

## Report to Governors on the Implementation of the Pupil Premium Policy 2018

The School's work with disadvantaged children has led, in most cases to the sustained learning, development and well-being of individual pupils and is now embedded at all levels.

### Key Staff:

- Lead pupil premium support – Mrs Clare Cairns, Deputy Head
- Disadvantage Lead for Numeracy– Mrs Helen Collins
- Disadvantage Lead for Literacy –Mrs Catherine Lynch
- Inclusion and Welfare officer – Mrs Sharon Watson
- Nurture Hub Leader – Helen Watson

The Pupil Premium Policy was updated in 2017, and was reviewed by staff and Governors.

### Number of Disadvantaged Pupils:

	2017/18	2018/19 projected
<b>EYFS</b>	2	3
<b>Yr 1</b>	3	4
<b>Yr 2</b>	9	9
<b>Yr 3</b>	13	9
<b>Yr 4</b>	5	14
<b>Yr 5</b>	16	8
<b>Yr 6</b>	15	16
	<u>63</u>	<u>63</u>
<b>% of school</b>	<b>10%</b>	<b>10%</b>

Over the past two years the number of pupils recognised as disadvantaged has reduced in the lower years. We believe this is because of the universal free school meals programme. As a school we have made a concerted effort to encourage parents to complete free school meal forms and this has started to see parents coming forward, with 4 new children being added to the register in September.

The Pupil Premium grant is allocated by financial year, not school year. The grant is currently £1,320 per pupil for primary-school age who were eligible for free school meals at any point in the last 6 years and £1,900 per pupil for children who have left local authority care. Our total funding for the financial year 2017-18 was £86640. For the financial year 2018-19, PP funding is likely to be less as numbers decrease. The funding calculation is based on the number of children eligible for PP funding in the January before the start of the new financial year. The government stipulates that the PP grant may be spent in the following ways:

- For the purposes of the school i.e. For the educational benefit of pupils registered at that school
- For the benefit of pupils registered at other maintained schools or academies
- On community facilities e.g. Services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

Throughout the year our key objective has continued to be to use the grant to narrow the gap between the attainment of children in this group and other children in the school. All staff are expected to make the needs of PP children a key focus and the teachers have a performance management target that focuses on attainment and progress for all with a particular focus on vulnerable children.

The children’s attainment and progress is reviewed each term and discussed in team meetings so that intervention programmes can be adjusted in line with individual needs.

**Progress and Achievement:**

The following information has been collated from end of year data and teacher assessment information.

Year group	<b>Reading</b> % pupil premium children making expected or better progress from their starting point	<b>Writing</b> % pupil premium children making expected or better progress from their starting point	<b>Maths</b> % pupil premium children making expected or better progress from their starting point
Year 1 (3 pupils)			
Year 2 (9 pupils)	89% have made expected progress	89% have made expected progress	100% all have made expected progress
Year 3 (13 pupils)	82% have made expected progress	82% have made expected progress	86% have made expected progress
Year 4 (5 pupils)	100% have made expected progress	100% have made expected progress	100% have made expected progress
Year 5 (16 pupils)	87% have made expected progress	89% have made expected progress	87% have made expected progress
Year 6 (15 pupils)	89% have made expected progress	89% have made expected progress	87% have made expected progress

<b>Barriers to future attainment (for pupils eligible for PP including high ability)</b>		
<b>In school barriers</b>		
A.	Weakness in learning behaviours e.g. lack of independence or resilience	
B.	Social, emotional and behavioural problems affecting well-being and progress	
C.	Oral language skills and language development in Reception and KS 1 are lower for pupils eligible for PP. This slows reading/writing progress in subsequent years	
D.	Progress for middle attainers eligible for PP is not as strong as for other groups	
<b>External barriers</b>		
A.	Circumstances in the home have an impact on the pupil’s emotional well-being in school.	
B.	Absence and lateness	
C.	Pupils not accessing a wide range of learning opportunities outside of school	
<b>Desired Outcomes</b>		
	Desired outcomes and how they will be measured	Success Criteria
A.	Improve language skills for pupils eligible for PP	Rapid progress is made in KS1 and continues into KS2
B.	Accelerated progress across KS2 for middle attaining pupils eligible for PP	Pupils identified as middle ability make as much progress as ‘other’ children
C.	Increased rates of attendance for pupils eligible for PP	Reduce the rate of persistent absentees among PP children
D.	Emotional issues of pupils will decrease and children will be less anxious	Fewer crisis or anxiety fuelled incidents recorded and children have greater resilience and emotional stability

