

Use of Pupil Premium Funding 2017-18 Academic Year (Final)

Overview of the school

Number of pupils and pupil premium grant received	Date of Review : Curriculum Committee Meeting 8th November 2018
Total number of pupils on roll	401
Number of pupils benefitting from Pupil Premium Grant in academic year	58 (14% of school roll at Autumn 2017)
Total amount of Pupil Premium Grant received (£)	Predicted income : £87,746

Background

The Pupil Premium is allocated to children from low-income families who are eligible for Free School Meals (FSM) in both mainstream and non mainstream settings, children who have been looked after continuously for more than six months and children who have parents serving in the armed forces. From April 2012 this funding also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM Measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the Pupil Premium and wish to be transparent with parents and others about how this grant is used and the impact it has made.

Barriers to future attainment (for pupil eligible to Pupil Premium funding)

In school barriers

- a. Low on entry attainment
- b. Pupils being ready to learn in class (pupils are in a secure place mentally/emotionally)
- c. High proportion of Special Needs, particularly Speech and Language needs on entry which impacts on learning

External barriers

- d. Life experiences impacting on achievement and aspirations
- e. Emotional Well-being
- f. Diversity of Pupil Premium children's needs in each cohort

	% of children entitled to pupil premium in each year group
Reception	3%
Year 1	10%
Year 2	15%
Year 3	16%
Year 4	15%
Year 5	16%
Year 6	30%

Desired outcomes		Success criteria
A	Improve quality first teaching	Raise standards by ensuring the teachers and teaching assistants are well trained, have consistent approaches and are relentlessly reflecting and improving their practice and the provision for the pupils across the curriculum.
B	Pupils read regularly and have access to high quality texts within guided reading and English lessons. They also have opportunities to be involved in speaking and listening.	Pupils achieve (or exceed) expected levels in reading and writing and make expected (or accelerated) progress in reading and writing
C	Pupils can access learning in the class because their social, emotional and mental health needs are met.	Pupils are ready to learn in class without the need for intervention. The number of interventions to ensure pupils are ready to learn is gradually reduced.
D	Gaps are identified and targeted teaching /interventions teach to gaps including Early Intervention in EYFS and KS1	Children are identified as moving more slowly or having gaps in their knowledge, understanding and skills. Targeted teaching or interventions

		are then put in place to accelerate their progress.
E	Pupils can access homework support to continue their learning out of normal lessons.	Pupils are supported to complete homework tasks.
F	Disadvantaged children who also have special needs are well supported and make progress from their starting point.	Disadvantaged pupils with SEND successfully meet the targets on their My Plans or DAFs. Disadvantaged children who do not make progress are identified and supported swiftly.
G	Resources to support the learning of disadvantaged children.	Achievement of disadvantaged children is well monitored to enable efficient analysis and clear identification of needs to ensure that swift intervention is put into place when needed.
H	Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.	Pupils attend activities/visit places which they would not usually be exposed to.

Summary of Pupil Premium Grant Spending 2017/18

Action taken	What is this?	Targeted pupils	Pupil premium grant used	Impact <i>For some activities it is possible to measure impact using quantitative data expressed in additional terms progress. Other activities a more qualitative impact may be more appropriate usually gained by consulting children and parents.</i>
<p>A. Improving Quality First Teaching for pupils.</p>	<p>Additional teacher to enable smaller, parallel classes for Years 5 and 6.</p> <p>Continuing professional development for teaching staff including:</p> <ul style="list-style-type: none"> Greater depth writing, Science, Talk for Writing, ,Phonics screening, Improving Outcomes for children with Literacy Difficulties, Improving KS2 Maths, EYFS Briefings, EYFS leadership and Management Lesson observations and work scrutiny with external Devon Babcock adviser. English and Maths Subject Leader Briefings Peer Observations. Release for Work Scrutiny and monitoring of planning Release for Pupil Interviews/ Consultations Additional TA support brought in to cover long term absence of TAs in EYFS. 	<p>All pupils</p>	<p>£38,666</p>	<p>100% (3) of Disadvantaged children achieved GLD in Foundation Stage</p> <p>Y2 disadvantaged children made more progress than non-disadvantaged children in reading, writing and maths.</p> <p>Y3 disadvantaged children made almost two term's accelerated progress in reading and have diminished the difference. Y3 disadvantaged children also made a terms accelerated progress in EGPS and maths. In addition, they have diminished the difference in writing and EGPS and are now ahead of the non-disadvantaged children in terms of ARE.</p> <p>Y5 disadvantaged children made a term and a half's accelerated progress in reading and maths. They have also begun to diminish the difference in maths.</p> <p>Y6 disadvantaged children made more progress than non-disadvantaged children in reading, writing, EPGS and maths. Y6 disadvantaged pupils made</p>

