

Arbury Primary School – 2015/16 Reviewed



Report on strategies for supporting children entitled to pupil premium funding

Financial Year	Funding Received	No. Of pupils	Percentage of the School
2015/16	£178,340	132	33%
2016-17	£176,720	131	32%

Our school provides many layers of support for our children. 'Pupil Premium' funding contributes towards the cost of the support we offer children and their families as well as funding targeted support. Whilst the provisions listed below are of increased importance to children eligible for a free school meals, we acknowledge that they are also accessed by children outside the 31% of children on roll receiving pupil premium funding. The funding identified to provide the support has been calculated based on the % of resources accessed by children in receipt of the funding. Without pupil premium funding, the provisions below would be reduced significantly or would not be affordable at all.

2016 Outcomes for children entitled to pupil premium funding at the end of KS2

Total Number of Children – 20/48 (41.7%)

<i>Table 1</i>	School 2016	PP children 2016
% of children achieving the expected standard in the Reading and Maths test and Writing teacher assessment	65%	60%
% of children achieving the expected standard or above in the Reading test	67%	60%
% of children achieving the expected standard or above in the ongoing teacher assessment of Reading	81%	85%
Average Scaled Score for Reading	103.7	99.1
% of children achieving the expected standard or above in the Writing teacher assessment	79%	80%
% of children achieving the expected standard or above in the Grammar, Punctuation and Spelling test	69%	75%
Average Scaled Score for Grammar, Punctuation and Spelling test	103.9	102.1
% of children achieving a the expected standard or above in Maths test	79%	85%
% of children achieving the expected standard or above in the ongoing teacher assessment of Maths	83%	80%
Average Scaled Score for the Maths test	103.4	102.1

<i>Table 2</i>	Outcomes at the end of 2015/16	% just within Age Related Expectation or above - Whole Cohort	% just within Age Related Expectation or above - Pupil Premium	Difference between whole cohort % and Pupil Premium %
EYFS	Age Related Expectation or above for Reading	76.7	66.7	-10.0
	Age Related Expectation or above for Writing	55	38.1	-16.9
	Age Related Expectation or above for Maths	73.3	71.4	-1.9
	Good Level of Development Achieved	51.7	38.1	-13.6
Y1	Age Related Expectation or above for Reading	80.7	72.7	-8.0
	Age Related Expectation or above for Writing	78.9	63.6	-15.3
	Age Related Expectation or above for Maths	78.9	63.6	-15.3
Y2	Age Related Expectation or above for Reading	86.7	76.9	-9.8
	Age Related Expectation or above for Writing	86.7	76.9	-9.8
	Age Related Expectation or above for Maths	86.7	69.2	-17.5
Y3	Age Related Expectation or above for Reading	84.7	85	+0.3
	Age Related Expectation or above for Writing	79.7	75	-4.7
	Age Related Expectation or above for Maths	81.4	80	-1.4
Y4	Age Related Expectation or above for Reading	89.8	77.8	-12.0
	Age Related Expectation or above for Writing	89.8	77.8	-12.0
	Age Related Expectation or above for Maths	86.4	72.2	-14.2
Y5	Age Related Expectation or above for Reading	86.7	83.3	-3.4
	Age Related Expectation or above for Writing	91.7	88.9	-2.8
	Age Related Expectation or above for Maths	93.3	94.4	+1.1

