

Paulton Infant School – Pupil Premium 2017 – 2018

What is Pupil Premium?

The Pupil Premium is an allocation of money given to the school each year by Central Government to narrow attainment gaps between pupils from disadvantaged families and their peers. 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 peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

In 2017/18 schools will receive £1,320 per pupil eligible for free school meals in the past 6 years, and £300 for pupils from service families.

Schools are free to spend the pupil premium as they see fit. However, they will be held accountable for the effectiveness and impact of the funding. It is part of the Ofsted framework and schools are 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.

Pupil Premium allocation 2017- 2018.	
Number of pupils and PPG grant received	
Total number of pupils eligible for PPG	17 at time of January 2017 census (As of Oct 2018 we have 30)
Amount of PPG received per pupil	£1320
Total amount of PPG received by the school. These funds were allocated based upon the January 2017 census. The next allocation will be based upon the January 2018 census and will be based upon the financial year 2018 – 2019. However schools do not have to spend all of it within that financial year. They may carry some or all of it forward to future financial years.	£22,440

Summary of PPG Provision

Barriers identified from Data and monitoring:

“Deprivation does not determine destiny. Many young people from low-income families succeed brilliantly. There are also schools that overcome these barriers for low-income families...they do this because they have the highest expectations of each of them and are relentless in what they do to secure excellent headway in realising these expectations.” Unseen Children: access to achievement 20 years on - OFSTED

This action plan is based on some of the higher impact strategies identified by groups such as The Sutton Trust (ST), Education Endowment Foundation (EEF), Ofsted documents such as ‘The Pupil Premium How schools are spending the funding successfully to maximise achievement’ and other research reports such as the Nuffield Foundation funded report where researchers from NatCen Social Research, Newcastle University and ASK Research analysed information on more than 6,400 English children born in 2000-01 who are being followed by the Millennium Cohort Study.

In light of the findings and recommendations of the above groups we are confident that we are using interventions and approaches with a track record of success.

The school identified the following areas to focus the use of the pupil premium 2017 - 2018

- Phonics and Reading attainment – efficient decoding earlier and comprehension skills explicitly taught – (linked to poor writing achievement)
- Language and communication difficulties
- Managing behaviour and learning disengagement
- Low self-esteem/Lack of self confidence
- Attachment difficulties
- Parental engagement with learning
- Absence from school
- Issues arising from long term low level neglect

Aims - To close the gap for disadvantaged pupils by:

Raising the attainment of disadvantaged pupils through:

- Removing barriers to learning such as those including social and emotional needs
- Improving teaching and learning
- Providing additional support for those disadvantaged pupils who are at risk of underachieving in English and maths.
- Accelerating the progress of disadvantaged pupils
- Increasing attendance rates of disadvantaged pupils so they are at least in line with all pupils.
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Intended Impact (Data appendix to this report)

- Children have emotional and social support to help with barriers to being ready to learn and to boost self-esteem.
- Reading/Phonics/Writing/Maths attainment and progress improve to at least target levels, including disadvantaged pupils
- The attainment gap is reduced between those pupils who are eligible for pupil premium grant and those that are not, in Reading, Writing and Maths
- Where attainment of disadvantaged pupils is low overall, it is improving at a faster rate than nationally, over a sustained period

Strategies	Impact
<ul style="list-style-type: none"> · Intensive reactive teaching in order to intervene in learning to close the gap between PP pupils and other identified groups · Personalised provision for all pupils · Increased teacher and teaching assistant support time in class · Support for transition times – lunchtime and playtime provision including mentoring, counselling · Increased Phonics support as part of whole school focus · Focus upon this group in Pupil Progress Meetings - T2/4/6 · Specialist speech and Language support · Speech and Language Interventions such as Talk Boost, Listening and attention groups · Behaviour Interventions · Support for children and families from Behaviour Panel services e.g. Key worker therapy, play buds, sporting family change · Social and emotional support – Thrive · Morning and playtime - Nurture club · Forest School Intervention · Parental Support – Use of Parental Support Advisor · Support for children from Parent Support Advisor(PSA) e.g. play therapy · Parental Involvement · Financial support/subsidy for trips, swimming, clubs and school equipment/uniform · Foodbank Vouchers issued by school on a case by case basis · Funding Supply costs e.g. Non-contact time for key staff to attend meetings and carry out tasks related to PPG children 	<ul style="list-style-type: none"> · Progress and outcomes for these children is indicated in data in appendix below – this has also been evidenced in Pupil Progress Meetings over the year x 3 · Progress for these children was accelerated and the gap is closing with non PPG pupils (See data below) · Phonics monitoring has shown an improved quality of provision for phonics across the school · Scrutiny of planning and observations of teaching have shown that Bloom’s approaches are in place · Staff confidence and knowledge to follow upon specialist input has proved more effective in supporting children to meet individual targets as appropriate and then to also access learning in the main class setting · This has been further supported by Talk Boost /Listening and attention intervention groups. · School parental survey has identified that families are clear on who to talk to and services to which they can be signposted · Play Therapy supported children and parents during the academic year with an impact on children’s confidence and self-esteem · Use of SEN/Behaviour professionals where appropriate has also enabled staff to have more strategies as well as supporting the children’s needs · CPOMs monitoring has shown a lower incidence of serious behaviour situations · Pupil Premium Case studies have evidenced an improvement over time of a child’s behaviour needs and access to learning · No child has been unable to access any activity because of financial or other needs. · All children have participated in year/school activities which have enhanced their learning experience. This has been evident in discussion with children as well as progress noted by teachers. · DHT has monitored provision and spending for children 3x per year to inform future spending and focus · PPG Case studies and provision has been mapped and monitored. · SENCO has able to intervene with PPG children who also sit have SEN needs. This has meant that class teachers have been further supported in developing provision to target PPG children. · Key meetings: PEP, CP, CAF, TAC/TAF, CMEO have been focused upon the child with key input from those working with the children on a daily basis. This has ensured that the whole child’s needs were taken into account in planning teaching and learning experiences as well as identifying any family support needed.