				<p>one and a half term's accelerated progress in writing. Y6 disadvantaged pupils have also begun to close the gap in reading, writing and EGPS and the gap has stayed the same in maths.</p>
<p>B. Pupils read regularly and have access to high quality texts within guided reading and English lesson and opportunities to be involved in speaking and listening.</p> <p><i>This supports provision for all pupils across the school but is put in place due to the decline in the library van provision for the village. Not all families can access the libraries in Cullompton and Tiverton. It is important the children have access to high quality fiction and non-fiction books.</i></p>	<p>Where appropriate, teaching assistants read with identified children for 10 minutes every day 4 times a week to improve their reading standards.</p> <p>Teachers use topic boxes from Devon Schools Library Service to access high quality texts.</p> <p>Regular library exchanges take place to ensure a fresh, engaging and up to date book stock.</p> <p>Additional activities such as author workshops, visits to the school library service and engagement in the summer reading challenge.</p> <p>Children from Years 2-6 have access to accelerated reader.</p>	<p>Years 1,2,3 and 4</p> <p>All years</p>	<p>£990</p> <p>£918 (14% of the cost)</p> <p>£404</p>	<p>In Y2, TA Daily Readers made more progress than the cohort in reading and disadvantaged children made more progress than children who were not disadvantaged.</p> <p>In Y3, disadvantaged Daily Readers made half a term's accelerated progress.</p>
<p>C. Pupils can access learning in the class because their social, emotional and mental health needs are met.</p>	<p>Pupils are supported through a variety of programmes e.g. the work of the Family Support Advisor, Thrive, ELSA, Attachment Based Mentoring, Mindfulness and Balloons.</p>	<p>All year groups</p>	<p>£21794</p>	<p>Emotional support in Y2 enabled disadvantaged children to make more progress than the cohort in reading and maths.</p> <p>Emotional support in Y3 has enabled disadvantaged children to make a term's accelerated progress in writing, almost a term and a half in EGPS and two terms in maths.</p> <p>Mindfulness in Y4 has enabled disadvantaged children to make more progress than the cohort in reading and writing.</p>

	<p>additional teaching assistant time will be deployed to deliver interventions for English and Maths.</p> <p>Third Space one to one maths intervention for targeted children</p>	Y5 and Y6	£983 (Cost for the disadvantaged children).	Third Space Maths enabled disadvantaged children to make more progress than the cohort in maths.
<p>E. Pupils can access homework support to continue their learning out of normal lessons.</p>	<p>Invited children attend homework club for two nights per week (2 hour and 30 minutes) to be given additional help in completing homework (i.e. Literacy, mathematics, reading, times tables) over 34 weeks of the year. They are supported by two experienced teaching assistants per night.</p>	Years 3, 4, 5 and 6	£4859	<p>Children who attended homework club made half a term's accelerated progress in writing.</p> <p>Disadvantaged children in Y4 who attended homework club made more progress than the cohort in writing, EGPS and maths.</p> <p>Disadvantaged children in Y5 who attended homework club made over two year's accelerated progress in reading, two year's accelerated progress in writing and a two and a half term's accelerated progress in maths.</p> <p>Disadvantaged children in Y6 who attended homework club made a term and half's accelerated progress in writing and more progress than the cohort in maths.</p>
<p>F. Disadvantaged children who also have special needs are well supported and make progress from their starting point.</p>	<p>Disadvantaged children who do not make progress are identified and supported swiftly through DAFs, My Plans, targeted software (eg Nessy)and where appropriate, liaison with outside agencies.</p>	All year groups	£1305	<p>Disadvantaged children who have SEND met 60% of their My Plan and/or DAF targets by the end of the summer term compared to 44% at the end of the autumn term. This is compared to 49% of children who just have SEND.</p>
<p>G. Resources used to support the learning of disadvantaged children</p>	<p>Use resources such as: Mathletics, Pupil Tracker, Speech and Language Link, Phonics Play and 2Build a Profile to support and monitor the progress of disadvantaged children.</p>	All year groups	£663 (14% of total cost)	<p><i>Mathletics</i> - Y5 disadvantaged children made a term and a half's accelerated maths. They have also begun to diminish the difference in maths. Y6 disadvantaged children made more progress than non-disadvantaged</p>

				<p>children in maths.</p> <p><i>School Pupil Tracker</i> - enabled very careful monitoring of Pupil Premium children and other children to ensure swift intervention could be put in place when needed.</p>
<p>H. Pupils have access to a wide range of enrichment activities to support their social, cultural, aesthetic, spiritual, academic and physical development.</p>	<p>Many activities in school cannot take place unless sufficient voluntary contributions are collected. Some families are unable to afford these contributions. Whilst we make every effort to gather monies from families, with the new pupil premium grant we are able to support those families where there is a shortfall. This enables enrichment activities which are so important to go ahead.</p>	All year groups	£1796	<p>Pupil Premium children have been able to enjoy and experience activities such as educational visits, swimming and Year 6 residential. The impact of some of these activities is not quantifiable but teaches life skills, enriches the curriculum, promotes cultural development, good health, coordination and boosts self-esteem, engagement and learning.</p>
<p>Pupil Premium Champion appointed to the Senior Management Team</p>	<p>A member of staff was strategically appointed to the Senior Management Team. They were tasked with a focus on provision and monitoring of Pupil Premium children across the school. They scrutinise the Provision Maps in place for each child, evaluate their impact and support teachers to improve provision for Pupil Premium children with reference to the Education Endowment Foundation toolkit. They also attend relevant training.</p>	All year groups	£ 3300	<p>The Pupil Premium Champion has worked closely with the SENCO to devise a way of tracking the progress of SEND/PP children which is not focused on hard data. This has enabled teachers to develop the way in which they set targets so that targets are smarter.</p> <p>The Pupil Premium Champion has further developed the Pupil Premium Provision Maps to more closely monitor Pupil Premium children.</p> <p>The Pupil Premium Champion has also analysed interventions in each year group and fed this back to teachers and TAs. As a result some interventions were abandoned or tweaked to improve impact.</p>

Planned spending and actions for 2018-19 academic year:

- Quality First Teaching
- Reading support
- Homework Support
- Support with social and emotional wellbeing
- Early Intervention Programme and additional English and Maths interventions
- Additional support or resources for those disadvantaged children with special needs.
- Resources used to support Pupil Premium children
- Enrichment and curriculum support activities
- Pupil Premium Champion