

Pupil Premium Report

Review in September 2017



September 2016-2017

Proposed spending report produced for September 2016-2017 covers financial year 2016-2017 with reviews and outcome data, including barriers and lessons learnt

Pupil Premium



The Pupil Premium is central government funding paid to schools and is designed to support additional provision for students in receipt of Free School Meals now or at any point in the last six years. It is part of a recognition nationally and internationally that economic disadvantage has a negative impact on student attainment. The Pupil Premium, therefore, should be used to close the gap between these students and is aimed to eradicate any disadvantage.

At the Mill we have a high percentage of children known to be eligible for Pupil Premium (currently 28%). We are also aware of some of the difficulties and delays in filling in forms in order to claim this money. The introduction of Universal Free School Meals has made this particularly difficult when explaining to non English speaking parents. However we continue to find innovative ways to engage and encourage all eligible to apply.

Areas of spending

This report covers our allocation of Pupil Premium spending for this current academic year.

Page 2	<i>Introduction to Pupil Premium</i>
Page 3	<i>Principals and Contents</i>
Page 3	<i>Areas of Spending overview</i>
Page 6	<i>Breakdown of Spending</i>
Page 6	<i>Actions focused on learning in curriculum</i>
Page 11	<i>Actions focused on social, emotional, behavioural issues</i>
Page 12	<i>Actions focused on families and the community</i>
Page 13	<i>Actions focused on enrichment beyond the curriculum</i>
Page 15	<i>Spending summary</i>

Our principles

Each child is treated as an individual and interventions are tracked on an individual basis. Each child is tracked rigorously and interventions are put in place in order to close any gaps. We have subdivided our interventions into different categories (page 5).

At The Mill Primary Academy:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We work hard to provide a quality learning experience and opportunities for as many pupils as possible
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We track all vulnerable groups and use the data to provide intervention and support
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

As a parent, should you wish to discuss how the Pupil Premium is spent in greater detail please do not hesitate to contact us.

Notes

Pupil Premium for children who are looked after is held centrally by West Sussex by the Virtual School and is used to support looked after students across the county with the greatest need. We are not in receipt, currently, for any children of men or women serving in the armed forces.

We have included salaries and costs including national insurance and before tax as this is the cost to the school.

Number of pupils and Pupil Premium Received*	
Total number of pupils on roll	442
total number of pupils eligible for PP	122
Amount of PP received per pupil	£1,320
total amount of PP received	£161,040
1 looked after child	

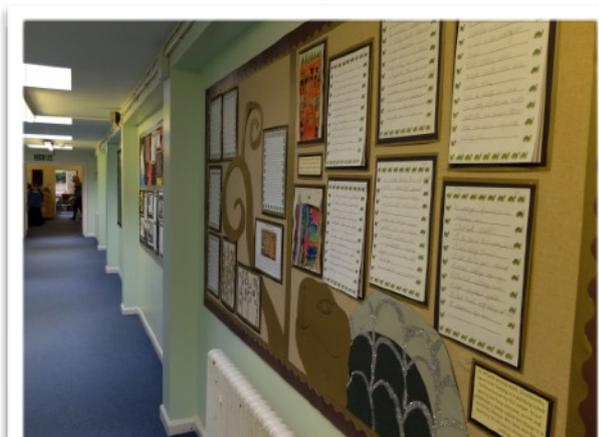
Links

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

<http://www.ofsted.gov.uk/resources/pupil-premium>

<http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>

Areas of spending



Actions focused on learning in the curriculum p. 6,7,8,9, 10
Examples of these include Maths Interventions, Literacy interventions, Writing Interventions, including Read, Write Inc programme.



Actions focused on social, emotional and behavioural issues p. 11
Examples of these include farmyard and other intervention groups.



Actions focused on enrichment beyond the curriculum p.13
Examples of these include trips and visitors who bring additional expertise to our children.



Actions focused on families and the community p. 12
Examples of these include family support from the Inclusion team and other outside agencies. We employ an Education Welfare Officer (EWO) who is in school to track children falling below 85%.

Actions focused on learning in the curriculum

1. EYFS - Speech and language

In Early Years we employ TAs to give us additional support to target interventions. Mable speech and language software, speech therapist and Teaching Assistant support EYFS and older children. Data on impact shows accelerated progress. Reports available separately. All children screened in EYFS through speech link

Programme	EYFS - Speech and language		
Resources and training	£500	Teaching	£9640
How many children?	80	Who delivers?	Elklan trained TA
How are outcomes measured?	speech programme		
Mable 76% targets met and completed. 90 sessions delivered. GLD 72.5% 10.3% rise since 2016. Only			

EYFS - additional resources

2. Numeracy

Numeracy EYFS	£194
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3. Jump Ahead

Jump Ahead EYFS	£171
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4. Narrative therapy

Narrative therapy EYFS	£171
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Key Stage 1

5. Read Write Inc intervention - Children are targeted for groups based on regular assessments carried out by RWI team. This takes place every day for 30 minutes in every class from Reception to Year 3. (3 classes in Reception).

