

## **Pupil premium 2016/2017**

Reported by Abi Lee October 2016

**Objective:** To raise the achievement and attainment of PPG pupils and diminish the difference between ever 6 pupils and non-ever six pupils and free school meal and non-free school meal pupils.

<b>Number of pupils and pupil premium grant (PPG) received.</b>		
	<b>September 2016- April 2017</b>	<b>April 2017- August 2018</b>
	<b>7/12 of funding</b>	<b>5/12 of funding</b>
<b>Total number of pupils on roll</b>	352	TBC
<b>Total number of pupils eligible for PPG</b>	86	TBC
<b>Total amount of PPG received</b>	£64266.12	TBC
<b>Total</b>	£TBC	

TBC (To be Confirmed)= Pupil premium is allocated on a financial year, therefore the allocation can not be completed until April 2017. The estimated costs below are based on 7/12 of the actual funding for the current year.

### **Summary of main barriers of pupils at St Pauls**

There is no overwhelming evidence of one key barrier to learning for the pupils at St Pauls, individuals have personal barriers that are discussed at team meetings and SMT, provision is then put into place (see provision map) ensuring an individualised approach is taken. Support from experts and evidence from Sutton trust is used to ensure that the approach adopted has the greatest impact on individuals. There are clear systems that ensure a whole school ethos is in place where every child is set challenging, individualised targets based on data and circumstance. The barriers that are more common come under the following headings:

Educational experiences

Attendance and punctuality

Parental involvement

Poor literacy skills

Poor numeracy skills

Family circumstance

Additional needs

Social and emotional (including self-esteem)

EAL

### **How we will spend the grant to overcome the barriers?**

Allocation: Until new financial budget in April 2017 7/12 of funding included below when and if funding available in April 5/12 will be added on to fund the academic year.

<b>Provision</b>	<b>Barrier to educational achievement</b>	<b>Allocation</b>	<b>Details</b>	<b>How will funding help overcome the barriers?</b>
Free school meals	<b>Family circumstance</b>	<b>£8290</b>	<b>68 (census January 2015) FSM pupils. £2.20 per day x5x38=£418 per pupil. 50% funded by PPG = £14212 Full year.</b>	<b>Health of pupils and ability to concentrate in class.</b>
TA intervention	<b>All barriers.</b>	<b>£36603</b>	<b>1 TA at a cost of £15687. 4x = £62748 Running interventions, class support, SEN groups one per team.</b>	<b>Increase rate of progress, fill Gaps in learning, targeted Support.</b>
Family worker	Parental involvement Attendance and punctuality Family circumstance Social and emotional	<b>£2940 (£1000 from other areas)</b>	<b>Work with target families, home visits, attendance, CAFS and support when required. Funding is difference between general TA and family role.</b>	<b>Ensure parents have tools To support children at home Both emotionally and academically.</b>
Staff extra hours/target clubs	Literacy and numeracy skills Educational experiences Social and emotional	<b>£866</b>	<b>Support in after school clubs, payment for extracurricular</b>	<b>Increase pupils vocabulary And life experiences so these can be used within their writing. Self- esteem and a desire to come to school and be part of a</b>

			clubs, lunchtime clubs for target groups, including food technology and homework club.	team.
Subsidised clubs	<b>All barriers</b>	<b>£2000</b>	School subsidises clubs so pupils are charged at £2 not £4 for all after school activities. Costing: £1440 per club per year, 20 pupils attending.	Increase life experiences Increase fitness levels, give Pupils an activity they like To inspire them to attend.
Sports competitions/transport	Educational experiences Social and emotional Attendance	<b>£200</b>	To ensure parents don't pay for their child to participate in competition and to aspire.	Raise self-esteem raise aspirations.
Employment of behavior consultant.	Social and emotional Attendance	<b>£756</b>	Support for families and strategies for staff in school (KW)	To ensure pupils learn to Focus in class and can stay in Class for full sessions.
Specialist teacher SpLD	<b>Additional needs</b>	<b>£1470</b>	Teachers and teaching assistants trained in specialist programs to support pupils with specific learning difficulties and in reading development. Pupils worked 1on1 with teacher. Assessments of pupils.	Interventions match individual needs so rates of progress increased and gaps in learning reduced. Pupils to adopt strategies that ensure they can access the curriculum.