2015/2016 Provision	Annual Cost	Rationale	Impact
Teaching Assistant Support Enhance Quality First Teaching We ensure that we have teaching assistants supporting all classes in addition to the hours given to support children with statements. In EYFS and KS1, the support is for the whole day. In KS2, support is for the morning (4 hours a day) Teaching assistants in classrooms allows our teachers to spend a greater amount of time with our PP children. (50% of £165,000 cost)	£82,500	Welfare of learners monitored very closely. Children better supported in class and a broader range of assessment evidence is gathered. Targeted intervention groups run throughout the year to help children achieve their expected progress. Vulnerable children identified will have a mentor whose role it is to ensure that identified children have a positive interaction frequently daily.	PP children performed well in relation to their peers and the national average in 2016 KS2 tests. (See Table 1) The gap between pupil premium children and their rest of the cohort was narrowed across EYFS to Y5. (See Table 2) PP gap for the phonics test in y1 was narrowed significantly from the 2015 outcomes. (25% up on previous year) 63.6% achieved the standard.
Teaching Assistant Led Intervention Support Year 3 and Year 4 pm reading support for targeted children (12 hours a week) Year 5/6 – Targeted TA support for lower ability Literacy and Numeracy Groups. (50% of cost) EYFS targeted am support for pupil premium children. (17.5 hours a week) KS1 targeted pm support (50% cost of 8.75 hours support)	£9,000 £6500 £8300 £2800	Identified PP children are read with 3 times a week to develop their reading skills. Identified children receive targeted support in the lower ability groups to increase the number of children achieving expected levels at the end of KS2. PP children receive targeted support to narrow the gap between EYFS baseline and the end of EYFS. Targeted children are supported to reach the expectations at the end of year 1, with a particular focus on Phonics and Writing.	Y3 – 85% just within expectation or above (Table 2) Y4 – 78% just within expectation or above (Table 2) Y5 – The % of PP on track increased in year. (+22.3% Rd, +33.3% Wr & +11.1% Ma) Y6 – See KS2 outcomes (Table 1) 38.1% of PP children achieved GLD compared to 25% being on track at the end of Autumn term. Y1 – The % of PP on track increased in year. (+27.2% Rd, +36.3% Wr & +9.1% Ma)
Teacher Release for Literacy & Numeracy coaching for targeted children. (50% of the cost attributed to PP support) Year 5/6 release to focus on key children. 2x Assemblies, 2x 90 min afternoons and 2x 90min morning sessions for targeted coaching. Y3-4 interventions and teacher release time to coach children. (6.75 hours per week from Dec) KS1 interventions, reading support and teacher release time to coach children. (7.5 hours per week.)	£7090 £3330 £5750	PP children in Y5/6 can be coached individually and in small group by the class teacher to increase the impact of quality first teaching PP children in Y3/4 can be coached individually and in small group by the class teacher to increase the impact of quality first teaching PP children in Y1/2 can be coached individually and in small group by the class teacher to increase the impact of quality first teaching.	Y5 – The % of PP within expected increased in year. (+22.3% Rd, +33.3% Wr & +11.1% Ma) Y6 – See KS2 outcomes (Table 1) Y3 % of PP within expected – 85% Rd, 75% Wr & 80% Ma Y4 % of PP on within expected – 78% Rd, 78% Wr & 72% Ma (Table 2) Y1 – The % of PP on track increased in year. (+27.2% Rd, +36.3% Wr & +9.1% Ma)
After School Learning Club KS2 – Tuesday 3.15 - 4.15 Parents of children who we would like at the club are approached and their children invited. The club is run by 3 teaching assistants.	£1,500	PP Children in KS2 who may not be able to access support with home learning are given support at school.	Homework club appears to have led to a decrease in parental involvement. Not to be funded in 2016/17

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Designated Person for Child Protection (50% of the cost attributed to PP family Support) We have increased the amount of time given over to supporting children and families who are experiencing difficulties outside school (40% salary for a senior member of staff / 10 hours per week admin support)	£12,290	School able to attend meetings to support families. The welfare of children is monitored closely, with support identified quickly for children and families.	29 children received higher need support for children protection needs. 89.7% (26) of these cases were for children with PP. 21 out of the 24 PP cases were supported without escalating to statutory social care intervention.
Red Hen Project (50% of the cost attributed to PP family Support) The school has committed to making an annual contribution to the Red Hen charity. The Headteacher/Inclusion leader attends fortnightly link meetings to discuss support for identified children as well as regular trustee meetings throughout the year. The project works to support families and children and prevent the need for families to be supported by social care.	£1450 £2000	Families and children supported so that difficult situations are improved and referrals to social care reduced. The project offers families rapid response to issue that arise.	24 PP children were supported through the Red Hen Project. (This represents more than 50% of the children supported.) Behaviour at home, routines and diet for these children have improved as a result of the support given.
Blue Smile (50% of the cost attributed to PP family Support) Counselling service for children. Workers from Blue smile are based at school to provide long-term counselling support for around 12 children at any one time on a Thursday each week.	£5000	This fills an identified gap locally. The aim is for our children to receive the support needed to be in the right state of mind to access their learning.	12 children (50% of the whole caseload) were support through Blue Smile. These children reported positively on the outcomes of the support.
Pastoral Support (50% of the cost attributed to PP family Support) Our deputy Headteacher is released from class and timetabled to be available to lead a whole-school approach to pastoral care, meeting with children and parents (45 minutes Daily during KS2 lunch time)	£4500	Issues resolved and children and parents able to focus on learning.	73 PP children received pastoral support from a senior manager within the year. All issues within the year were worked through until a resolution was achieved. This allowed barriers to learning to be removed.
Easter School for Targeted Y6 Children Two class teachers work for 4 days during the Easter holiday with children coming in 9.00am – 1.00pm. 2 Teaching Assistants also support the programme.	£1720	This provision maintains momentum for vulnerable learners in the lead up to their SATs in y6.	Easter school was well-attended again with a particular focus on Maths. 85% of PP children achieved the expected standard.
After School Tuition Weekly Maths tuition after school for key children.	£500	Children to achieve the standard in their y6 Maths.	7 PP attended. 100% of these achieved the standard.

