



## Warbarth Nei Lenter Federation

### Pupil Premium Strategy Report to Governors



#### 2016-2017

The Pupil Premium Grant was introduced by the Government in April 2011. This grant, which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At St. Kew C.P. School we support all our pupils by providing high quality classroom teaching supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and Governing Body monitor the impact of all spending and interventions, including the Pupil Premium.

The grant is funded according to the number of children in the following categories:

- Free School Meals
- Ever 6 (A pupil who is not currently eligible for free school meals but has qualified for FSM at any time in the last 6 years.)
- CIC (children in care of the local authority)
- Forces Children ( a pupil of a serving member of the armed forces)
- Ever 3 Service child ( a pupil who was eligible for the service premium in either 2011 – 2012 or 2012 – 2013 but is not recorded as a service child on the January 2014 census)

Summary of the main barriers to learning for our pupils:

- Attendance and punctuality issues
- Low aspirations
- Behaviour issues
- Poorer standards in listening, language and communication skills
- Low attainment on entry to the Foundation Stage
- Less access to support at home for learning opportunities
- Less experience of enrichment activities including sport and music
- A poorer level of resilience

The governors at St Kew C P School also recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM. The governors reserve the right to allocate the PPG to support any pupil or group of pupils that the school has legitimately recognised as being socially disadvantaged. We do, in addition, support the funding of many interventions /support programmes from the school's main budget from which all children benefit. It is also worth noting that many pupils who qualify for the PPG fall into more than one vulnerable group. Therefore, our pupils may benefit from a range of provision to meet their needs. For the academic year 2016-2017. The pupil premium allocation is as follows:

<b>Number of Pupils and Pupil Premium Grant received</b>	
Total Number of Pupils on Roll (as at January 2016 Census)	74
Total number of pupils eligible for PPG	8
Amount of PPG received for FSM / Ever 6	£1300 per pupil
Amount of PPG received for Forces / Ever 5	0
Amount of PPG received for CIC / LAC	0
<b>Total amount of PPG received</b>	<b>£10400</b>

It is the responsibility of the school to:

- Effectively identify PP pupils who need support with learning
- Ensure effective interventions are used to support vulnerable groups
- Understand and use data effectively to monitor the progress of all targeted pupils
- Monitor both the use of the funding and the impact it has on the relevant pupils
- Raise the aspirations and attainment of all pupils

“The use of additional funding is one strategy that the school uses to ensure equality of opportunity. The funding for disadvantaged pupils is used to give equal access to opportunities in school and beyond. It is well targeted to close gaps in achievement for individual pupils.”

Disadvantaged pupils make good progress. Leaders use additional funding to promote their achievement and confidence.

OFSTED July 2016

Strategy for PPG spending 2016-2017

Our objectives in spending PPG:

- To narrow the gap in terms of attainment for children in receipt of PPG
- To accelerate progress for children in receipt of PPG
- To support children with social and emotional needs through targeted interventions
- To provide wider experiences for children PP children to raise aspiration
- To provide PP children with opportunities to experience new and exciting challenges through events in school and subsidised visits
- To allow all PP children to have a sense of belonging and take pride in themselves

Where the funding was spent:

<b>Financial Year 2015-2016</b>	<b>Pupil Premium Contribution</b>
Maths resources to support and extend the learning in maths	£500
Teaching Assistant support: 1 hour per week to support / extend children’s learning	£4091

Targeted Outdoor Learning development	£1000
SENDCo Thrive Training (shared cost with Upton Cross)	£500
Sports activity passes for local sports centre to boost self-esteem	£1800
Gluten / wheat free food provision	£100
Subsidising of Music provision to boost self-esteem	£500
Pastoral Support (Outside Agencies, e.g. CLEAR)	£450
Breakfast Club provision	£300
Support for residential provision	£500
Contingency to cover changes to provision	£500
Total	£10241

