

# Pupil premium grant expenditure:

## Report to parents: 2017 / 18

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The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and diminish the differences between these pupils and their peers.

*"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 - DfE website**

***At Parklee we believe that primary education should be a time of opportunity, a happy and meaningful experience that promotes a love of learning, enriches lives and develops life-long skills.***

### **Principles**

Every child with his/her individual needs, gifts and talents is unique and special.

All members of staff and governors accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full and true potential irrespective of need.

### **Information to be published to parents:**

In place of the current requirements regarding information about pupil premium expenditure, schools are now required to publish their 'PUPIL PREMIUM STRATEGY.' This should include:

1. In the previous academic year (s): (2015-2016 and 2016-2017)
  - how the pupil premium allocation was spent
  - the impact of the expenditure on eligible and other pupils
  
2. The current academic year: (2017-2018)
  - the amount of the school's allocation of pupil premium grant
  - details of the main barriers to educational achievement
  - how the allocation will be spent to address the barriers and why these approaches were taken
  - how the school will measure the impact of the pupil premium
  - The date of the next pupil premium strategy review.

### **How will the school measure the impact of the Pupil Premium?**

To monitor progress and attainment, our performance tables capture the achievement of pupils covered by the Pupil Premium.

At Parklee Community Primary School, the usual cycle of data will be used to measure pupil progress and enable the early identification of further need, support and/or appropriate intervention. Achievement Team Meetings take place every half term and Pupil Progress Review

meetings take place approximately every 10-12 weeks and include Senior Leaders, SEND Co, Class Teachers and Teaching Assistants.

At each milestone, the school will review the impact of actions taken and plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. NB: There are some pupils who are not eligible for Pupil Premium but are included as they may benefit from accessing additional support.

### **Financial year 2017-2018:**

In the 2017 to 2018 financial year, school received the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in Early Years to Year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

### **Eligibility Criteria**

Parents/guardians in England do not have to pay for school meals if they receive any of the following:

- Income Support
- Income-Based Jobseeker's Allowance
- Income related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income (as assessed by HM Revenue & Customs) that does not exceed £16,190
- Working Tax Credit 'run-on' - the payment someone may receive for a further four weeks after they stop qualifying for Working Tax Credit
- Guarantee element of State Pension Credit

Pupil Premium is an important payment for schools and a really good opportunity for eligible parents to get even more support for their children in schools.

If you have any questions or would like to know more about Pupil Premium funding and how it is being used to benefit your child, please speak to the headteacher.

**If you think your child may possibly be eligible for free school meals, even if you don't want your child to eat school meals, please call into the office to collect a claim form. Every child who is eligible generates valuable income for the school.**

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (September 2017)	<b>298 pupils</b> <i>(reception to y6)</i>
Total number of pupils eligible for PPG	<b>79 pupils</b>
Amount of PPG received per pupil	£1320
<b>Total amount of PPG received</b>	<b>£105 280.00</b>

### Identified barriers to educational achievement

At Parklee Community Primary school we have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Experiential deprivation
- Limited access to educational enhancement experiences such as visits out, participation in physical activities, residential holiday opportunities
- Attendance and punctuality
- Behaviour i.e. pupils with specific social and emotional needs which impact on learning
- SEND cognition and learning difficulties
- Delayed speech and language
- Fixed mind-sets
- Below and Significantly below age typical attainment on entry resulting in pupils not being 'School Ready'

### Key Stage 1 performance of disadvantaged pupils 2015-16 Year 1- Year 2

	Disadvantaged	Others
% of pupils making expected progress in Reading	92%	92%
% of pupils making expected progress in Writing	92%	95%
% of pupils making expected progress in Maths	88%	97%

### Key Stage 2 performance of disadvantaged pupils 2015-16 Year 3 – Year 6

	Disadvantaged	Others
% of pupils making expected progress in Reading	73%	82%
% of pupils making expected progress in Writing	84%	93%
% of pupils making expected progress in Maths	71%	90%

