under Blossom and Cherry class.</p> <p>Pre School staff to promote LA school readiness documents focussing on PP children.</p> <p>Work with pre-school to target parents for early intervention</p> <p>PP training for pre school SEND Coordinator.</p>	<p>Children enter at age related expectations in prime and specific areas.</p> <p>Children are targeted in pre School to close gaps as part of early intervention.</p>	<p>£100 PP training for Pre School staff</p>	<p>AON SN AB</p>	<p>Tracking and monitoring data of PP cohort via SPT.</p> <p>Pre School leader report to include tracking of EYPP children.</p>
<p>REVIEW: The Pre School SENDco attended PP training. There are no children at present who are PP in Pre School. However, this does not mean that the strategies are not being used. School readiness is being promoted to all families. We have the LA booklet on our website and available to parents. At our new parents meeting school readiness was discussed. We now have the school library open to pre school parents after school, so that books can be shared and changed. When we did have EYPP children these were included in monitoring by the pre school leader.</p> <p>Next Steps: Any child eligible for EYPP will be given 1:1 support from their ley worker to ensure gaps are closed. Parents will be given support and where appropriate offered early help. School readiness workshops are to be held in the Summer term 2018 for new parents.</p> <p>Success Criteria: More children join Year R ready to learn, PP children are no exception.</p>					
<p>3. To ensure that 100% of PP children achieve the expected standards in the Year 1 Phonics check.</p> <p>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</p>	<p>Phonics intervention throughout year 1 for focus group.</p>	<p>Achieve ARE in reading and WA on phonics screening check</p>	<p>TA support £873 (2 hours a week)</p> <p>RWI training £2750 divided 89 X 5 = £154.89</p> <p>RWI resources £3000 divided 89 X 5 =£168.53</p>	<p>CH</p>	<p>Half Termly (School Pupil Tracker) reports.</p> <p>Phonics observations</p> <p>Entry and half termly data from RWI assessments and monitoring of group</p>

<p>vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background.</p> <p>We have adopted a consistent whole-school approach to teaching reading, writing and spelling.</p> <p>Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child.</p>					movement.
<p>Review: At this point (Summer term) we are predicting that 100% of PP children will pass the phonics check; this is the same as last year.</p> <p>Next Steps: To continue to ensure 100% of PP children pass the phonics check by using the RWI materials and small group lessons.</p> <p>Success Criteria: 100% pass rate.</p>					
<p>4. To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing</p> <p>It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision. (This was identified after working closely with Jigsaw behaviour support team in the summer term 15).</p> <p>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</p>	<p>To continue with the nurture provision for children with the most need in school. To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>PP children will increase progress and attainment towards ARE and in some cases exceed them.</p> <p>Pupils are happy and positive about learning. They feel confident in their abilities and achieve well. There are fewer disruptions to learning.</p>	<p>Staffing £ TA3 2 £2677.66 TA4 £2677.66</p> <p>Training for support staff in nurture provision £1000</p>	<p>OB to coordinate</p> <p>RA LH</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>

have the expertise in our current staff in order to provide it with Jigsaw's support.					
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Review: 43% of nurture children are PP. **We are unable to comment in this document about each child as they would be identifiable.**
 Analysis shows that these children are making progress across the entire curriculum, they are happier and more confident in their own abilities.

Next Steps: Nurture will continue to support PP children where appropriate. PP children will have priority over non-PP children when allocating spaces in nurture.

Success Criteria: PP children will continue to access nurture to increase self-esteem and confidence. To help with behaviour and increase enthusiasm for learning.

<p>5. Parental support at home</p> <p>Rationale: It has been proven that children learn best in a supportive environment where they can talk about their learning with parents and carers. To promote parental engagement would boost learning potential for our PP and Non PP children.</p>	<p>Target parents to attend school information sessions Staff to support parents with resources to help with home learning</p> <p>Staff to monitor regular reading at home</p> <p>Phonics and maths workshop for parents.</p> <p>Parental attendance at meet the teacher and consultation evenings.</p>	<p>Children are regularly heard to read at home.</p> <p>Parents are confident to help their children with homework.</p> <p>Parents attend 'Watch me Learn' sessions to engage with their children's learning.</p>	<p>Release time for staff to provide workshops for parents. £300</p>	<p>CH AON</p>	<p>Registers of attendance at consultation and workshops.</p>
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Review: We are unable to comment in this document about each child as they would be identifiable.
 Staff have closely monitored PP reading records and reminded parents where necessary how important reading is with children. Watch me learn sessions are well attended for PP families. Both phonics and maths workshops have been held as watch me learn sessions and again these were well attended by PP families. 100% of PP families attended parent consultation events.

Next Steps: More work needs to be carried out regarding HW and how HW should be a shared experience with parents/ carers and children, not a lone independent activity.

Success Criteria: PP families (and non PP families) will attend a workshop/ watch me learn session on the importance of shared HW. More children will have shared their HW at home with a key adult.

<p>6. 100% achieving reading and writing at EXS at end of Key Stage 1</p> <p>Rationale: All children regardless of</p>	<p>Handwriting resources purchased.</p> <p>Small group support</p>	<p>Handwriting improves to a level acceptable for</p>	<p>Handwriting resources £200</p> <p>Release time for staff to embed practice. £300</p>	<p>CH AS</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>
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<p>background have the right to high quality teaching in the first instance. Children for which there are additional needs such as PP have the right to intervention to close gaps and keep them closed to ensure they are performing equally at and above there are along with their peers.</p>	<p>daily</p> <p>To support vulnerable learners with reading and writing key stage 2</p> <p>Additional TA support in this class</p>	<p>expected standard</p> <p>There is additional targeted support for PP children in the classroom which has an impact on their progress (scrutiny of work)</p>	<p>TA intervention £873 (2 hours a week)</p> <p>TA support £6,200 Read Write Inc Spelling training £900 Read Write Inc spelling resources £500</p>		
<p>Review: We are unable to comment in this document about each child as they would be identifiable. Support and intervention were arranged throughout this academic year.</p> <p>Next Steps: Working with families to improve attendance and ensuring the link between attendance and attainment is made.</p> <p>Success Criteria: PP families will meet ARE targets that are linked to good attendance.</p>					
<p>7. 75 % achieving expected standard in writing at year 4</p>	<p>1:1 and group intervention for reading and writing to include PP children</p>	<p>100% achieve ARE in reading At least 50% in writing</p>	<p>1:1 tuition costs £600 TA support £2,182 (5 hour support in class a week)</p> <p>HLTA intervention £1145 (2 hours a week)</p>		
<p>Review: We are unable to comment in this document about each child as they would be identifiable. 75% of PP children have met or exceeded ARE in writing.</p> <p>Next Steps: To continue to challenge and stretch PP children to ensure they meet and exceed national expectations.</p> <p>Success Criteria: 80% of PP children meet or exceed ARE.</p>					

Additional costs incurred 2016- 2017

Judo Club - £65 per term X3 + £25 kit = £220

Football club £42 per term X3 = £126 X2 = £252

Warwick castle visit £19.50 X2 = £39

Dell Farm residential £175

Faith walk visit £15.00

Total Spend curriculum: £13097.54

Additional activities: £701

= £13798.54

Out of: £13,980

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

In the 2016 to 2017 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 2016 school census data.

Payments

The local authority pay the school in quarterly installments

We receive the installments on:

- 30 June 2016
- 30 September 2016
- 29 December 2016
- 31 March 2017