



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:

Number of Pupils and Pupil Premium Grant received	
Total Number of Pupils on Roll (as at January 2016 Census)	74
Total number of pupils eligible for PPG	11
Amount of PPG received for FSM / Ever 6	£1320 per pupil
Amount of PPG received for Forces / Ever 5	0
Amount of PPG received for CIC / LAC	0
Total amount of PPG received	£14520

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:

Financial Year 2016-2017	Pupil Premium Contribution
Teaching Assistant support: 1½ hour per week to support / extend children’s learning	£6100
Phonics and reading support materials	£3500

Targeted Outdoor Learning development	£1000
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
Breakfast Club provision	£300
Support for trips / residential provision	£500
Contingency to cover changes to provision	£500
Total	£14300

Summary of Impact and Planned Provision to date

Provision	Outcome/Impact	Next Steps
Teaching Assistant support: 1 hour per week to support / extend children's learning	91% of children in receipt of the PPG have made at least expected progress in reading, writing and maths with 91% making better than expected progress in reading and writing and 82% making better than expected progress in maths Good impact	<i>To be continued</i>
Phonics and reading support materials	91% of children in receipt of the PPG have made at least expected progress Good impact	<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 Good impact	<i>To be continued as per school plan</i>
Sports activity passes for local sports centres to boost self-esteem	This has been invaluable in ensuring some of our most disadvantaged pupils have enrichment opportunities that would not ordinarily be available to them. However, not all of the	<i>To be continued for those children who use them</i>

	<p>arranged memberships have been utilized.</p> <p>Self-esteem for children in receipt of PPG, who have used the memberships, has significantly increased.</p> <p>Good impact</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>Good impact</p>	<i>To be continued as necessary</i>
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>Good impact</p>	<i>To be continued for pupils who wish to learn instruments</i>
Breakfast Club provision	<p>Children in this group have made good progress and are more settled at the beginning of the school day, demonstrating 'readiness' for learning</p> <p>Good impact</p>	<i>To be continued</i>
Support for residential provision / school trips	<p>This has been invaluable in widening the experiences and essential life skills that would not ordinarily be available.</p> <p>Good impact</p>	<i>To be continued</i>
TA training / support	<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>Good impact</p>	<i>To be continued as necessary</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.

100% of PP children in all year groups have taken part in residential provision and school trips.

91% of children receiving PPG have made at least expected progress in maths to date

82% of children receiving PPG have made better than expected progress in maths to date

91% of children receiving PPG have made at least expected progress in reading to date

91% of children receiving PPG have made better than expected progress in reading to date

91% of children receiving PPG have made at least expected progress in writing to date

91% 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 continue 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.