

## Pupil Premium Funding Statement

Pupil Premium is an allocation of additional funding to support specific children. These pupils are, or have been, entitled to a free school meal in Key Stage 2 or are looked after by the Local Authority or are children of the armed services.

Pupil Premium funding is not ring-fenced and it is for the school to determine how to use this funding to ensure the needs of the eligible pupils are addressed. The use needs to have a positive impact on the children's learning, attainment and well-being.

### Our aims –

- That all children are exposed to the same experiences and have the opportunity to partake in the same activities.
- That appropriate provision is in place to address any attainment gaps that may exist.
- That the use of Pupil Premium funding is aimed at accelerating pupil's progress and ensuring that all children achieve at least age-related expectations or beyond.
- That Pupil Premium funding is used to ensure that there are no barriers preventing all children from reaching their potential.

### Our context –

We currently have 118 pupils attending our school who are in receipt of Pupil Premium Funding, 2 of which are children of armed forces parent and 2 children Looked after children. This accounts for 32% of the total number of children on roll.

2016/2017	Pupils entitled to Free School meals in the past 6 years	Children from the armed forces	Pupils looked after by the Local Authority
Number of pupils	114	2	2
Amount funding per child	£1,320	£300	£1,900
Total amount received	£150,480	£600	£3,800

### How we plan to spend our Pupil Premium Funding for 2016/2017

Through our data analysis, findings of studies undertaken by the Sutton Trust and links to our school improvement plan we aim to provide:

Task/project	Expected outcome/objective
Permanent Family Liaison officer	<ul style="list-style-type: none"><li>• To provide additional support to parents, such as completing CAFs and enlisting other agency support for families to ensure all children's needs are met.</li><li>• To work closely with outside agencies to ensure children in receipt of Pupil Premium funding are supported fully at school and at home, for example accessing Barnardos support.</li><li>• To ensure children access appropriate financial support to access extra-curricular activities/trips etc.</li></ul>

	<ul style="list-style-type: none"> <li>To work closely with the attendance lead to identify children and families with poor attendance to increase child's percentage in-line with the school expectation.</li> <li>To target support to help remove barriers to a child's learning.</li> </ul>
Nurture provision, including ELSA training for 3 members of staff	<ul style="list-style-type: none"> <li>To work closely with children in EYFS, and who are in receipt of Pupil Premium, to identify any gaps in children's development which may impact their access to learning and provide opportunities to meet these needs.</li> <li>To provide opportunities during lunchtime for children to eat their lunch in a small group, building relationships with staff who model correct table manners and social skills.</li> <li>To provide additional support for a range of needs working within a very small group, and identify gaps in children's development.</li> <li>To enable, if required, children to have access to ELSA support.</li> </ul>
Access to outdoor learning/extra-curricular activities	<ul style="list-style-type: none"> <li>To increase pupils' engagement and ensure that money is never a barrier to access activities/trips to enhance learning.</li> <li>To support children to attend activities on the mainland.</li> </ul>
Phonic support	<ul style="list-style-type: none"> <li>Small group work to extend and consolidate pupils' phonic awareness, in particular Key Stage 1.</li> <li>To provide individual support at all levels for children in receipt of Pupil Premium funding, completing intervention programmes and one to one support.</li> </ul>
Maths support	<ul style="list-style-type: none"> <li>Small group interventions to develop fluency and address pupils' misconceptions and gaps in learning.</li> </ul>
Class support	<ul style="list-style-type: none"> <li>Additional support in classes where there are children in receipt of Pupil Premium funding, to complete 'catch-up' sessions following whole class teaching to bridge the gap, in particular in Key Stage 1 and Year 6.</li> <li>To enable children in receipt of Pupil Premium funding, additional support to gain 'greater depth' in their learning.</li> </ul>
Intervention groups	<ul style="list-style-type: none"> <li>To provide additional support staff to complete a range of intervention programmes to ensure children in receipt of Pupil Premium funding are achieving the same outcomes as all children.</li> </ul>
CPD for all staff	<ul style="list-style-type: none"> <li>All staff to attend Development Days with a focus on questioning with an emphasis on differentiated input and support to achieving higher outcomes for all children.</li> <li>Working with HIAS to develop all staffs skills in setting high expectations, developing their practice, improving assessment and data analysis and planning to ensure all children's phases of learning are met.</li> </ul>
Breakfast Club	<ul style="list-style-type: none"> <li>To provide children in receipt of Pupil Premium funding an opportunity to arrive at school early if lateness and attendance has been an issue.</li> </ul>

