

Cheddar First School Pupil Premium Impact Report 2016-17

The Pupil Premium Grant is allocated to schools by the Government specifically to drive up standards, support aspiration and narrow the gap in attainment between the advantaged and disadvantaged in their community.

The funding was first introduced in 2011

Pupil Premium	Financial Year 2016-17
Number of FSM/Ever 6 eligible pupils	£43560 Adjusted -1320
Number of looked after eligible pupils	1-summer term 600
Number of service eligible pupils	300
Child adopted from care	1900
Total allocation	45050

Pupil premium funding was used to address the following barriers to learning which were identified for some of the pupils currently in receipt of Pupil Premium.

- School readiness – environmental factors which affect the children’s ability to start school life and the school day ‘ready to learn’.
- Speech and language skills: speech production and poor acquisition of vocabulary
- Specific learning difficulties related to cognition and learning
- Specific social and emotional needs which affect pupils learning
- Parental engagement with school – especially in relation to attendance at information sessions and support with ‘home learning’ tasks
- Attendance & High levels of pupil mobility
- Access to ‘out of school’ and ‘hands on’ experiences which support the development of vocabulary and knowledge and understanding of the world and broaden pupils’ horizons and their aspirations

Funding was used to support a continuing focus on accelerating the progress of eligible pupils in writing through providing speech and language support, targeted teaching of writing and real life experiences for pupils to base their writing on.

In year 3 and 4 reading comprehension and extended writing was also a target area for eligible pupils.

As part of the whole school improvement plan, improving pupils reasoning skills in mathematics was a priority and supported children eligible for support through the pupil premium to attain higher levels in mathematics.

How we spent the money. In planning how to spend the money we considered

- The barriers identified above
- The specific needs of the current pupils eligible go support though the pupil premium and whole school improvement issues
- Analysis of the impact of the provision made at Cheddar First School over the last three years on the progress of pupils eligible for support through the pupil premium
- Research by The Sutton Trust and Education Endowment Foundation into the most effective ways for schools to use their resources to improve the attainment of disadvantage pupils and OFSTED reports into how schools are successfully using pupil premium funding to maximise achievement.

Key Areas of Expenditure Funding was allocated to five main areas:

- Early intervention for Early Years and to support Early Help strategies for families in conjunction with outside agencies
- Staff development to ensure quality first teaching meets the needs of those eligible for support through the Pupil Premium Grant
- Specific Targeted Intervention
- Curriculum enrichment and extended schools activities
- Curriculum resources

Area	Use of Pupil Premium Allocation 2016-17 academic year	Costs
Early Intervention	Early Intervention programmes Transition programmes – joint school readiness with pre-school settings Support for parents, developing parent involvement and promoting good attendance	7,838
Specific targeted intervention	Maintaining teaching/teaching assistant allocation in KS1 & 2 to support delivery of intervention programmes , pre-teaching vocabulary and differentiated class teaching, mentoring sessions and homework support	10,815
	Speech and Language therapy and vocabulary development	3,833
	Support 1;1 or small group reading programmes, including Individual Literacy Intervention and Comprehension groups to develop higher order skills	3,457
	Supporting co-ordination group/ fine motor skills	Staff budget
	Supporting HLTA for Maths boosted groups	6,217
	ELSA provision	7,752
	Additional teacher time for Rapid writing scheme	Staff budget
	Additional teacher release time for structured conversation with parents and SENDCo	Staff budget
Curriculum Enrichment and extended schools activities	Subsidising attendance and transport for extra-curricular and enrichment activities to support inclusion and ensure all pupils have the same broad range of activities Gifted and talented activities	1,200
Staff development	Staff training, Tuning into Kids, Elsa mentoring and supervision, SALT training	1,000
Curriculum resources	Resources to support interventions	36
	Individual resources e.g. uniforms, PE & Swimming kits	
	Additional EP time, Play therapists ,	2,817
		44,964

Outcomes: The following is a summary of the impact and outcomes of the pupil premium spending. Further details are available on request

Foundation Stage

In 2016 -17 7 pupils in the Foundation Stage were eligible for Pupil Premium Funding.

Within the pupil premium group there are high levels of mobility and 2 pupils during the spring term with limited previous experience of school. From their individual starting points pupils made progress that was at least in line with their peers and some made good progress however there was still a gap between those eligible for support and the rest of the cohort.

57% pupils eligible for pupil premium funding achieved a Good Level of Development at the end of the Foundation Stage. This was higher than 2016, but there was still a bigger gap than in 2014 and 15.

Joint school readiness project supported transition and pupils and their families were well-known to school staff on arrival which helped pupils settle and parents engage with school staff.

Personalised support for parents delivered by class teachers and teaching assistants ensured the majority of group attended school regularly and that pupils arrived at school 'ready to learn'.

Attendance for pupils arriving from other schools, improved as a result of teachers and teaching assistants forming good relationships with parents and emphasising the importance of good attendance.

Specific targeted interventions helped develop pupils' social and emotional development, self-belief and language and communication skills.

Future Action: To develop systems to accelerate the progress of pupils who arrive mid-year, having missed early experiences.

Key Stage One:

In year 1 there was a high cross over between children with specific learning difficulties and those eligible for the pupil premium and the composition of the group changed during the year with pupils leaving and joining the school. The group varied between 6 and 10 over the year. With access to a range of personalised interventions these pupils continued to make progress and a higher proportion were working at ARE than at the end of the Foundation Stage.

