

Great Tew Primary School

Pupil Premium Expenditure Report for 2016/17 and Pupil Premium Expenditure Plan for 2017/18

What is the Pupil Premium?

The Pupil Premium Grant provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families, to raise attainment and to close the gaps with their peers. The funding is allocated to schools based on the number of children who have been eligible for Free School Meals at any point in the last 6 years, service children, adopted children and children who have been looked after in local authority care.

“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.”
Source - DofE website

This Pupil Premium Expenditure Report is produced annually and details how we are spending this money on a year by year basis and how we plan to spend the money for the next year.

Number of pupils and pupil premium grant (PPG) received 2016/17

Total number of pupils on roll (September 2016)	96 (Rec to Y6)
Total number of pupils eligible for PPG	5
Amount of PPG received per pupil	£1,320 FSM
Total amount of PPG received (based on January 2016 census) – received in 2016/17 budget	£6,600

Performance of disadvantaged pupils

	Reading	Writing	Maths
Number of pupils above national expectations	1	0	0
Number of pupils in line with national expectations	4	4	5
Number of pupils below national expectations	0	1	0

“Education is not the filling of a bucket, but the lighting of a fire.”

Summary of PPG spending 2016/17

Objectives in spending PPG:

To raise the attainment of disadvantaged pupils and close the gap between them and their peers.
To ensure all children reach their potential.

Nature of Support: The school uses a range of tools to decide the most effective use of the pupil premium grant. The Sutton Trust/Education Endowment Foundation, for example, provides a wealth of research on the best use of funding. The school has utilised this advice in selecting approaches. Our approaches are designed to narrow attainment gaps and to raise our children's aspirations.

Nature of Support:

- Additional support from teaching assistants in the classroom, with focused intervention programmes carefully mapped to the needs of the child and to diminish the difference in attainment.
- A new approach to teaching maths, developing mastery in mathematics from Reception to Year 6.
- Financial support for educational visits (inc. residential), activities & swimming.
- Family support from Pastoral Support Adviser to ensure optimum attendance and reduce social and emotional barriers to learning.
- 1:1 tutoring (ARCH reading support)
- 1:1 writing intervention from literacy consultant
- 1:1 maths booster sessions to support with maths
- Paid for attendance at SATs booster sessions
- Development of effective feedback and peer tutoring through Assessment for Learning.
- Financial support for after school and breakfast clubs to encourage disadvantaged children to enjoy school and be more motivated to learn.
- Additional lunchtime support for Foundation Stage from teacher & TA to support good eating habits
- SPIRALS sessions in KS1 to assist with social skills and language development as part of a targeted early intervention programme.
- Additional targeted support from teaching assistants in the classroom to help narrow specific attainment gaps
- Training for staff in developing growth mindset in pupils, linked to Mastery in Mathematics approach to the teaching of maths
- Provision of resources and training to support the National Curriculum.

- Individual pupil profiles for every child to track learning and put in interventions where necessary
- Twice yearly open afternoons to engage all parents in their children's learning
- Parents encouraged to support in class, to engage parents in their children's learning and develop positive parental attitudes to learning
- Maths consultant – 4 visits over the course of a year

Outcomes 2016-17 (see also below)

- Attendance rate for 4 out of the 5 children was 94.76% compared to whole school average of 96.64%, with two of these children having attendance better than whole school attendance figure. One child's attendance was below 90% at 87.63% due to ongoing health issues.
- All disadvantaged children made at least expected progress (apart from 1 child in Writing), with one child making accelerated progress in all areas and all children making accelerated progress in at least one area.
- Offer of free attendance at Breakfast Club supported return to work.
- All parents of disadvantaged children attended open afternoons/ in school-time family events.
- Reading – all children made good progress with 2 making accelerated progress.
- Writing – all children except one made accelerated progress.
- Maths - All children made good progress, with 4 out of the 5 making accelerated progress.
- All children in Y6 reached the Expected Standard in Reading, Writing and Maths.
- Individual pupil progress profiles continue to track and document children's achievements across the curriculum.
- Targeted interventions were all successful in helping children make increased progress in number, spelling, phonics, language and communication and reading.

Record of PPG spending by item/project 2016/17	Rationale behind this approach	Cost	Outcome/Impact
<i>Developing confidence with mathematics</i>			
A new approach to teaching maths, developing mastery in mathematics from Reception to Year 6.	review of last year's spending indicated disadvantaged pupils lacked confidence in mathematics. This strategy will have positive benefits for all children.	costed elsewhere	100% of PPG pupils achieved national expected (NE) in maths with 100% making good progress and 80% making accelerated progress
Investment in whole staff training for maths to ensure all staff are delivering teaching to support children achieving mastery in mathematics	Disadvantaged pupils, and all other pupils, make more gains from the best teachers	£1,500.00	

