

Welbourn Church of England Primary School

PUPIL PREMIUM FUNDING REPORT 2016 / 2017

Pupil premium

The pupil premium is a Government initiative allocating funding to schools to support children who are eligible for free school meals. Research shows that some children from disadvantaged backgrounds underachieve when compared to children from non-disadvantaged backgrounds. The funding is provided in order to support these pupils in reaching their full potential and to close the attainment gap.

Who can access support from the pupil premium?

- Any child that has claimed free school meals at any point in the last 6 years
- Children adopted from care under the Adoption and Children Act and children who have left care under a special Guardianship or a residence order.

How can it be spent?

We can decide how to spend the pupil premium for the benefit of our children. However, we will be held to account on how we have used this funding and the impact that it has had. Guidance has been given by the Government on strategies which could be used to improve pupil's progress and attainment. We have taken this advice on board in developing our own strategy.

How does the school intend to manage its spending?

We have very clear aims in place to ensure the funding has maximum impact on attainment.

Our aims will be:

- To have effective systems for identifying pupils eligible for pupil premium and for assessing and monitoring the progress they make as a result of our intervention.
- To spend the money effectively in order to ensure the school's progress in closing the attainment gap.
- To regularly monitor and review the effectiveness of our spending and share this information with parents, carers, governors and staff.
- To involve parents and carers in deciding how part of the funding is allocated.
- Allocate a governor to oversee the monitoring, expenditure and outcomes of Pupil Premium spending.

| | 2016 - 17 | 2017 - 18 |
|---|------------------|-----------------------|
| Total number of pupils on roll (Sept.) | 86 | 86 (projected) |
| Number of pupils eligible for pupil premium | 11 | 9 |
| Pupil premium funding per pupil | £1,320 | £1,320 |
| Total pupil premium funding | £14,520 | £11,880 |

AIMS OF PUPIL PREMIUM SPENDING IN 2016/17

- To continue to raise rates of progress for children entitled to pupil premium funding so that they continue to make as good a progress as their peers.
- To continue to develop confidence and self-esteem so that children '*try their best to be their best*'
- To continue to provide high quality focused support for children which is based on identification of needs and monitoring of impact.
- To continue to ensure support for children in attending trips, breakfast club and taking part in clubs to raise self-esteem, develop problem solving and boost self- confidence.

SUMMARY OF PUPIL PREMIUM SPENDING IN 2016/17:

We have spent our pupil premium in 3 main areas:-

- Providing **academic support** to raise attainment
- Providing **enrichment** to encourage aspirational learning and engagement in school life
- Providing **emotional support** to foster the resilience and self-confidence to be a life-long learner in terms of building confidence, social interaction and personal development.

Academic

- Provision of dedicated learning space for intervention and additional provision
- Specific, targeted individual or small group interventions based on termly monitoring and progress tracking.
- Personalised learning through bespoke weekly sessions
- Use of IT through online 1:1 maths tutoring
- Additional 1-1 and in class support for specified, identified needs.
- Specific programmes such as precision teaching, beat dyslexia, nesy fingers to support specific skills.
- Maths High Attaining Booster for Yr 5/6 identified children.
- Purchase of concrete maths resources and delivery of associated training

Emotional

- Contribution to costs of whole school trips and residential activities. Building confidence, self-esteem, team work, social interaction.
- Counselling support and emotional resilience development.
- Purchase of resources to promote and develop mental health and well being
- Purchase and promotion of *Growth Mindset* resources to foster independence and positive attitudes to learning
- Provision of additional staff member at *Breakfast Club* to support children in developing positive transition to start of school

Enrichment

- Music tuition -subsidised music tuition has been provided so that all children in receipt of Pupil Premium were offered the opportunity to try playing an instrument. Most are continuing into the new academic year.
- Enhanced music and arts provision to develop skills and self-esteem.
- Support with IT- software to excite and inspire.

IMPACT OF PUPIL PREMIUM SPENDING IN 2016 / 2017 to date

Senior leaders use additional government funding well to support relevant pupils. Because of this, greater proportions of these pupils, including the disadvantaged pupils, now make the progress that they should.

The difference between the achievement of the school's disadvantaged pupils and other pupils nationally is now beginning to close across the full range of subjects, particularly in key stage 2. This is due to the close support that these pupils receive through the school's use of additional government funding.

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Outcomes from an external moderation in June 2017 of work across all core subjects in all year groups demonstrated the following:

- In maths across all year groups, 78% of children in receipt of Pupil Premium funding met Age Related Expectations including 11% exceeding this and achieving Greater Depth.
- In English across all year groups, 67% of children in receipt of Pupil Premium funding met Age Related Expectations including 11% exceeding this and achieving Greater Depth. In Year 1, 50% of all children were judged to be Working Towards Age Related Expectations, including one child in receipt of Pupil Premium funding.
- End of Key Stage 1 data for 2017 demonstrates that the percentage of children achieving the expected standard or better was 92%, 83% and 83% in Reading, Writing and Maths respectively. The % achieving Greater Depth, including children in receipt of Pupil Premium Funding, was 41%, 41% and 21% in Reading, Writing and Maths respectively demonstrating that, at the end of Key Stage 1, children in receipt of Pupil Premium funding achieve at a higher level than the majority of their peers.
- End of Key Stage 2 data for 2017 demonstrates that the percentage of children achieving the expected standard or better was 66.7%, 66.6% and 44.4% in Reading, Writing and Maths respectively while children in receipt of Pupil Premium funding received a Working Towards judgement across all areas.
- For children in receipt of Pupil Premium funding in Years 1, 3 and 5, in 87% of cases, outcomes matched or exceeded those of each respective peer group.
- All children in receipt of pupil premium have been offered the opportunity to try playing an instrument of this, 2 children played an instrument and 1 child continues with this.
- Many children in receipt of pupil premium have been supported with trips and this has developed their confidence in a range of new activities, for example residential visits, where those children participated in risk taking activities as part of a team and developed a problem solving approach to learning.
- All children have taken part in enrichment activities through a music and arts specialist who have supported their creative abilities- this has led to further development of self-esteem and involvement in arts' activities across the school.

FUTURE AIMS FOR PUPIL PREMIUM FUNDING IN 2017 / 2018

- To continue to raise rates of progress for children entitled to pupil premium funding so that they continue to make at least as good progress as their peers.
- To continue to develop confidence and self-esteem so that children '*try their best to be their best*'.

- To continue to provide high quality focused support for children which draws upon robust evidence, is based on clear identification of needs and rigorously monitors impact.
- To provide 1-1 and small group booster sessions for identified needs.
- To utilise the skills of our learning mentor to provide learning and emotional support in order to continue to raise standards and to include training to develop counselling skills within school to develop and build emotional resilience.
- Purchase of new resources and appropriate training targeted to assessed needs
- To continue to support pupils with trips, clubs and music tuition.
- To utilise funding to target needs and provide additional opportunities to support learning at home.
- To continue to provide curriculum enrichment through specialist support.
- To ensure wrap-around care provision continues to support learning and emotional needs of children
- To ensure that additional high quality transition activities are in place for pupils moving to secondary schools.
- To continue to identify and provide high quality CPD to ensure all staff are best placed to meet learning and developmental needs of children
- Undertake rigorous comparisons with national data