



IMPACT OF PUPIL PREMIUM SPENDING 2016 - 2017

GEORGIAN GARDENS C P SCHOOL
IMPACT OF PUPIL PREMIUM SPENDING 2016 – 2017

Background:

The Pupil Premium is allocated to children from low income families who are known to be eligible for Free School Meals (FSM) and children who have been 'looked after' continuously for more than six months (CLA). Funding also includes pupils eligible for FSM at any point in the last six years (the Ever 6 FSM measure) and children from services families.

Schools are free to decide how they spend the Pupil Premium. We are, however, held accountable for how we have used the funding to support pupils from these families. We are required to publish online information about how we have used the Premium, ensuring that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Budget:

In the 2016 – 2017 financial year the amount of Pupil Premium received was £106, 760. We planned interventions and projects which were also supplemented from our delegated budget to ensure that we supported all of our most disadvantaged and vulnerable pupils.

Total Number of Pupils on Roll	421
Total Number of Pupils Eligible for PPG	94 (22%)
Total Amount of PPG received	£106, 760

Actions	Impact
Uniform Vouchers	29 children have benefitted from new school uniform which has added to their well-being by ensuring all children feel part of the community. The vouchers have provided the opportunity to buy more affordable uniform. 12 children were given second hand uniform free of charge.
Contributions to school trips and residential	All 94 Pupil Premium children attended school trips offered to their peers. This was either fully funded by the school or part funded after discussion with parents. Some parents of Ever 6 children opted to pay in instalments, as they wanted to contribute now they were working despite the school offering to pay. The opportunities enabled us to raise self-esteem and confidence, increase opportunities and life experiences. Participation is an important part of learning.

	5 PP children had swimming lessons paid for. This enabled them to work towards achieving the end of key stage expectations in swimming.
Pupil Enrichment Opportunities	<p>5 Gifted and Talented Pupil Premium children attended 25 enrichment opportunities provided by WSCC and other outside providers. These included events such as 'Wetland Detectives', 'Water Vole Patrol', 'Winter Bird Watching with Migration', 'Where all the Wild Things are?', 'Maths, Maps and Money Making', 'Mosaic Making', 'Victorian Christmas Wreath Making', 'Willow Plants and 'Ancient Craftwork'. The number of opportunities offered by the LA has reduced significantly this year and several children were due to attend courses which were cancelled at short notice due to lack of numbers.</p> <p>20 children attended Locality Pupil Enrichment days. The children were asked to complete a post-activity evaluation. Scores given are in brackets after each activity. The activities were cyber bullying (8.25 out of 10), science fair (8.7 out of 10), Year 5 science (10 out of 10), KS1 Forest Schools day (10 out of 10), Year 6 transition afternoon (9.5 out of 10) , KS1 child through time History day (10 out of 10), Year 5 WWI History day (10 out of 10), KS1 reading enrichment day (9.3 out of 10), KS1 maths day (10 out of 10). 15 PP children also attended an in-school enrichment day for music (10 out of 10).</p> <p>All the children completed course evaluations after the enrichment days. These have been used to formulate the locality plan for enrichment activities to be offered next year.</p> <p>A total of 680 enrichment opportunities were taken by PP children. This was in the form of educational visits, music lessons, visitors into school, more able days, productions, etc.</p>
Play Therapy	4 Pupil Premium children accessed the school's Play Therapist (out of 6 children). This enabled children to express their emotions and increase their feelings of self-esteem and also empower the children to feel confident and happy and be able to respond in an appropriate way.
Counselling	2 parents of Pupil Premium children accessed a School Counsellor provided by Guedanka.
Year 1 and 2 support for phonics	<p>Staff created a system whereby everyone knew who the Pupil Premium children were and those children were included in planning and evaluating plans. The progress of Pupil Premium children was discussed in Pupil Progress meetings each term with the Class Teachers and SLT.</p> <p>All children who completed interventions were identified and tracked by staff working with them. Of 10 Year 1 Pupil Premium children, all made progress towards closing the gap in preparation for the phonics screening check in June 2017. Out of the 10 children, 7 passed the screening test and the other 3 had improved their scores significantly putting them in a good position for them to re-sit next academic year.</p> <p>As a school, the percentage of Year 1 children passing the phonics screening test rose from 70% in 2015 to 81.4% in 2016 and 90% in 2017.</p> <p>Children receiving reading support made accelerated progress. On average they made 4 times faster</p>
Year 1 Reading Recovery intervention	
Reading Recovery Intervention	