### Summary of Impact and Planned Provision to date

Provision	Outcome/Impact	Next Steps
Maths resources to support and extend the learning in maths	80% of children in receipt of the PPG have made at least expected progress <b>Good impact</b>	<i>Parents Workshops to be delivered by Mathematics Lead Teacher to demonstrate use of resources and strategies to support children at home.</i>
Teaching Assistant support: 1 hour per week to support / extend children's learning	80% of children in receipt of the PPG have made at least expected progress in maths and writing with 90% making at least expected progress in reading <b>Good impact</b>	<i>To be continued</i>
Targeted Outdoor Learning Development	The Outdoor learning environment has been a focus for all classes topic planning this term & children are seeing their ideas 'come alive'. All children in receipt of PPG have access to outdoor learning and their resilience has increased <b>Good impact</b>	<i>To be continued as per school plan</i>

SENDCo Thrive training	<p>The SENDCo completed Thrive training and has constructed individual plans for children in receipt of PPG. Objectives for staff this year included ‘Positive’, ‘positive positive’ &amp; ‘constructive’ in terms of feedback and comments (body and verbal language) to children. The children are developing their resilience in both classroom and outdoor tasks.</p> <p><b>Good impact</b></p>	<p><i>All staff to complete CPD on Thrive process</i>  <i>Continued support for children in achieving their potential, based on levels of resilience.</i></p>
TA training	<p>Lesson observations and learning environments evidence that the quality of dialogue and support for learning is enhanced. The progress that children make in intervention groups is improved</p> <p><b>Good impact</b></p>	<p><i>To be continued as necessary</i></p>
Sports activity passes for local sports centres to boost self-esteem	<p>This has been invaluable in ensuring some of our most disadvantaged pupils have enrichment opportunities that would not ordinarily be available to them.</p> <p>Self-esteem for children in receipt of PPG has significantly increased.</p> <p><b>Good impact</b></p>	<p><i>To be continued</i></p>
Gluten / wheat free food provision	<p>This has been invaluable in ensuring some of our most disadvantaged pupils have access to the same opportunities as non-disadvantaged groups</p> <p>Self-esteem for children in receipt of PPG has increased significantly at lunchtimes.</p> <p><b>Good impact</b></p>	<p><i>To be continued as necessary</i></p>
Subsidising of Music provision to boost self-esteem	<p>This has been invaluable in ensuring some of our most disadvantaged pupils have enrichment opportunities that would not ordinarily be available to them. Observation evidence of children show increase in self-esteem and participation in class work and discussions</p> <p><b>Good impact</b></p>	<p><i>To be continued</i></p>

Pastoral Support (Outside Agencies, e.g. CLEAR)	This has been invaluable in ensuring some of our most vulnerable pupils have Pastoral Support as required <b>Good impact</b>	<i>To be continued if necessary</i>
Breakfast Club provision	Children in this group have made good progress and are more settled at the beginning of the school day, demonstrating 'readiness' for learning <b>Good impact</b>	<i>To be continued</i>
Support for residential provision	This has been invaluable in widening the experiences and essential life skills that would not ordinarily be available. <b>Good impact</b>	<i>To be continued in this academic year and in 2017-2018</i>

Teachers and governors evaluate the impact of each of the planned provisions. We are mindful that children who qualify for PP funding may fall into more than one vulnerable group and therefore progress data is also considered alongside end of Key Stage data.

50% of PP children in Y6 are taking part in the London Residential

80% of children receiving PPG have made at least expected progress in maths to date

30% of children receiving PPG have made better than expected progress in maths to date

90% of children receiving PPG have made at least expected progress in reading to date

40% of children receiving PPG have made better than expected progress in reading to date

80% of children receiving PPG have made at least expected progress in writing to date

50% of children receiving PPG have made better than expected progress in writing to date

Children who have not made expected progress to date, have been highlighted in Data Venn diagrams at half termly data drop meeting and planned interventions and other support are captured in the Governors data report.

### **Planned spending and actions for 2017-2018**

The indicative budget for 2017-2018 shows that an estimated 10 children are likely to be in receipt of PPG giving a total figure of approximately £13000. In light of successes to date, we will be running similar interventions for English, Maths and PSED (see outcome / impact chart above).

#### **An extra focus:**

To work with vulnerable families to ensure children are accessing high quality teaching, with a specific focus on reducing persistent absenteeism and secure overall attendance which remains at least in line with National Average.

**Date of Next review of PPG funding: July 2017**