Programme	Read Write Inc		
Resources and training	£499	Teaching	£17000

Programme	Read Write Inc		
How many children?	all up to Y3	Who delivers?	Teacher/TA
How are outcomes measured?	half termly assessments		
Phonics outcomes - 90% in 2017, 10.8% rise since 2016.			

6. Math boosters

Math boosters	
	£855

7. Reading interventions

Reading interventions	
	£427

8. Writing interventions

Writing interventions	
	£427

9. Play therapy

Play therapy	
	£85.50

Key Stage 1 summary

71.4% achieved expected standard in reading compared to 80% for other
64.3% achieved expected standard in writing compared to 77.8% for other
64.3% achieved expected standard in maths compared to 82.2% for other
21.4% achieved greater depth in reading compared to 40% for other
21.4% achieved greater depth in writing compared to 26.7% for other
21.4% achieved greater depth in maths compared to 26.7% for other

Lessons learnt - gaps were closer at the end of the year than at the beginning, most effective interventions were where input from adults was regular and sustained. One class disrupted in interventions through student who was placed to support interventions but needed support and was not effective. Better interventions in achieving expected standard.

Key Stage 2

Resources put in to support and target children to achieve end of key stage required standards in reading, writing and maths. This includes in school support as well as before and after school clubs and home learning resources.

10. Y6 writing

Senior teachers and lead for writing taking class/planning and delivering in class and group support. Moderation with external agencies and through sharing standards website.

Y6 writing	
	£7005

11. Reading interventions

Through boosting and teaching support reading progress is now -2.9 from -6.8. this has closed the gap by +3.9 progress points.

Reading interventions	
	£4195

12. Maths booster

Through boosting and teaching support maths progress is now -7.1 compared to -11.4 this has closed the gap by +4.3 progress points.

Maths booster	
	£8674

13. Catch up intervention

2 trained TAs deliver catch up programme to lower achieving readers in order to progress quickly. 20 minute sessions. For year 3 and 4. This is a long term 6 month programme.

Programme	Catch up intervention		
Resources and training	£500	Teaching	£6000
How many children?	20	Who delivers?	2 x Trained TA
How are outcomes measured?	End of year levels		

Programme	Catch up intervention
<p>53% of children have made accelerated progress in first 2 months of writing programme. (end of spring 1) 42% of children have made accelerated progress in first 2 months of reading programme. (end of spring 1) Overall the data showed a stronger rate of progress for over 65% of children but this took a while to embed.</p>	

14. Writing interventions

Writing interventions	
	£6840

15. Reading interventions

Reading interventions	
	£6840

16. Maths booster

Maths booster	
	£6840

17. TA- Speech support and EAL support

Works with dyslexic/EAL and Read/Write support for children, TAs and teachers.

Programme	Speech and language support		
Resources and training		Teaching	£6080
How many children?		Who delivers?	Teaching Assistant
How are outcomes measured?	Dyslexia tests and individual support, steps		
<p>Y3 EAL children and non EAL children gap has improved - 20% reading, 26% writing, 19% maths. Y5 EAL children and non EAL children gap has improved - 1% reading, 6% writing, 37% maths. EAL students made stronger progress than in the past, senior teacher given responsibility for overall performance, now been extended to be pupil champion for disadvantaged.</p>			

18. Speech and Language Therapy - MABLE

Delivers professional support for teachers, TAs and models good practice. Bought in for additional 1 day per week. Support is targeted more closely towards early intervention in Foundation and Year 1.

See additional report.

Programme	MABLE		
Resources and training		Teaching	£3640
How many children?	6	Who delivers?	Teaching Assistant
How are outcomes measured?	Dyslexia tests and individual support, levels		
90 sessions delivered, 80 targets completed			

19. Nurture support interventions

Nurture group set up and running for individual children.

Programme	Nurture		
Resources and training		Delivery	£28724
How many children?		Who delivers?	TA5 & TA3
How are outcomes measured?	Quality of work in class		
All children have been reintegrated in to class successfully, lunchtime provision now provided and available for all children.			

20. Accelerated Reader

Lead teacher given release time to implement and monitor reading in class.

Data monitored through accelerated reader. More detailed reports available.

Y3 - 11 months progress since September (5 months calendar time).

Y4 - 9 months progress since September (5 months calendar time).

Y5 - 10 months progress since September (5 months calendar time).

Y6 - 8 months progress since September (5 months calendar time).

Accelerated reader	
	£11400

An online resource used at home and at school which measures and checks reading and understanding. Used from Year 3 upwards.

21. Discretionary family hardship fund

Discretionary hardship fund

£1000

A small budget is kept for uniform, clothing, food and other emergency funding. May also include transport and holiday activities.

22. Attendance Officer

Employed in the office to coordinate with Education Welfare Officer (EWO) and ensure attendance rates stay as high as possible. EWO paid for through local partnership funding. Calculated as one day per week. Further information available in termly reports.