## Record of PPG Spending by Item 2016/17

Item/project	Cost	Year GP/KS	Outcome
A part-time counsellor in school	Total Cost = £13464	Whole site	12 children accessed counselling for issues including bereavement, parental separation, anxiety, behavioural issues and attachment issues leading to poor attendance. 7 of these children are PP. Feedback from class teachers, parents and pupils show positive and successful outcomes for the majority of children (see case study and counsellor/parent notes)
Outside agency support such as the Psychology and Learning Service (for identified students with complex needs).	50% LSS time 25% EP time  = <b>£4569</b>	KS1 & KS2	8 PP children have accessed support from either a specialist teacher or the EP within school... Progress for all 8 children has improved. In 2 cases EP support has been used to secure an EHC plan. (see data and LSS reports)
Nurture Hub-including staff training, resources	Training cost <b>£500</b> Resources cost <b>£3544</b> Staffing (HW) -£23004 (HT) £18360 Cost apportioned to PP children = <b>£13594</b>	KS2	37 children, 18 who are PP, have accessed support from the hub either on a fulltime or part time basis. Reports from teachers, parents and children show significant progress in both social and emotional needs and in the removal of barriers to learning (see parent/ teacher comments and Boxall assessments)
Dedicated pastoral team - cross site	2 TAs working part time on pastoral issues including time to talk £18360 x 2 Cost apportioned to PP children £9180	KS1 & KS2	There is now a dedicated pastoral team working across the site. The staff work with both children and parents.
Specialist TAs for SPLD, SP and L and OT	Cost of training and time working with children 1:1 Cost apportioned to PP children <b>£11440</b>	Whole school	3 TAs have undertaken training to be able to use more specialist techniques in order to support our most in need children including the 7 children mentioned previously. This has had a positive effect on the emotional needs of all children mentioned. ( see children and parent feedback)
Emotional First aid specialist teacher bought in part time –	£3000/9 x 6 = <b>£1667</b>	KS2	6 pp children have accessed this support. One of who was a school refuser and is now accessing school. One was supported to make a successful transition to secondary school. Teacher, parent and child have all been positive about the progress made and the positive outcomes developing. (see Practitioner notes/ parent/teacher and pupil feedback)

Therapeutic trampolining	1*day teacher time 2 TA* 3hrs £1667	KS1 & KS2	6 PP children are able to participate in therapeutic trampolining for 1 afternoon on a weekly basis. The purpose of the course is to work on self – control, self-esteem and self-confidence. For children to gain a sense of achievement and to improve co-ordination and posture in some cases.
Specialist literacy and numeracy teachers	2 day per week	KS1 & KS2	Teachers have time to assess PP children’s progress and work with other teachers to ensure best possible support and intervention is in place should it be needed. The majority of PP children make good progress in literacy and numeracy. (see KS 1 and 2 data analysis )
Enrichment activities and educational visits	Trips cost = £4562/360 x 64 = <b>£811</b>	Whole school	All children were given the opportunity to take part in free style Friday activities. These are extra-curricular lessons that allow children to hone skills or develop new interests. Feedback form children and parents has been very positive. (see parent/pupil feedback)
Pupil progress leads for numeracy and literacy	Total cost of teacher time can be apportioned to PP children £19669 £17394	KS1 & KS2	Both teachers work part time and have supported 15 pp children, either 1:1 or in small groups per week. The majority of these children made good progress within literacy and numeracy. (see data)
Speech and language therapist time.	Total cost = £5712 5* 1 hr per 2 weeks spent working with pp children cost = <b>£3193</b>	KS 1	The speech therapist works with children assessed as significantly behind in either speech or language development. Of these children 5 are pp children. These children have all been assessed as making good progress in this area. (see therapist notes/ teacher comments)
Breakfast Club	2* TA 1 hr per day = <b>£3792</b> Food Costs = <b>£1995</b>	KS1 & KS2	To provide our most disadvantaged children with a healthy and nourishing meal at the start of the day. To provide a calm and stress free environment where children can engage with school staff and feel safe and secure before the beginning of lessons. They have access to a variety of activities and can also receive help with homework if required.
Lunchtime support and clubs for disadvantaged and emotionally vulnerable children	TA 1*hr per day s per = <b>£1896</b> TA 2 hrs per week cost = <b>£1045</b> TA 2 hrs per week = <b>£1045</b>	Whole school	Children that find un-supported times difficult were offered activities to interest them in small groups. An additional TA is available at lunchtimes to support play and to listen to children if they need to talk. (see pupil/ teacher feedback)

**Total cost = £93,411**

## External Agencies:

Close and effective links are made with a wide variety of agencies to support parents/carers and the school in addressing children's differing needs.

This year external Agency involvement has included:

- SEN outreach team from Dane Court Special School
- ASD outreach team from Malborough Special School
- Emotional First Aid Support – Medway SEND team
- Educational Psychology\* (EP)
  - *\*This becomes a traded service in 2017 which the School will now need to buy into.*
- Various branches of the Advisory Teaching Service i.e. *for Cognition and Learning,*
- *Communication and Interaction, Physical Disability and Visual Impairment*
- Speech and Language Therapy
- Physiotherapy
- NHS Occupational Therapy
- A contracted Speech and Language Therapist continues to work with statemented children
- School Nursing Service
- Children & Young People's Service (CYPS) for mental health – *formerly CaHMS*
- Social Services
- Early help team
- Challenger Troop
- Counselling