- Targeted phonic support enabled 67% of the group to pass the phonic screening test
- Access to additional speech and language support from a trained practitioner enabled children to progress with their speech and language development and meet their individual targets.
- Specific interventions identified by SEN professionals and delivered by school staff facilitated progress and helped enable pupils to access the curriculum, as well as develop their behaviours for learning.
- Parents remained engaged with the school seeking help and advice appropriately

- Attendance for the majority of the group was high.
- Personalised support for pupils with social and emotional needs helped reduce the impact of these barriers to their learning.

In Year 2

Only 4 children in year 2 were known to be eligible for support. With each child equalling 25% the figures are difficult to compare and the impact of one child awaiting an EHCP has a big impact on the figures.

Reading							
Group	Pupils	Cheddar EXS+% 2017	LA EXS+ % 2017	National EXS + 2017	Cheddar GDS % 2017	LA GDS % 2017	National GDS% 2017
ALL	53	89	76	76	42	29	25
Pupil premium	4	75	60		25	13.6	
Not pp	49	90			43		

Writing							
Group	Pupils	Cheddar EXS+% 2017	LA EXS+ % 2017	National EXS + 2017	Cheddar GDS % 2017	LA GDS % 2017	National GDS% 2017
ALL	53	85	70	68	13	17	16
Pupil premium	4	75	50		0	6.2	
Not PP	49	86			14		

Mathematics							
Group	Pupils	Cheddar EXS+% 2017	LA EXS+ % 2017	National EXS + 2017	Cheddar GDS % 2017	LA GDS % 2017	National GDS% 2017
ALL	53	91	77	75	26	21	21
Pupil premium	4	75	58			9.5	
Not PP	49	92			29		

Figures taken from ASP service

- All pupil premium pupils have now passed the phonic screening test
- Although the FFT progress score is weak, this is a reflection of the small cohort. The percentage of pupils achieving the Expected standard is above that of the Local authority. Progress of the pupil premium group overall from the end of Foundation Stage to end of Key Stage One was not as good as the non-pupil premium group, however only 50% of the group have accurately matched data and internal tracking shows these pupils to be making progress from their starting points.
- Children identified as requiring accelerated progress and confidence building in Maths received small group support and made 11/12months progress in 4 months and achieved the expected standard at the end of KS1
- Rapid writing programme helped pupils develop key skills within a structured approach, the challenge is for them to use and apply these independently.
- Poor attendance due to health continues to have an impact on the attendance of two of the group. Very effective liaison between class teachers. SENDCo and family have enabled one child to meet the ARE despite health difficulties

Future actions:

To enable more pupil premium children to attain greater depth in writing and maths, through building vocabulary, resilience and independence

To develop a system for providing rapid intervention when pupils enter the school mid-way through the year

Year Three – 7 pupils

Within the Year 3 group the progress of the pupil premium group was broadly in line with their peers.

Children who had not reached ARE at the end of year 2 were targeted for intervention with HLTA and Sandwell assessment indicate they made between 12 and 14 months progress over an academic year (9 months).

Comprehension groups and daily reading enabled most children without specific SEN needs to achieve ARE

Writing remained the area in which there was the biggest gap with spelling and grammar creating a barrier to progress.

Year Four – 10 eligible pupils.

These pupils have been supported through the pupil premium grant since starting school, by the time they left the school Teacher assessment and standardised GL assessments showed very little difference between the pupil premium group and all pupils.

	Expected standard		Greater depth	
	Pupil premium	All	Pupil premium	ALL
Reading	90%	86%	50%	46%
Writing	70%	68%	20%	8%
Maths	70%	70%	30%	21%

The impact of Early Intervention, Quality First Teaching and on-going well targeted intervention in basic skills, together with pastoral support; mentoring and support for parental engagement can be clearly seen in these outcomes.

Through the cross phase progression activities pupils developed a very positive attitude to transition and this showed in pre & post transfer questionnaires administered by an independent advisor. Middle school staff felt pupils arrived 'ready to hit the ground running' accelerating progress in the first term. The work samples transferred ensure all staff were clear about pupils' strengths and weaknesses and could discuss these with pupils in the context of their own work.

Whole school

The attendance has improved slightly although illness and specific issues relating to 4 children have brought the overall percentage down.

- No children were excluded from any activities, including residential for financial reasons.
- Subsidies for extra-curricular activities helped ensure all pupil premium pupils were able to access the same activities as their peers and helped promote inclusion, for example music lessons, after school clubs
- Enrichment activities helped raise aspiration
- ELSA work has helped boost pupil's self-esteem and enabled them to develop more positive attitudes to learning.
- Analysis of data shows that specific interventions for children falling behind in maths and reading are successful in accelerating progress, however less so with writing where spelling, grammar and vocabulary remain areas to target.

Future plans:

To extend work with pre-school groups & build on lessons learnt from the cross phase progression initiative at Year 4

All pupil premium pupils to have an advocate within their class providing feedback and mentoring, in addition to the class teacher.

To continue to narrow the attainment gap through specific targets set by the class teacher and supported by quality first teaching, intervention groups and 1;1 support for communication, maths, reading, writing as appropriate. Progress & impact monitored through sims intervention tool.

To facilitate greater access to Individual Literacy Intervention

To identify effective strategies for accelerating progress in writing.

To continue to provide high quality emotional support for pupils through ELSA work

To continue to ensure all pupil premium pupils fully included in school life through subsidising uniform, trips, clubs and other activities

To continue to work on engaging parents and helping them support their children

To develop more multi-agency working to support families and therefore reduce potential barriers to children's learning through the TAS Process

To ensure rapid assessment and intervention when pupils with high levels of mobility arrive in school.