Programme	Attendance Officer		
Training	£200	Direct work	£6626
How many children?		Who delivers?	Office and link EWO
How are outcomes measured?	Attendance Percentages + referrals		
Impact			
Current attendance (March) 96.2%, compared to January 93%. Attendance for disadvantaged has increased from 92.5 T1 2016 to 94 T1 2017			

23. Attendance Incentives

Attendance incentives
£750

Designed to boost attendance, including prizes offered three times a year and an Attendance Week. Individual incentives in place.

24. Room 13

Room 13
£10503

We have an artist in residence once a week in our Room 13. This is a student run space which brings numerous advantages, learning behaviours and practice. The artist is in residence once a week.

25. Trips

Trips
£2000

We subsidise trips and visitors so children can experience the best learning and so that we do not compromise on the excitement potential and engagement from children. Every Year group has one trip subsidised.

26. Breakfast Club

19 currently in breakfast club (up from 8 in September).

Breakfast club
£4653

We run a breakfast club and subsidise the costs for some vulnerable children. Costs higher as this is newly set up this year and we have committed to running it regardless on take up.

27. After School Club

After school club
£2800

We run a breakfast club and subsidise the costs for some children. Costs higher as this is newly set up this year and runs till 6. We have committed to running it regardless on take up.

28. Ipads/learnpads

Ipads
£2300

To increase pupil engagement and support reading

29. Leadership/staff development

Leadership staff development
£3500

Coaching and leadership courses to increase impact and development of leadership team. Including attendance, outstanding practice visits. Including TAs attending teacher staff meetings.

Other developments this year aimed at improving impact of wider provision will include:

- cafe development to encourage parental engagement and discussion, wider family opportunities

- new library development to encourage reading and make it available for children and parents to borrow books
- outside developments to improve Reception provision
- keeping chickens and goats to encourage vulnerable pupils' engagement
- improving computer provision and facilities in school

Barriers to learning

1	Low starting points at entry
2	Pupils in receipt of PP who also have significant special educational needs
3	Lack of English language skills, poor oral language some through non native speaking, some through speech and language difficulties
External barriers (issues which also require action outside school, such as low attendance rates)	
3	Attendance rates for pupils eligible for PP are % (below the attendance rate for non PP children of %). Persistent absence of PP pupils is significantly higher than non PP 17.6% vs 5.5%.
4	Lack of support with learning at home
5	Lack of engagement from parents of pupils who are most vulnerable to under-achievement

Key Stage 2 summary

Progress score in reading for disadvantaged -2.25, 68% achieving expected
 Progress score in reading for other 1.39, 80% achieving expected
 Progress score for EAL in reading 0.99, 60% achieving expected
 Progress score in writing -4.61, 42% achieving expected
 Progress score in writing for other -0.89, 68% achieving expected
 Progress score for EAL in writing 1.3, 60% achieving expected
 Progress score in maths for disadvantaged -2.43, 60% achieving expected
 Progress score in maths for other 0.97, 73% achieving expected
 Progress score for EAL in maths 4, 60% achieving expected

Gaps were largest in writing because basic skills were not embedded early enough and the gaps were too difficult to plug with the interventions we had. The best interventions were with the teachers who had small groups on a regular basis.

Progress in writing was largest gap, Talk for writing took longer to embed and train staff than we had anticipated, so gaps and interventions were not as effectively addressed as we would have liked them to be.

Table of spend

	Additionality/ Intervention	Resources and training	Teaching	Total
1	EYFS - Speech and language	£500	£9,640	£10,140
2	Numeracy EYFS		£194	£194
3	Jump Ahead EYFS		£171	£171
4	Narrative therapy EYFS		£171	£171
5	Read Write Inc	£499	£17,000	£17,499
6	Math boosters		£855	£855
7	Reading interventions		£427	£427
8	Writing interventions		£427	£427
9	Play therapy		£86	£86
10	Y6 writing		£7,005	£7,005
11	Reading interventions		£4,195	£4,195
12	Maths booster		£8,674	£8,674
13	Catch up intervention	£500	£6,000	£6,500
14	Writing interventions		£6,840	£6,840
15	Reading interventions		£6,840	£6,840
16	Maths booster		£6,840	£6,840
17	Speech and language support		£6,080	£6,080
18	MABLE		£3,640	£3,640
19	Nurture		£28,724	£28,724
20	Accelerated reader		£11,400	£11,400
21	Discretionary hardship fund		£1,000	£1,000
22	Attendance Officer	£200	£6,626	£6,826
23	Attendance incentives		£750	£750
24	Room 13		£10,503	£10,503
25	Trips		£2,000	£2,000
26	Breakfast club		£4,653	£4,653
27	After school club		£2,800	£2,800
28	Ipads		£2,300	£2,300
27	Leadership staff development		£3,500	£3,500
		£1,699	£159,341	£161,040
		Allocation	£161,040	
		Total spend	£161,040	