

Pupil Premium, 2016-17

Introduction: what is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals.

The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children who have been looked after by the local authority continuously for more than six months
- children where a parent serves in the armed forces

Children entitled to pupil premium are referred to here, and nationally, as disadvantaged pupils.

For our school, it is important to note that we invest the pupil premium in our pupils regardless of whether they are low attaining or not. This might be in the form of extra support and challenge in school.

In the next few pages, you will find:

Pupil Premium Strategy 2016-17 Overview: this is a summary of how we will invest to make sure pupils have the best possible outcomes

Pupil Premium Strategy 2016-17 Detail: this provides more detail of how we will invest the funding with an evaluation of each initiative

Contact us if you'd like to know more about how we use pupil premium in school.

Pupil Premium Strategy 2016 -17: Overview

How will we allocate funding to make sure pupils have the best possible outcomes?

This table breaks down the pupil premium funding into broad areas for support. See below for a further, more detailed breakdown of our plans with rationale for investing this funding.

Total number of pupils eligible for pupil premium : 10			£13,564
what	description and detail	proportion paid for	amount
staffing			
Dedicated weekly STA support for phonics	<i>Evidence shows that targeted, structured support can have a positive impact. The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, STAs can be effective at improving attainment. (Education Endowment Foundation, February 2014) Phonics phase groups, additional 1-1 phonics support, Lexia</i>	all	£532
Dedicated time with a teacher	1-1 learning support with KM, to boost numeracy skills KS2	all	£2,340
Small group work with a teacher	Focus on developing numeracy skills, across KS1/2, not all disadvantaged	Hourly rate/3	£1,053
Dedicated 1-1 with STA	Reading Intervention programme with RI trained STA, LH (1-1), not all disadvantaged	all	£3,673
continuous professional development			
Working with children who've experienced childhood trauma CTC Psychological Services	<i>This is to help develop staff knowledge/skills in an area we believe will have significant impact on disadvantaged children, parents involved also</i>	all	£600
learning resources			
Lego	<i>Used as a de-escalation resource following therapy; resource for writing and maths</i>	none	£350
other services			
Carlisle School's Counselling Service	Transition support programme	all	£175
JAS Consultancy Service (supervision)	Clinical supervision for staff – safeguarding, staff well being	all	£540
tuition			
Behaviour support 1-1	Attuned behaviour intervention	all	£3,000
resources and activities to engage and enrich			
Educational visits	<i>Activities to enrich and stimulate learning</i>		£390
Purchase laptop	<i>Laptop for home/school use</i>	all	£550

Pupil Premium Strategy 2016-17: Detail

How will we invest to make sure pupils have the best possible outcomes?

This table outlines how we plan to spend the pupil premium money and why. We always want to do the best for our pupils so outcomes are important to us – these are evaluated on an on-going basis, evidence for the evaluations includes termly analysis of attainment and progress in reading, writing and maths.

specific nature of interest	rationale/aims	how we will measure impact	outcomes
<i>In 2016/17 we plan to invest pupil premium money in the following:</i>	<i>The aim of the intervention is:</i>	<i>We will measure the impact of the investment through:</i>	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
Supporting individual pupils			
Reading Intervention programme with RI trained STA, LH (1-1), not all disadvantaged	<i>Information from the EEF shows that those involved with small tuition on average make 4 months extra progress</i>	Attainment and progress Staff feedback on engagement and learning behaviours	Gap narrowing as all pupils RA in line with or greater than CA by July '17. 2/3 PP achieved expected standard end KS2. Progress significant at end KS2.
Small group maths tuition in Yr6	<i>EEF evidence 4 months extra progress</i> Need to match the intervention accurately to the child's learning needs and that quality first teaching is evident in both small group work and the classroom. Challenge for more able children	Attainment and progress Staff feedback on engagement and confidence to use their understanding of rules of number to solve problems	2/3 achieved expected standard at end of KS2. Increased confidence in using numeracy skills within challenge activities
Small group phonics	Phonics groups matched to Phase outcomes. Sessions timetabled across KS1 to include all staff. Mixture of direct teaching, phonics games/activities, lead by teachers and STAs with 1-1 follow up sessions when needed. Supported by access to Lexia at home/school <i>EEF evidence 3 months extra progress</i>	Attainment and progress Staff closely tracking children	Phase groupings are fluid and children move into a new Phase when ready. Outcomes above national for Yr1 Phonics Test. Yr2 retest outcomes show good progress is made in readiness for KS2
Small group work KS1/2	To support development of literacy skills across the curriculum	Writing skills will be transferable from English to other curriculum areas. Chn have opportunities to export their writing skills.	2/3 achieved national standard in writing end KS2.

