

Proposed spending of Pupil Premium grant 2016-17 & 2015-16 outcomes

Pupil Premium Explained

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

- In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- For pupils from low-income families in non-mainstream settings, it is for the local authority to decide how to allocate the Pupil Premium. For instance it could be allocated to the setting where they are being educated, or held by the local authority to spend specifically on additional educational support to raise the standard of attainment for these pupils. The authority must consult non-mainstream settings about how the Premium for these pupils should be used.
- Schools are free to spend the Pupil Premium as they see fit. However they will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of those deprived pupils covered by the Pupil Premium. From September 2012, schools were required to publish online information about how they have used the Premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.
- We will also provide schools with information about strategies and interventions which can improve the progress and attainment of pupils from poorer backgrounds.

Key facts

- The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months.
- Total funding through the Premium has increased each year.
- The level of the premium in 2016-17 remains at £1320 per pupil for pupils eligible for free school meals (FSM) and for children in care who have been continuously looked after for six months.

Woodthorne Primary School – Pupil Premium 2016/17 Action Plan. Allocation: £72,900

Intended outcomes	Action	Monitoring	Impact
To improve the quality of teaching and learning in the classroom and for intervention programmes in school so that children make accelerated progress.	<p>1 x 1/2 day release per fortnight for Senior Leadership Team. DH to be the designated lead for monitoring progress of vulnerable groups within SLT.</p> <p>To provide a champion for vulnerable groups of children at heart of school leadership and management</p> <ul style="list-style-type: none"> Analysing data and reporting to HT and governors Monitoring effectiveness of provision and measuring impact, including book trawls and lesson observations/learning walks. 	<p>Detailed analysis of data for all vulnerable groups completed – including PP children.</p> <p>Individual case studies</p> <p>Detailed knowledge of where FSM children are in school and how they are performing. All teaching staff aware of vulnerable children in their care</p> <p>Regular monitoring role is checking on their progress</p> <p>Analysis and action plans in place in each class – progress to be evaluated on a termly basis –</p> <p>Termly Pupil Progress Meetings carried out by teacher.</p> <p>£22,731</p>	
Additional support in the classroom to accelerate learning so that children exceed national expectations by the time they leave Woodthorne in reading, writing and maths.	<p>Additional support from teaching assistants in the classroom to support learning across the curriculum.</p> <p>Small group support from teaching assistants to accelerate progress in reading, writing, spelling, punctuation and grammar and mathematics.</p>	<p>Pupil Progress Meetings and Provision Maps – SLT to monitor.</p> <p>£31,250</p>	
Use PP funding to buy new resources so that 85% of PP make expected/better than expected progress in reading, writing, SPaG and mathematics.	<p>Subject leaders and class teachers to identify and purchase resources that will support overcoming identified barriers and gaps in learning for PP children.</p> <p>These resources can be for use in the classroom and/or at home so that more PP children make better than expected progress.</p>	<p>Monitored through Pupil Progress Sheets.</p> <p>Spending monitored by School Bursar.</p> <p>Monitored by HT, Key Stage Leaders and subject leaders for Numeracy and Literacy</p> <p>£5000</p>	
1:1 reading for PP children working below national expectations.	<p>Plan in for additional adult support for PP children working below national expectations for reading; 2-3 extra 15 minute sessions each week.</p>	<p>Reading attainment assessed on a half termly basis and monitored by DH and Literacy Co-ordinator</p> <p>Release TA for reading ages to be assessed.</p> <p>£1000</p>	

Intended outcomes	Action	Monitoring	Impact
To ensure equal access for all children to additional experiences that enhance the curriculum.	Money used to subsidise costs of visits and educational experiences for PP children. e.g Residential trips: Towers Y6, Panteinion Y4 and Trip to France Y5/6 Educational school visits Educational visitors into school	Ensure all PP children have access to school trips. £3000	
Support for PP families in difficulties through additional provision	Pay for home access for Education City Paid places at breakfast club and after school club. Support with the provision of school uniform. Free water bottles and a book bag when a child starts school.	Monitored through individual plans e.g. TAC plans £1000	
Improve identification, progress and attainment for PP children with an identified special education need.	Purchase SEN support sessions for an advisory teacher to work with individual children, meet with parents to offer advice and to make recommendations to staff in how best to support children.	Monitored through the children's individual Provision maps. These identify clear targets, provision for support and progress. £3717	
Address any behavior issues for identified PP children with significant social and emotional issues so that their behavior does not become a barrier to their learning.	Buy in BaHMS service for ½ a day a fortnight. <ul style="list-style-type: none"> • Help with early identification of vulnerable children. • Keep young people engaged in learning. • Pro-actively intervene to improve attainment and progress. 	BaHMS officer to write termly report on progress of children. ½ termly monitoring of data to track attainment. SLT to monitor behaviour. £2817	
To improve attendance of pupil premium children	School employs Educational Welfare Officer to improve attendance of PP children.. Attendance at EHA meetings to support families 1;1 work with children to improve attendance Home visits and communication with parents. Support with funding of breakfast club to encourage early arrival Liaise with external agencies.	Mrs Taylor to monitor on a weekly basis. Fortnightly meetings with Education Welfare Officer £2385	

Total spend £72,900

Outcomes for children in receipt of Pupil Premium 2015-16

EYFS: Reception (11 out of 60 children)

Percentage of disadvantaged children achieving the expected standard.

	Reading	Writing	Maths	Science
Woodthorne PP	73%	73%	55%	82%
National PP	78%	70%	77%	85%

Year 1 phonics screening test results 2015-16 (5 out of 54 children)

Percentage of disadvantaged children meeting the expected standard

Year 1 Phonics	2013 -14	2014 -15	2015-16
Woodthorne PP	36%	64%	100%
National PP	63%	66%	70%

Cumulative End of Year 2 phonics screening results (11 out of 60 children)

Percentage of disadvantaged children meeting the expected standard

Year 2 Phonics	2013 -14	2014 -15	2015-16
Woodthorne PP	67%	92%	82%
National PP	60%	84%	86%

Year 2 (11 out of 60 children)

Cumulative percentage of disadvantaged children achieving the expected standard.

	Reading	Writing	Maths	Science
Woodthorne PP	73%	73%	55%	82%
National PP	78%	70%	77%	85%

Year 6 (6 out of 40 children)

Percentage of disadvantaged children achieving the expected standard.

	Reading	Writing*	Maths	Reading, writing & mathematics
Woodthorne PP	100%	50%	83%	75%
National PP	67%	79%	75%	50%

*teacher assessment

	Spelling, punctuation & grammar	Science
Woodthorne PP	67%	67%
National PP	78%	86%

Other year groups:

Children receiving Pupil Premium (PP) Grant in Year 1 2015-2016 (2 out of 54 children)

Percentage of children working at or above Age Related Expectations (ARE)

Reading	Writing	Maths
100%	100%	50%

Children receiving Pupil Premium (PP) Grant in Year 3 2015-2016 (11 out of 60 children)

Percentage of children working at or above Age Related Expectations (ARE)

Reading	Writing	Maths
18%	0%	9%

Children receiving Pupil Premium (PP) Grant in Year 4 2015-2016 (9 out of 59 children)

Percentage of children working at or above Age Related Expectations (ARE)

Reading	Writing	Maths
56%	11%	33%

Children receiving Pupil Premium (PP) Grant in Year 5 2015-2016 (5 out of 42 children)

Percentage of children working at or above Age Related Expectations (ARE)

Reading	Writing	Maths
60%	20%	20%