Enriching experience and opportunity			
Financial support for educational visits (residential)	increasing participation and broadening experience	£250.00	Provision of morning childcare and after school clubs has supported return to work. 60% of children regularly attended after school enrichment clubs throughout year.
Financial support for breakfast clubs	ensuring a smooth start to the day, with children ready to learn	£780.00	
Financial support for educational activities, after school, home learning clubs	increasing participation and broadening experience and providing support for home learning	£500.00	
Purchase of student laptop	to support learning at home	£400.00	
Targeted intervention			
Additional support from teaching assistants in the classroom, with focused intervention programmes carefully mapped to the needs of the child	targeted support focusing on individual need	£1,950.00	All children achieved NE in all subjects and made good or better progress except one child in writing.
Family support from Parent Support Adviser to ensure optimum attendance and reduce social and emotional barriers to learning	developing parental engagement and capacity to work with school	£200.00	
PSA worker to support PPG pupils by providing nurture group and one-to-one sessions	developing confidence, motivation and independence	£390.00	
Weekly Spirals Group	to develop confidence and engagement	£390.00	
weekly 1:1 tutoring where appropriate	targeted support focusing on individual need	£780.00	
Small group or 1:1 intervention delivered by English specialist	targeted support focusing on individual need	£780.00	
Developing a Growth Mindset towards learning			
training for staff in developing growth mindset in pupils, linked to Mastery in Mathematics approach to the teaching of maths	to develop confidence, independence and personal motivation in all pupils, not just those in receipt of PPG	£200.00	As above, reflected particularly in Y6 results, with 100% achieving NE in reading, writing, SPAG and maths.
Developing parental engagement			
Parental engagement activities including priority for parent evening appointments, phone consultation with parents, parent volunteers in the classroom, class assemblies, Friday assemblies, Macmillan French cafe, maths workshop for parents, open classrooms for parents, grandparent afternoon in Reception	to increase parental engagement and involvement in school life	no cost	PPG pupils actively involved in school life and parents attend the majority of events, with parents of 4 children regularly helping in school.

Number of pupils and pupil premium grant (PPG) predicted 2017-18	
Total number of pupils on roll (September 2017)	101 Reception to Y6
Total number of pupils eligible for PPG (as at 1/2017)	5 FSM
Amount of PPG received per pupil (as at 1/2017)	£1,320 FSM
Total amount of PPG predicted (Based on January 2017 Census)	£6,600
Plan of PPG spending 2017/18	
Objectives in spending PPG 2017/18:	
To diminish the difference in attainment between disadvantaged and non-disadvantaged children.	
To ensure all children reach their potential.	
To ensure attendance is in line with school average or better.	
Main Barriers to Learning:	
<ul style="list-style-type: none"> • confidence and resilience • attendance • lack of aspiration/ passivity to learning due to lack of parental engagement 	
Nature of Support:	
The school uses a range of tools to decide the most effective use of the Pupil Premium Grant. The Sutton Trust/Education Endowment Foundation, for example, provides a wealth of research on the best use of funding. The school works closely with other local schools to identify appropriate means of targeting support for maximum impact.	
Monitoring the Impact of Pupil Premium Spending:	
The school uses a range of measures to evaluate the effectiveness of our strategies. These include: analysis of attendance, analysis of attendance at after school clubs and extra- curricular activities, pupil discussions, analysis of pupil satisfaction/happiness survey through PSHCE, analysis of progress and attainment of disadvantaged children.	
The governing body evaluate the impact of spending on each pupil throughout the year and at the end of the year. Evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention.	
Date of governing body reviews: December 2017, March 2018, July 2018, September 2018 (with monthly updates)	

How the PPG will be spent to reduce the barriers to learning	Aims / Rationale behind this approach	Cost	Outcome/Impact
Quality of Teaching for All			
Developing teaching of reasoning in mathematics, through the mastery in mathematics approach	This strategy will have positive benefits for all children and will support the development of active, engaged and resilient learners.	£1.000 resources	
Developing Big Write weekly independent writing	Increased independent writing opportunities will support confidence and motivation of all children, including PPG	£350 training	
Staff training on high quality feedback and questioning	We want to invest some of the PPG in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.	Training and release for peer observation	
Targeted Support			
weekly 1:1 tutoring from TA for individual children	targeted support focusing on individual need and close gaps in learning	£500	
Targeted weekly 1:1 support from teacher in writing and maths	targeted support focusing on individual need	£550	
Small group or 1:1 intervention delivered by English specialist	targeted support focusing on individual need	£400	
Weekly Spirals Group	to develop confidence and engagement of KS1 pupils	£390	
PSA worker to support PPG pupils by providing nurture group and one-to-one sessions	developing confidence, motivation and independence	£200	
Family support from Parent Support Adviser to ensure optimum attendance and reduce social and emotional barriers to learning	developing parental engagement and capacity to work with school	£200	
Other Approaches			
Additional support from teaching assistants in the classroom, with focused intervention programmes carefully mapped to the needs of the child	targeted support focusing on individual need	£1,950	
Parental engagement activities including priority for parent evening appointments, phone consultation with parents, parent volunteers in the classroom, class assemblies, Friday assemblies, Macmillan French cafe, maths workshop for parents, open classrooms for parents, grandparent afternoon in Reception	to increase parental engagement and involvement in school life	no cost	

Financial support for breakfast clubs	ensuring a smooth start to the day, with children ready to learn; to support working parents and extend the school day	£312	
Financial support for educational activities, after school, home learning clubs	increasing participation and broadening experience and providing support for home learning	£1000	
Termly attendance incentives for all children	To raise attendance of PPG children and increase children's personal motivation		

Total PPG expected 2017-18	£6,600
Total PPG expenditure	£6,852
PPG remaining	-£252