**Key Stage 1 performance of disadvantaged pupils 2016-2017 Year 1- Year 2**

	<b>Disadvantaged</b>	<b>Others</b>
<b>% of pupils making expected progress in Reading</b>	<b>80%</b>	<b>80%</b>
<b>% of pupils making expected progress in Writing</b>	<b>70%</b>	<b>83%</b>
<b>% of pupils making expected progress in Maths</b>	<b>70%</b>	<b>80%</b>

**Key Stage 1 performance of disadvantaged pupils 2016-2017 Year 1- Year 2**

	<b>Disadvantaged</b>	<b>National</b>
<b>% of pupils reaching the expected standard in Reading</b>	<b>83%</b>	<b>61%</b>
<b>% of pupils working at greater depth in Reading</b>	<b>17%</b>	<b>13%</b>
<b>% of pupils reaching the expected standard in Writing</b>	<b>50%</b>	<b>52%</b>
<b>% of pupils working at greater depth in Writing</b>	<b>17%</b>	<b>7%</b>
<b>% of pupils reaching the expected standard in Maths</b>	<b>67%</b>	<b>60%</b>
<b>% of pupils working at greater depth in Maths</b>	<b>17%</b>	<b>10%</b>

**Key Stage 2 performance of disadvantaged pupils 2016-2017 Year 3 – Year 6**

	<b>Disadvantaged</b>	<b>Others</b>
<b>% of pupils making expected progress in Reading</b>	<b>89%</b>	<b>92%</b>
<b>% of pupils making expected progress in Writing</b>	<b>81%</b>	<b>91%</b>
<b>% of pupils making expected progress in Maths</b>	<b>86%</b>	<b>84%</b>
<b>% of pupils making expected progress in EGPS</b>	<b>89%</b>	<b>86%</b>

Key Stage 2 performance of disadvantaged pupils 2015-16 Year 3 – Year 6				
	Disadvantaged		National	
% of pupils reaching the expected standard in Reading	67%		55%	
% of pupils working at greater depth in Reading	Results not yet available		Results not yet available	
% of pupils reaching the expected standard in Writing	67%		60%	
% of pupils working at greater depth in Writing	Results not yet available		Results not yet available	
% of pupils reaching the expected standard in Maths	67%		58%	
% of pupils working at greater depth in Maths	Results not yet available		Results not yet available	
% of pupils reaching the expected standard in EGPS	100%		61%	
% of pupils working at greater depth in EGPS	Results not yet available		Results not yet available	
Attendance rates of pupils 2016-17				
	Disadvantaged		Others	
	2015/16	2016/17	2015/16	2016/17
<b>Whole school</b>	93.7	95.3	95.9	96.5
<b>Boys</b>	92.8	94.2		95.4
<b>Girls</b>	95.2	96.8%		97.2

### **Key Expenditure - how the allocation will be spent in 2017-18**

Item/project	Total Allocation
Employment of Learning Mentor to work with identified pupils with emotional, social, behavioural and attendance barriers to learning. To provide social, emotional and behavioural intervention and support for both pupil and their family unit through engagement with outside agencies and Early Help meetings.	<b>£21,838.22</b>
Subsidy of the Y6 residential visit through the Brathay Trust to enable fair access for disadvantaged pupils.	<b>£2160.00</b>
Funding for school visits and visitors into school, to enable all pupils to access enrichment activities.	<b>£2200.00</b>

Funding for 'Breakfast Club' Places to ensure that pupil premium pupils are not disadvantaged by lateness.	<b>£4483.00</b>
Milk and toast Subsidy to encourage pupil premium to adopt healthy lifestyles	<b>£1000.00</b>
Dedicated senior leader to work with identified Reception children (Sept 17- Dec 17) x 16 sessions per week and identified Y6 children (Jan 18- July 18) x 12 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in English and maths.	<b>£38,993.00</b>
Dedicated senior leader to work with identified Year 1 and 2 pupils x 2 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in reading.	<b>£5621.33</b>
Dedicated teacher to work with identified Key stage 1 and lower key stage 2 pupils x 9 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in speaking and listening and writing.	<b>£12,862.33</b>
Dedicated teacher to work with identified Year 2 and lower key stage 2 pupils x 12 sessions per week and Y6 pupils x 2 sessions per week to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in maths.	<b>£15,912.50</b>
SEND Teaching Assistant to work with identified pupils throughout school to diminish differences between the progress of disadvantaged pupils when compared to non-disadvantaged pupils in phonics, writing and EGPS.	<b>£25,524.26</b>
Funding for Spring after school Y6 SATs Club. 2 days a week x 2 Staff members x 8 weeks from 3.15-4:15pm.	<b>£700.00</b>
Dedicated HLTA to work with identified pupils from Reception to year 6 on 'Lexia' reading program to diminish attainment and progress in reading.	<b>£10,056.28</b>
Funding for School Counsellor from WFWS to assist in promoting healthy minds, growth mindsets and emotional wellbeing.	<b>£3000.00</b>