APPENDIX Data Outcomes

2017 – 2018

Context:

At Term 6 2018 the number of PPG had risen to 30 children across the school classed as 'disadvantaged'.

When funding had been allocated in Jan 2017 it had been 17 children.

This comprised of: EYFS x 13 children, Y1 x 12 children and Y2 x 5 children

This included children on the SEN register for various needs which included:

Children with attendance issues including 1 x child with ASD and learning needs,

Children with attachment needs,

Children with behaviour panel support and support for social emotional needs,

Children with Child Protection needs,

Children serious social and emotional needs,

Therefore intervention and support has been drawn upon from outside agencies: Speech and Language, Play therapy, Social Services, Child Protection, Parent Support Advisor, PEP and CAF meetings as appropriate plus Forest School, Talk Boost interventions etc...

PPG - EYFS Term 6 Data Analysis Outcomes - June 2018

Below Typical (**BT**) = Emerging ELG, On Track (**OT**) = Expected ELG, Above Typical (**AT**) = Exceeding ELG

		Communication & Language									Physical Development						Personal, Social & Emotional Development								
		Listening & Attention			Understanding			Speaking			Moving & Handling			Health & Self-Care			Self-confidence & Awareness			Managing Feelings			Making Relationships		
		BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT
All pupils in cohort	79	25	47	28	24	52	24	19	62	19	19	59	22	9	56	35	22	58	20	19	54	27	18	58	24
Non-disadvantaged pupils	66	23	45	32	21	52	27	15	62	23	15	61	24	6	56	38	17	59	24	15	56	29	14	64	23
FSM pupils (disadvantaged)	13	38	54	8	38	54	8	38	62	0	38	54	8	23	54	23	46	54	0	38	46	15	38	31	31
LAC pupils (disadvantaged)	0																								
Total Disadvantaged	13	38	54	8	38	54	8	38	62	0	38	54	8	23	54	23	46	54	0	38	46	15	38	31	31

		Literacy						Mathematics						GLD
		Reading			Writing			Number			Shape, Space & Measure			
		BT	OT	AT	BT	OT	AT	BT	OT	AT	BT	OT	AT	
All pupils in cohort	79	32	46	23	33	66	1	28	56	16	27	67	6	65%
Non-disadvantaged pupils	66	29	44	27	30	68	2	26	55	20	26	67	8	67%
FSM pupils (disadvantaged)	13	46	54	0	46	54	0	38	62	0	31	69	0	54%
LAC pupils (disadvantaged)	0													
Total Disadvantaged	13	46	54	0	46	54	0	38	62	0	31	69	0	54%

Overview of Whole School Attainment T6 Summer 2018

(Y2 National/LA 2017). Plus where available 2018 Nat/LA figures are included. Information taken from school data – Sims/Data Dashboard/DFE: First Response Data

	2017 Disadvantaged	2018 Disadvantaged	2017 Non- dis	2018 Non- dis
EYFS GLD	33%	54%	69%	67%
Reading Y1 ARE +	57%	73%	85%	73%
Writing Y1 ARE +	57%	55%	80%	64%
Maths Y1 ARE+	100%	45%	83%	72%
Reading Y2 ARE +	50% (61/67%)	100% (61%/52%)	80%	79%
Writing Y2 ARE +	50% (52/44%)	100% (52%/46%)	77%	77%
Maths Y2 ARE +	63% (60/51%)	80% (60%/54%)	75%	82%
Science Y2 Met	75% (69/64%)	100% (69%/71%)	86%	91%
Phonics Y1	71% (68/54%)	58% (Nat:70%)	85%	73%
Phonics Y2	66%	100%	63%	46%
Phonics combined	70% (84%)	No PPG retakes at T6	80%	93%

Overview of KS1 Progress T6 Summer 2018

Information taken from school data – Sims/Data Dashboard/DFE: First Response Data

	2017 Disadvantaged EXPECTED PROGRESS	2018 Disadvantaged EXPECTED + PROGRESS	2017 Non- dis EXPECTED PROGRESS	2018 Non- dis EXPECTED + PROGRESS
Reading Y1	43% (Exc 29%)	100% 12 chn	85 (Exc 22%)	100% 66 chn
Writing Y1	71%	100%	88% (Exc 18%)	100%
Maths Y1	100%	75%	91% (Exc 23%)	84%
Reading Y2	50% (Exc 13 %)	100% 5 chn	34% (Exc 16 %)	94% 64 chn
Writing Y2	75% (Exc 13%)	100%	58% (Exc 29%)	94%
Maths Y2	63% (Exc 25%)	80%	88% (Exc 31%)	94%