### Outcomes of Pupil Premium Funding in 2015-2016

2015/2016	Pupils entitled to Free School meals in the past 6 years	Children from the armed forces	Pupils looked after by the Local Authority
Number of pupils	92	2	2
Amount funding per child	£1,320	£300	£1,900
Total amount received	£121,440	£600	£3,800

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■ **Strengths in 2015/2016 (taken from Ofsted Inspection Report May 2016)**

The proportion of pupils eligible for the pupil premium is above the national average.

- Pupils, including those supported by the pupil premium, make good progress. (The pupil premium is additional government funding for pupils entitled to free school meals and those looked after by the local authority.) When pupils’ progress dips, leaders take swift action to provide effective support for pupils and improve teaching.
- Leaders ensure that pupil premium resources are used wisely, promoting the achievement and well-being of disadvantaged pupils. Additional help for learning is provided, and support to take part in educational visits. As a result, gaps between the achievement of these pupils and others have been reduced significantly since the last section 5 inspection, and continue to close.
- Teachers throughout the school know individual pupils’ progress well, particularly disadvantaged pupils. A sharp focus on the achievement of disadvantaged pupils is accelerating their progress.
- Staff often listen to pupils read, particularly disadvantaged pupils. Pupils who read to inspectors, including disadvantaged pupils, were able to enjoy books appropriate for their age and use phonics skills well to unpick difficult words.
- At the end of key stage 2 in 2015, gaps between the attainment of disadvantaged pupils at the school and other pupils nationally narrowed to less than a term in reading and writing. In mathematics, the gap between the attainment of disadvantaged pupils and others nationally widened slightly, but remained less than two terms. In the school, these gaps were less than one term in all subjects.
- Pupils in Year 2 in 2015 made good progress from their starting points. Despite higher proportions of pupils with special educational needs or disability compared with 2014, the proportion who attained the expected levels in reading, writing and mathematics increased. Having narrowed significantly in 2014, gaps between the attainment of disadvantaged pupils in the school and others nationally widened marginally in 2015 in reading, writing and mathematics. This was linked to the additional needs of a high proportion of the disadvantaged pupils. Now in Year 3, these pupils are making good progress.
- Disadvantaged pupils are frequently working in line with their peers and some are achieving more highly.
- Key stage 1 pupils, including disadvantaged pupils, make good progress in phonics. Over time, the gap between the phonics achievement of disadvantaged pupils and others at the school has been consistently wider than the national gap, often related to pupils’ special educational needs or disability. In the current Year 1, teachers’ assessments show disadvantaged pupils are making better progress than others, narrowing this gap significantly. Most disadvantaged pupils in Year 2 unsuccessful in the phonics check in Year 1 are on track to be successful this year.
- In EYFS current assessments indicate that the figure of children reaching GLD is likely to rise again in 2016, reflecting continual improvement in teaching and children’s achievements, including for disadvantaged children.