At Ivegill CE Primary, as with other children, a small group of children experience some difficulties around social and emotional aspects of learning and this can act as a barrier to progress eg. behaviours which indicate increased emotional needs or a lack of self-confidence and self-esteem			
Transition programme	<i>EFF: social and emotional (SEL) programmes appear to benefit disadvantaged and/or low attaining pupils more than other pupils</i> To support identified children to develop self-esteem, reduce anxieties, to support transition with appropriate support	Willingness to engage with teacher & develop a trusting relationship. Reduced anxiety at home/school. Increased awareness of strategies to use to enable effective transition.	Effective secondary school transition. Pupils settled well following detailed, well planned transition. Effective home/school communication and involvement helped reduce anxieties and build confidence with transition
Clinical supervision	Half Termly clinical supervision offered to all staff working closely with Identified children	Staff secure to discuss strategies used in school. Deepen the school's learning environment. Confident their practice is supervised and shared	Initial meetings worked well with group supervision. Open dialogue concerning intervention programmes and staff support for team members. 1-1 sessions were specifically focused on individual STA needs. Will continue to support staff with termly contracted sessions.
CPD working with children who have experienced Childhood trauma	Engage with provider CTC Psychological Services CPD for key staff supporting children who have experienced trauma Training support for parents to gain additional insight into child's health needs	Deeper understanding of the brain's physiology & the impact of trauma on a child's development & capacity to learn	High quality training which had immediate impact on curriculum/behaviour support provision. All staff involved with training and information sharing.
Supporting learning in other subjects			
Take the children to the theatre to support reading and drama in school	To develop a love of reading, drama and music; qualitative information indicates a positive impact on reading & performance arts	Pupil feedback	Pupils are actively involved in drama productions, choir and instrumental showcase. Confidence evident as some targeted pupils have joined city based musical theatre club.
Purchase Lego	To be used as a 'chill out' session following therapy, to be used as an additional resource for English and maths	Engagement with resource. Used as enhancement in writing & maths	Used as self-choice play session. Effective de-escalation tool.
Purchase of laptops	Laptop purchased so children can access secondary school Moodle following transition	Equality of access to learning following transition	.Purchase completed

Pupil Premium Strategy 2016 - 17: Conclusion

What are the outcomes for disadvantaged pupils?

Schools are provided with various analyses of pupil performance. Below is an overview of the data.

Please be aware Ivegill CE Primary is a small school and the proportions of disadvantaged pupils are therefore very small. As a result, we caution you into reading too much into the results of small groups as they may only be one or two pupils and are not 'statistically significant.' Looking at average results over three years gives a better overview of performance.

Pupil Premium 2016-17

What were the outcomes for our disadvantaged pupils?

Early Years

In 2016-17 there were 12 children in the reception cohort with only one disadvantaged pupil. There were no disadvantaged children in this cohort.

Good level of development is the key measure of attainment used by the Department for Education. 92% of all children in 2016/17 reached a good level of development at Ivegill CE Primary School. Nationally the figure was 71%

Year 1 Phonics

The phonics screening check is carried out in school towards the end of Year1. In 2016 there was one disadvantaged child who passed the phonics screening, within a cohort of thirteen.

Key Stage 1: Reading, Writing and Maths

In 2016/17 there were 9 children the Year2 cohort with 1 disadvantaged child. We have not included any detail of the outcomes for this reason in order to ensure the child's identity remains anonymous.

Attainment: *Children are given a scaled score based on teacher assessment, which is based on a teacher's ongoing assessments and informed by pupils' performance at the end of key stage tests (known as SATs), except in writing where there is no test. A score less than 100 indicates that a pupil is working at a lower level; a score between 100-109 is the expected level; a score of 110+ indicates a pupil has reached a higher level, or greater depth.*

Key Stage 2: Reading, Writing and Maths

In 2016/17 there were three disadvantaged pupils in a Year6 cohort of 17.

Attainment: *Children are given a scaled score based on their end of key stage tests (known as SATs). A score less than 100 indicates that a pupil is working at a lower level; a score between 100-109 is the expected level; a score of 110+ indicates a pupil has reached a higher level, or greater depth. There is no test for writing; the measure is based solely on teacher assessment which is converted into a scaled score.*

Progress: *Progress is measured from the end of KS1, where an average is found based on the combination of reading and writing outcomes and maths outcomes. Using this data a positive or negative score is calculated based on pupil attainment at the end of KS2. 0.0 indicates expected progress, a positive number above this indicates better than typical progress; a negative number below 0.0 indicates less than typical progress.*

Reading: 100% of disadvantaged pupils attained the expected standard. For the cohort overall (all pupils) the proportions were 88% at 100+ (expected standard) compared to 72% nationally; 24% at 110+ (greater depth) compared with 25% nationally.

The average scaled score was 106 for disadvantaged pupils compared to 107 for all pupils and 104.1 nationally.

The progress score for disadvantaged pupils was +8.24 compared to +3.21 for all pupils in the cohort.

Maths: 2/3 disadvantaged pupils attained the expected standard. For the cohort overall (all pupils) the proportions were 76% at 100+ (expected standard) compared to 75% nationally; 24% at 110+ (greater depth) compared with 23% nationally.

The average scaled score was 101.3 for disadvantaged pupils compared to 105.9 for all pupils and 104.2 nationally.

The progress score for disadvantaged pupils was +3.11 compared to +1.67 for all pupils in the cohort.

Writing: 2/3 disadvantaged pupils attained the expected standard. For the cohort overall (all pupils) the proportions were 82% at 100+ (expected standard) compared to 76% nationally; 18% at 110+ (greater depth) compared with 18% nationally.

The progress score for disadvantaged pupils was -0.62 compared to +1.35 for all pupils in the cohort.

Grammar, Punctuation, Spelling: 2/3 disadvantaged pupils attained the expected standard. For the cohort overall (all pupils) the proportions were 82% at 100+ (expected standard) compared to 77% nationally; 24% at 110+ (greater depth) compared with 31% nationally