**Total expenditure: £144,350.92**

**PPG Income: £105,280.00**

**DSG:39,070.92**

Area of spend	Intended outcomes- why these approaches were taken Actions	IMPACT MEASURE
<b>Employment of Learning Mentor</b>	<ul style="list-style-type: none"> <li>• Provide dedicated time and support, either 1:1 or in a small group, to help build emotional development</li> <li>• Improve self-esteem, social skills and the behaviour of identified pupils</li> <li>• Raise attendance data with key focus on reducing persistent absence of vulnerable groups</li> </ul>	<p>Half termly attendance data checks – target 96% and above</p> <p>Reports to parents termly</p>
<b>Funding for school visits and residential</b>	<ul style="list-style-type: none"> <li>• Develop pupils' social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential</li> <li>• Enable pupils to participate fully in school and residential visits</li> <li>• Ensure learning is supported by visits that are carefully planned to enhance the school's curriculum</li> </ul>	<p>Half termly attendance data checks – target 96% and above</p> <p>Pupil surveys termly</p> <p>Visitor book</p>
<b>Funding for 'Breakfast Club'</b>	<ul style="list-style-type: none"> <li>• Pupils enjoy social activities with their peers</li> <li>• Promote good attendance and punctuality</li> </ul>	<p>Half termly attendance data checks – target 96% and above</p> <p>Pupil surveys termly</p>
<b>Milk and toast Subsidy</b>	<ul style="list-style-type: none"> <li>• Pupils have access to a healthy snack and are ready to learn resulting in increased concentration in lesson time</li> </ul>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p>
<b>Dedicated Senior Leader x 12sessions per week</b>  <b>Dedicated Senior Leader x 2sessions per week</b>  <b>Dedicated Teacher x 11 sessions and x9 sessions</b>	<ul style="list-style-type: none"> <li>• Consolidation of learning</li> <li>• Pre-teaching to prepare pupils for future learning in order to give confidence</li> <li>• Improved pupil outcomes in reading, writing, EGPS and maths</li> <li>• Improved confidence for pupils in specified areas</li> <li>• Specific learning tasks to close gaps in understanding</li> </ul>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>External evaluation SIP -Termly</p>
<b>Funding for SEND TA support for vulnerable pupils</b>	<ul style="list-style-type: none"> <li>• Specific learning tasks to close gaps in understanding</li> <li>• Consolidation of learning Pre-teaching to prepare pupils for future learning in order to give confidence</li> <li>• Improved pupil outcomes in reading, writing and phonics</li> <li>• Improved confidence for pupils in specified areas</li> </ul>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation-SIP</p>

Area of spend	Intended outcomes- why these approaches were taken Actions	IMPACT MEASURE
Funding for SAT clubs	<ul style="list-style-type: none"> <li>• Improved pupil outcomes in reading, writing and maths</li> <li>• 1:1 and/or small group intervention planned to cater for individual needs</li> <li>• Specific learning tasks to close gaps in understanding</li> <li>• Consolidation of learning</li> <li>• Pre-teaching to prepare pupils for future learning in order to give confidence</li> </ul>	<p>Progress points check Aut 3, Spr 2 and Sum2 (min exp)</p> <p>Book monitoring – standards and progress</p> <p>Pupil Interviews</p> <p>External evaluation SIP -Termly</p>