

Pupil Premium Grant

The Family School



The Pupil Premium Grant, launched by the Government in 2011-12, is additional to main school funding (Dedicated Schools Grant (DSG)). This is allocated to schools as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and for those who have been looked after for 1 day or more, adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. Historically it also included children of service personnel.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.

Funding Received:

Financial Year	FUNDING
2014-15	£6,479.17
2015-16	£20,852.50
2016-17	£15,428.00

Outline of Pupil attainment priorities

In making provision for pupils to improve at the correct rate in terms of their educational development the school needs to identify and understand the priorities required to achieve the required outcomes.

The identification of priorities will be determined by;

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving attainment outcomes, for example, through Sutton Trust

The identification of the appropriate priorities are;

1. **Focussed 1-1 Phonics Tuition**
2. **Provision of staff for 1-1 reading to aid comprehension**
3. **Provision of staff for 1-1 for numeracy support**
4. **Breakfast Club**
5. **Partial funding of School Trips**
6. **Parent Learning Workshops**
7. **Year 6 extra support for SATs**



Use of Pupil Premium 2015-16	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible
Focussed 1-1 Phonics Tuition	£4000	KS1 and KS2 (Identified KS3 students through mentoring initiative)	Developing phonic knowledge following Letters and Sounds 1-1 tutoring project	Accelerated progress in reading	AHT – T&L Half termly looking at reading data. Meetings with class teacher to discuss individual's progress and next steps.
Provision of staff for 1-1 reading to aid comprehension and numeracy	£4000	Mix of pupils across all Key stages	Teacher specifically appointed to work with nominated pupils on developing reading and comprehension skills.	Accelerated progress in reading.	AHT - Half termly through assessment data. Discussion with reading teacher on individual progress weekly.
Breakfast Club	£3000	All Pupils	Early morning care and Family observation and interaction	Improved attendance and punctuality Improved progress in core subjects	DHT Half termly assessments
Parent Learning Workshops	£1000	Mix of pupils across all Key stages	Weekly workshops and meetings for parents to learn: Individual literacy and numeracy skills; methods of teaching; to understand aspects of mental health and behaviour intervention.	Improved attendance as parents realise the impact schools have on learning; improved parental support for learning at home; improved reintegration rates and stability of placements;	AHT - with the support of Literacy and Numeracy leaders. Consultant Family Therapists and AFC psychiatrist.
School Trips	£4000	Mix of pupils across all Key stages Also	Termly curriculum based trips End of year rewards trip	Enrichment within curriculum Increased motivation Increased opportunities for parents to engage	All staff

		Parents		with their child in educational activities	
Year 6 Tuition	£4,000	Year 6	Tuition for Year 6 pupils in Reading, Writing and Mathematics. Predominately FSM pupils.	Levels to be monitored in January to assess progress/impact and review provision.	How: Review progress made Frequency: half-termly Position(s): Year 6 teachers, tutors, PP Lead, subject leaders

OUTCOMES:

Drawing conclusions from such small numbers which are below statistical significance must be taken with caution. Our approach will continue to be based around setting individual targets for all students and teaching challenging lessons. Our tracking data shows that there was no significant difference in the progress made by PPG and none PPG students.

PROGRESS - whole school and PPG 2015 -16										
	Reading		Writing		Maths					
	%age reaching target	%age reaching aspirational target	%age reaching target	%age reaching aspirational target	%age reaching target	%age reaching aspirational target				
Whole School	84	68	88	64	92	60				
PPG	79	63	89	63	89	48				

PPG 2016-17

At the time of writing we are reviewing some aspects of our intended use of PPG for 2016-17 but last year's plan is indicative.

Use of Pupil Premium 2016-17	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible
Focused 1-1 Phonics Tuition	£4000	KS1 and KS2 (Identified KS3 students through mentoring initiative)	Developing phonic knowledge following Letters and Sounds 1-1 tutoring project	Accelerated progress in reading	AHT – T&L Half termly looking at reading data. Meetings with class teacher to discuss individual's progress and next steps.
Provision of staff for 1-1 reading to aid comprehension and numeracy	£4000	Mix of pupils across all Key stages	Teacher specifically appointed to work with nominated pupils on developing reading and comprehension skills.	Accelerated progress in reading.	AHT - Half termly through assessment data. Discussion with reading teacher on individual progress weekly.
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School Trips	£4000	Mix of pupils across all Key stages Also Parents	Termly curriculum based trips End of year rewards trip	Enrichment within curriculum Increased motivation & opportunities for parents to engage with their child in activities	All staff

