

Courthouse Green Primary School
'Doing our best to be our best'

Pupil Premium Funding Strategy 2017 – 2018

PURPOSE

The Pupil Premium is additional funding paid to schools in respect of their disadvantaged pupils (pupils who have been registered for free school meals at any point in the last six years or are looked after continuously by the local authority for more than six months). Schools receive this funding to support their eligible pupils and narrow the attainment gap between them and their peers. Headteachers are free to decide how best to use the Premium to support their Ever6 FSM and Looked After Pupils.

ALLOCATION OF FUNDS

Our key objective in using the Pupil Premium funding is to narrow the gap between pupil groups. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll (Jan 17 census)	621
Total number of pupils eligible for PPG	219
Amount of PPG received per pupil	£1320
Total amount of PPG received	£289,080

Performance of Pupil Premium (PP) pupils versus Non Pupil Premium (NPP) pupils								
	Reading		Writing		Maths		Combined	
	PP	NPP	PP	NPP	PP	NPP	PP	NPP
Y1	29.4%	38.6%	52.9%	52.9%	17.6%	32.9%		
Y2	66.7%	50%	66.7%	57.7%	66.7%	63.5%	59%	44.2%
Y3	50%	66.2%	41.7%	50.8%	41.7%	67.7%		
Y4	32.3%	30.8%	32.3%	36.5%	19.4%	25%	16.1%	15.4%
Y5	38.9%	44.4%	27.8%	27.8%	19.4%	31.5%	13.9%	20.4%
Y6	8.6%	9.3%	8.6%	14.8%	8.6%	11.1%	14.3%	31.5%

Summary of PPG spending

Objectives in spending PPG:

Set realistic objectives that focus on specific groups of pupils or subjects. If you want to focus on mathematics, you may want to monitor progress in average point scores to show progress.

Ensure that progress of disadvantaged pupils is close to or improving towards that of other pupils with the same starting points

Increase % of children reaching the expected standard in reading, writing and maths to be close to or better than national average at the end of KS2

Summary of spending and actions taken:

Pay for teaching and leadership staff to work across school in order to address the disadvantage the children have due to low language levels on entry that could impact on potential to achieve well in education.

Due to the significant deprivation within the community, large numbers of children start school (over 65% of the cohort) with very low levels of language and communication typically 18 months behind that of their peers (majority working at 16-26 months). We know that vocabulary at the age of 5 is one of the most significant predictors of the qualifications pupils will achieve when they leave school post 16. In addition, more than half of the children starting school in socially disadvantaged areas of England have delayed language acquisition. In order to improve the outcomes for our pupils whilst they learn and work in our schools and to further prepare them for their next stage in their education we need to ensure that they leave us confidently able to communicate both orally and in the written form. Provide additional continuous professional development for staff in the development of *language and talk* throughout the curriculum in order to enable disadvantaged children to catch up with their peers.

Provide intervention in language based programs throughout school that develop vocabulary and use of language through proven, successful interventions (BLAST, RWINc, Spelling, oral rehearsal, additional 1:1 reading support from LSA)

Outcomes to date:

Data (Dec 2017) indicates in reading the gap between PP and Non PP pupils has been diminished. This now needs to impact on writing skills to ensure an increased % of PP pupils attaining Age Expected Standards.

Attendance

Attendance Based on ½ days	% 2016 - 2017		2017-18 % Target
Attendance All Pupils Overall %	1-6	96.5+%	96.5+%
	R-6	96.1%	
Attendance without specific pupils with high Long Term absence	96.7%		
Attendance PP Pupils Overall %	94.8%		96%
Attendance SEND Pupils Overall %	94.7%		96%

Key messages

Although Pupil Premium pupils attendance has improved in 2016-2017 it will still be a focus for 2017-18

Key expenditure - Investment for this academic year (2017/2018)

Description	Cost	Purpose of intervention	Previous / Expected Impact
RWInc Y1 and Y2, BLAST EY and Welcom Language intervention SP 2 x p.m. Th 3 x p.m. BD Teacher – Intervention 3 days Jan 18-Aug 18	£9941 £13,400	Target those children who have not yet passed the Y2 retake or who 'just' passed Y2 test to enable them to catch up with ARE or whom start school behind ARE	Outstanding progress in EY in Reading and % who pass phonic screen test is inline with national ARE
Maths - Every Child Counts (Teacher)	£6,696	Work with pupils in Y4 who lack confidence in maths and need support to apply learning	Intervention in Y4 2016-17 had good impact (% at ARE increased)
Nurture group teacher	£36,396	Children who are at risk of underachievement due to social and emotional barriers to learning identified through Thrive online Assessment as being below the expected development band for their age.	Evidence supports that Nurture provision increases self esteem and improves attendance and learning behaviours.
Nurture group TA x 2 SJ NS	£18,814 £23,106		
Beanstalk volunteer readers Y5	£1,070	To develop reading stamina, reading for meaning and reading with a range of reliable decoding strategies.	Pupils making outstanding progress in reading. 100% of pupils involved make accelerated progress in reading, closing the gap with their peer group.
SAT's Booster – Reading and Maths	NIL COST	To develop reading stamina, reading for meaning and reading with a range of reliable decoding strategies. Application of maths strategies to solve problems – Staff voluntarily run this	Progress of Disadvantaged pupils better than that of Non Disadvantaged pupils demonstrating good impact and the school closing the gap and increasing the % working at ARE in Reading and Maths.
55% Cost of non-teaching Assistant Heads x 2 (1 is SENCO – 1 Yr Coach)	£71,995	Ensure SEN provision matches need Support new teachers to develop strategies that enable learners to make at least good progress	SEN pupils making Good progress in Reading and Maths. Y5 Disadvantaged pupils making Good / Outstanding progress in Reading, Writing and Maths. NQT and TF trainees successful 1 st year
Education/Clinical Psychology Service	£11,000	Support for SENCO and provision that enables all pupils to access learning	SEN pupils making Good progress in Reading and Maths.
Purchase of thrive package	£589	Individual pupils invited to attend breakfast club where appropriate – ie for attendance issues, Learning mentors to target PP pupils in all areas of their work to support the narrowing of the gap for these pupils, specifically targeting PP pupils who are also identified as vulnerable pupils	Improved behaviour and engagement of Disadvantaged pupils across school which is reflected in the good / better progress in all year groups Attendance/behaviour/well-being of PP pupils in-line (or above) national PP
Pastoral support Manager + Learning Mentors (4)	£156,811		
After School Clubs	£500		
Contribution to the costs of providing breakfast club	£4837		
Subsidise visit for enrichment (Art Gallery/Theatre) to raise aspiration	£6,000		
Pupil Premium cost centre for on-going intervention needs – bus pass, Home learning support and Young Carers	£1,500	Develop esteem and motivation and enable all pupils to attend all school visits, bus passes, uniform, payment for clubs)	Pupils enjoy and learn from the numerous curriculum enhancement activities and opportunities that take place throughout the year.
Additional LSA hours (Yr1 + Rec) to target individual pupil need, including resources and planning time. KS2 LSA daily Wobbly Wallet Time	15,551	Research states that early intervention has the best impact	Increased percentage at ARE
Speech Therapy 1-1/small group intervention – Service Level Agreement	£10,095	Target low communication levels in EY + across school through speech therapy	Improved communication and language understanding
1-1/small group reading intervention - EY – Yr3	£22,980	Ensure 90% + pupils pass phonics screen test	Phonic screen test catch up and phonic screen test pass
Total	£411,281		