**How we spent funding in 2015-2016**

<b>Task/project</b>	<b>Expected outcome/objective</b>
Appointment of Family Liaison officer	<ul style="list-style-type: none"> <li>• To provide additional support to parents, such as completing CAFs and enlisting other agency support for families to ensure all children’s needs are met.</li> <li>• To work closely with the attendance lead to identify children and families with poor attendance to increase child’s percentage in-line with the school expectation.</li> <li>• To target support to help remove barriers to a child’s learning.</li> </ul>
Nurture provision, including ELSA training for 3 members of staff	<ul style="list-style-type: none"> <li>• To work closely with children in EYFS, and who are in receipt of Pupil Premium, to identify any gaps in children’s development which may impact their access to learning and provide opportunities to meet these needs.</li> <li>• To provide opportunities during lunchtime for children to eat their lunch in a small group, building relationships with staff who model correct table</li> </ul>

	<p>manners and social skills.</p> <ul style="list-style-type: none"> <li>To provide additional support for a range of needs working within a very small group, and identify gaps in children's development.</li> </ul>
Access to outdoor learning/extra-curricular activities	<ul style="list-style-type: none"> <li>To increase pupils' engagement and ensure that money is never a barrier to access activities/trips to enhance learning.</li> </ul>
Phonic support	<ul style="list-style-type: none"> <li>Small group work to extend and consolidate pupils' phonic awareness, in particular Key Stage 1.</li> <li>To provide individual support at all levels for children in receipt of Pupil Premium funding, completing intervention programmes and one to one support.</li> </ul>
Maths support	<ul style="list-style-type: none"> <li>Small group interventions to develop fluency and address pupils' misconceptions and gaps in learning.</li> </ul>
Class support	<ul style="list-style-type: none"> <li>Additional support in classes where there are children in receipt of Pupil Premium funding, to complete 'catch-up' sessions following whole class teaching to bridge the gap, in particular in Key Stage 1.</li> </ul>
Intervention groups	<ul style="list-style-type: none"> <li>To provide additional support staff to complete a range of intervention programmes to ensure children in receipt of Pupil Premium funding are achieving the same outcomes as all children.</li> </ul>
CPD for all staff	<ul style="list-style-type: none"> <li>All staff to attend Development Days with a focus on Quality First Teaching with an emphasis on differentiated input and support to achieving higher outcomes for all children.</li> <li>Working with HIAS to develop all staffs skills in setting high expectations, developing their practice, improving assessment and data analysis and planning to ensure all children's phases of learning are met.</li> </ul>

### Impact of funding 2015-2016:

During 2015/2016 there was a greater emphasis on supporting the Year 6 children to ensure that the gap between outcomes for Pupil Premium children and non-Pupil Premium children was addressed.

Interventions and support targeting specific children led to children in receipt of Pupil Premium achieving above National outcomes for all areas and above school outcomes for GPS with a very insignificant gap between the other areas. At the end of KS1 disadvantaged children did not achieve as well as non-disadvantaged children, however all children made significant progress from their Early Years outcomes where none of the children met GLD. Several children also have SEN and significant emotional barriers to learning, including 1 child with substantial behaviour difficulties.

### KS2 SATs (32 pupils, 1 unable to access Year 6 curriculum, 14 Pupil Premium)

Overall percentage of children working at the expected standard

<b>Reading</b>	81%
<b>GPS</b>	78%
<b>Maths</b>	75%
<b>Combined</b>	69%

Compared to percentage of children working at the expected standard in receipt of Pupil Premium funding:

<b>Reading</b>	79%
<b>GPS</b>	79%

<b>Maths</b>	71%
<b>Combined</b>	64%

**KS1 outcomes** (57 pupils 17 Pupil Premium)

Overall percentage of children working at the expected standard:

<b>Reading</b>	84%
<b>Writing</b>	65%
<b>Maths</b>	79%

Compared to percentage of children working at the expected standard in receipt of Pupil Premium funding:

<b>Reading</b>	77%
<b>Writing</b>	24%
<b>Maths</b>	65%

**Year 1 phonics** (19/60 children in receipt of Pupil Premium funding)

17/19 (89%) of the children in receipt of Pupil Premium funding met threshold compared to the rest of the cohort 37/41 (90%)

**EYFS** (6/44 children in receipt of Pupil Premium funding)

3/6 (50%) of the children in receipt of Pupil Premium funding met the Good Level of Development (GLD) compared to the rest of the cohort 30/38 (78%)