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Progress in KS2 (50% of the cost attributed to PP support) We identify children after the y5 end of year assessments that are not on track to achieve a level 4 in Maths at the end of KS2. We run a daily 30 minute support group taught by our deputy head to enable children to catch up.	£2925	Identified children achieve the expected standard having made accelerated progress during the year.	85% of PP children achieved the expected standard. (Table 1)
Speech Therapy (50% of the cost attributed to PP support) Providing Screening in EYFS and y1. One to one work supports identified children.	£5170	Children are identified and supported as needed. Teaching assistants are supervised to provide support also.	During year 1, 9 PP children were identified as needing support. Of these 9, 4 moved to secure in spoken language and 3 to just within. During the EYFS, 8 PP children were identified as needing support. Of these 8, 4 finished the year at the expected level in spoken language.
Tablets for learning – Teacher (31% of the cost attributed to PP support) Set of 16 Tablets to go into each classroom for teacher use for more responsive AfL.	£4300	More immediate sharing of children's work in plenaries. More efficient gathering of assessment information.	Target tracker data used to plan the learning for PP children using gap analysis.
After School Club Targeted children to attend after school club at no cost by invitation. (Cost based on 400 sessions in a year being supported @ £7.50 – Average of 2 a day.)	£3000	Children have an increase in self-esteem and social skills. Children play in small groups with good role models for language and communication.	The number of PP children accessing this could be increased next year. This year there was a high demand and often lack of spaces.
Trips and Visits Children not charged for termly trips and visits (£10 x termly x 127 children) School Trip to the pantomime (£15 x 127 children) Y6 Outdoor Activities Residential (25 PP children fully funded @ £195)	£3810 £1905 £4875	The curriculum is able to include many more real experiences which directly lead into children engaging with their learning. The gap in children's life experiences are narrowed.	As a result of funding the places for vulnerable learners, the school was able to increase in the number of school trips in 2015/16. (From 8 to 22 trips) The visits and real experiences are more embedded in the learning throughout the school.
School Sport The school currently spends significantly over the money given for school sport and has chosen to offer all clubs free so that they are taken up by a full range of children. (Calculation based on 31% of the cost of running clubs for free) The school will provide bikes for cycling safety training and will store them when not in use. (Cost: 6 bikes and 2 bike storage lockers)	£4667 £2280	PP children are able to access free sporting clubs at lunchtime, before and after school. PP children are able to borrow a bike so that they are not excluded from safer cycling. Bikes will be stored safely in dry storage when not in use.	There has been an increase in the amount of physical activity children are involved in. 82 PP children attended a free sports club in 2015/16. The bikes were used to prevent PP children not being able to participate when their own bikes were not suitable. 5 PP children borrowed a school bike and completed the training.
Admin Support for PP record Keeping Office support to record and track the access to support received by PP children is kept up to date and used to plan future spending. (2 hours per week)	£1000	Register maintained of PP children	Data is available to plan and use to report back.

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Y5 Music Tuition for all (31% of the cost of the additional member of staff needed to run this provision.) 3 music teachers work with the y5 children in order to teach them to play as an ensemble.	£775	Every PP child learns to play a brass or woodwind instrument. Learning an instrument raises children's self-esteem.	All PP children learned to play a musical instrument in y5.
Reading for Pleasure Run workshops for target parents to increase their skills in supporting reading at home and to learn that reading with your child can be fun and an opportunity to bond. Books purchased for the workshops (£50 per family) are given to the families at the end of the workshops to take home	£3000	10 families supported each half term – increasing the amount of reading Quality books are being sent into targeted homes. Parent and Carers of PP children feel more confident supporting reading at home.	Workshops run for parents and books sent home to encourage reading at home. Books were sent home to families. Phonics key rings were sent home with 24 PP children. They were given daily intervention and the parents were invited into school for training. 5/8 year 1 children who had key rings achieved the standard for phonics.
Attendance – Designated attendance officer time (50% of the cost attributed to PP support) Attendance officer to monitor attendance closely, liaise with the education welfare officer and communicate with parents about issues of attendance.	£1250	Attendance is brought in line with the national average or above. Gap between PP children and the rest of the school is reduced.	2015/16 attendance 94.7% compared with the whole school attendance of 95.4. (Gap has been reduced to less than 1%)
TLR 3 payment for a project to develop Meta-Cognition with staff Member of staff given a TLR payment to run a project for a year in order to increase staff knowledge and expertise of meta-cognition strategies.	£2000	Project is run to develop strategies to developing meta-cognition with PP children. Teaching assistants receive training on meta-cognition so that they can increase their impact on the children they support. Teachers receive training in order to better coach children in learning how to be learners. Increase in the impact of additional support time.	Staff meetings completed. Resources to develop metacognition in classes. Increase in the quality of self-assessment observed when looking at children's responses to their work.
PP Management time With such a large number of children receiving Pupil Premium the job of ensuring that money is spent effectively has become a more time-consuming task. HT time – 1 day per half term to monitor progress of PP children.	£2150	PP reporting is accurate. PP plans is delivered and reviewed if needed. PP funding is ensured to be spent in a targeted way.	Report reviewed and amended throughout the year as required.
Breakfast Club This club provides childcare and breakfast daily between 8.00am and 9.00am. Children entitled to pupil premium funding are charged a reduced rate and children are invited for free at the discretion of the head teacher.	£3900	Vulnerable children received breakfast ensuring that they were ready to learn. Families with attendance / lateness issues were supported to help their children to be in school on time. We will reduce the number of children unable to concentrate in class due to hunger.	In 2015/16, any reports from PP children of hunger in the morning were followed up and breakfast club offered.
Total	£201,237		