	<p>progress, improving by 4 months reading age for every month on the programme.</p> <p>PP funding was also used to purchase the YARK reading assessment. This was in order to provide clear entry and exit data for those children accessing the reading interventions taking place.</p>
PP & SEND provision monitoring software	<p>Provision of all pupils is tracked using Edukey's Provision mapping software. This closely tracks provision, interventions and costings of children who are Pupil Premium and/or SEND.</p> <p>As well as this, it supports teachers in the writing of Pupil profiles, ILPs and IPPs.</p>
Family Support Manager and Learning and Behaviour Mentor	<p>The Family Support Manager has worked closely with 80 children on a daily or weekly basis. 34 of these were PP children. A further 27 PP children were monitored throughout the year and support provided when needed. This has proved to be very successful in terms of getting the children in a place where they feel safe to learn.</p> <p>18 Early Helps plans were open in the academic year 2016 – 2017. Out of those, 11 were for PP families. The Diocese Family Support Worker provided support for an additional 8 children and their families.</p> <p>Rigorous attendance data has enabled the SENCO, Family Support Manager and Pupil Premium Mentor to target specific families with poor attendance.</p> <p>Clear guidelines and systems have ensured there is consistency across the school with attendance.</p> <p>All staff have been kept informed of attendance of each class through half termly records of attendance and any action being taken by the school to target the children.</p> <p>The school purchased an attendance module for SIMS which has enabled the team to analyse attendance data with more ease. It also allows specific groups to be identified and targeted effectively.</p> <p>The gap between the attendance of PP and non PP children went from 1.65% in the Autumn term, 1.81% in the Spring term then 2.09% in the Summer Term.</p> <p>This was compared with a gap of 1.67% in the Autumn term, 1.97% in the Spring term then 1.7% in the Summer Term of 2016 - 2017. (the previous year).</p> <p>(2.62% in the Autumn term, 0.98% in the Spring term then 2.9% in the Summer Term in 2014 – 2015).</p> <p>Supervision was arranged for the Family Support Manager, Learning and Behaviour Mentor and SENCO. This has enabled them to discuss cases and think about best practice as well as reflect on cases of concern and plan the next steps in supporting the child or family.</p>
Breakfast Club for invited children	<p>A total of 21 Pupil Premium children accessed breakfast club at some point during the year. The number of children at the club at any one time was 14. Places were given based on need and discussions with parents.</p> <p>The club ensured that all children are able to start the school day with a nourishing meal.</p> <p>8 PP children accessed breakfast club consistently throughout the year. They had a very low attendance</p>

	percentage (between 79.1% and 87.5%). This improved significantly (to an average of 97.1%) once the children accessed the club and helped to close the attendance and punctuality gap between PPG and non PPG children and provide a nurturing environment.
Contribution for children to attend after-school clubs	<p>There was an increase in clubs attended by Pupil Premium children between Autumn Term 2016 and Summer Term 2017.</p> <p>In total 38 places at before or after school clubs were taken by Pupil Premium children in the Autumn term. This was 29 in the Spring Term and 36 in the Summer Term. In total 103 club places were given to Pupil Premium children. The majority of these places were fully funded by the school. Others were part funded.</p> <p>Additional spaces were paid for to give 2 PP children the chance to take part in a fencing club. This enabled all children to have equal opportunities to access learning outside of school hours.</p>
Miscellaneous	<p>School used PP funding to access full diagnostic assessments for 3 children. This was to identify areas of need and get specific recommendations in order to apply for Education, Health and Care Plans (EHCPs) for the children which have cognition and learning needs. Two applications were successful and the children now have EHCPs and additional funding. The other is in progress.</p> <p>School used PP funding for a private assessment for child which school have significant concerns about but did not meet the CAMHS criteria. The child concerned now has a diagnosis and a detailed plan for support for both in school and in the family home. CAMHS are now reassessing the child concerned to transfer care to the NHS.</p> <p>PP funding was used to purchase Education City. This has enabled all children, including PP children, to accessed learning tasks from home. It has also been used to target specific gaps in knowledge and to support teaching and learning.</p> <p>Worry Eaters were purchased for each year group in order to enable all children to share any worries they had with adults. These were well received by both staff and children and they are being regularly used across the school.</p> <p>We Eat Elephants, a PSHCE scheme, was purchased to support PP children and the other children have also benefitted from this as staff in Year 4 used this to help with the planning of PSHCE.</p>

Looking at pupil progress will be possible when the School's 2016 – 2017 data is published. This will be reported by the AHT Assessment in his report to Governors