Attendance	<b>Attendance and punctuality</b>	<b>£1000</b>	<b>One education attendance support. Families targeted, in touch days and meetings held.</b>	<b>Pupils to be in class learning Thus reducing curriculum time missed.</b>
Shortfall of trips	<b>Family circumstance</b>	<b>£1212</b>	<b>To ensure all pupils attend all school trips.</b>	<b>So all pupils attend and gain life experiences to write about and discuss.</b>
Play leaders	<b>Social and emotional</b>	<b>£1500</b>	<b>Lunchtime staff employed to ensure pupils engaged in activities at lunch and that pupils develop leadership skills.</b>	<b>Improve behavior, increase Fitness, self-esteem.</b>
Assistant head – pupil premium lead.	<b>All barriers</b>	<b>£1046</b>	<b>1/2 day every other week on closing the gap.</b>	<b>Target and monitor to ensure individualised programmes are appropriate To need.</b>
SENCO work	<b>Additional needs</b>	<b>£1476</b>	<b>Meetings with Pupil premium lead every other week for ½ day of week working with pupil premium families.</b>	<b>Target and monitor to Ensure individualised programmes are appropriate To need.</b>
Ghyll Head	<b>Family circumstances Educational experiences</b>	<b>£1458</b>	<b>Subsidising year 6 residential trip. 3 pupils paid for in full.</b>	<b>To raise aspirations , self esteem so pupils have new vocabulary.</b>
Parental involvement	<b>Parental involvement Family circumstances</b>	<b>£200</b>	<b>PEN membership, events and coffee mornings, workshops.</b>	<b>Parents will be able to support pupils with homework. Workshops at school about Shared learning ensure parents Understand how to support.</b>
PE specialist fitness class	<b>Attendance Additional needs Family circumstance</b>	<b>£500</b>	<b>Target group of overweight pupils out of PP group in 30 minute fitness session per week.</b>	<b>Links of fitness and Concentration levels.</b>

ICT	Social and emotional	£583	Purchase ICT equipment.	Inspire pupils to want to Learn.
Breakfast club	Family circumstance	£500	Payment to staff to run.	To improve punctuality so Pupils in school ready to learn.
Counselling for families	Parental involvement Family circumstance Social and emotional	£583	External support for vulnerable pupils.	Strategies for pupils To cope in school and Parents to support learning.
Interpreters for families	EAL	£583	For review & parents evenings.	Communication on Expectations and ways to Support learning.
Specific target activities	Poor Literacy skills Educational experiences	£500	Details For pupils to be set tasks e.g. writing letters and reports about activities provided by school outside curriculum.	Vocabulary increased, enjoyment of school.

### How will we measure the impact?

The impact will be measured using data from the school tracking system, I track. Termly monitoring from pupil premium lead will track pupils. There will be other forms of impact measures through staff discussion where data doesn't represent the barrier and need of an individual.

The following processes will be followed by the staff to ensure the impact of spending on pupils is having a positive impact.

1. Staff meeting at the start of the academic year for all staff with aims of:
  - A) Recap what 'Pupil premium Grant' is.
  - B) Gain a clear picture where St Paul's are now and the impact of our work so far.
  - C) To inform staff of the updated pupil list.
  - D) Discuss best strategies that have been implemented and share success stories.
2. Team meetings held to complete provision map for pupil premium group and targets set.
3. Pen portraits of all classes created and shared with class teachers.

4. End of year data analysed and team leaders identified which pupils at risk of underachieving in preparation for performance management meetings in autumn term.
5. Teachers' and teaching assistant performance management targets linked to attainment and progress of pupil premium children(vulnerable).
6. Strategies to support pupils implemented (see provision map).
7. Termly meetings held by all teams to monitor progress of pupil premium group, if pupils not making expected progress new initiatives and approaches discussed and implemented (review of provision map).
8. A. Lee complete learning walks to monitor the pupils learning styles and feedback given to staff to raise common concerns with pupil premium group.
9. During spring term data analysed by A. Lee to monitor and identify any year groups where pupils are not achieving/progressing, teacher and team leader met to discuss provision and appropriate changes made. (see analysis)
10. Monitoring of cohort progress carried out on termly basis and cohort with concerns meetings held with team leaders to discuss where new intervention or advice is needed.
11. Pupils' achievement and progress reported to governors and parents.

Next review: Allocation of funding April 2017, impact monitoring termly,  
Annual report October 2017