



Pupil Premium Grant Strategy 2017/18

Review – Spring 2018

For the financial year 2017-2018, we have been allocated **£82,179** to ensure that children in receipt of pupil premium funding achieve as well as other children, academically, socially and emotionally.

Rates for eligible pupils:

£1,320 per pupil	Reception to Year 6 children recorded as Ever 6 FSM
£1,900 per pupil	Children who are looked after, adopted or living under a special guardianship
£300 per pupil	Service children

FSM eligibility = 19.8 % (based on Raise Feb 017)

Current Barriers to Future Attainment:

Boys' attainment – Of the 27 PPG children in Reception (summer 2017), 15 of them are boys. Of this group, only 26% achieved a Good Level of Development compared to 58% of the PPG girls. In Year 1 (summer 017) the pattern is similar with PPG boys attaining lower than PPG girls in Reading and Writing. We need to ensure that these children (in Year 1 and Year 2 from September) are provided with targeted support to ensure progress is accelerated.

Year 2 – there is a large attainment gap between disadvantaged and other children within the Year 2 cohort from September 2017, emphasising the need for further targeted support to ensure that this narrows by the end of KS1. It is particularly significant in Writing and for PPG boys.

Attendance of Disadvantaged Pupils – Based on data analysis for the 2017-17 school year, the attendance rate for disadvantaged children is 2% lower than other children. Whilst this has been affected by some very specific complex cases, it remains an area to address, particularly for children in Year 1 from September 2017.

Early Intervention – Most disadvantaged children start Reception well below age related expectations (12% in writing, for example). They make progress with 41% of disadvantaged children achieving a Good Level of

Development (summer 2017). However, there is a 22% gap when compared to other children which we are committed to narrowing as the children move through the school.

Cost	Nature of support for 2017-18
£4,400	Part funding of the commissioned Speech and Language Therapist – targeted to PPG pupils to ensure that they make the best possible progress they can.
£1,000	Provision of free uniform/school items for children eligible for PPG
£2,000	Provision of free breakfast club or after school club sessions for specific PPG children.
£1,100 £3,900 £8,000 £7900	Provision of before, after school and lunchtime ‘booster’ classes for Year 2 children. 1:1 tuition by teachers and support staff for targeted Year 2 PPG pupils. Provision of behaviour support for specific PPG children. Additional adult support in EYFS for targeted PPG children
-	Mentoring support for targeted PPG children
£10,000	Nurture provision including training for staff, time linked to delivering 3x pm sessions to targeted pupils.
£7,000	Part of salary for ELSA trained staff to support children who receive Pupil Premium Funding. This provision enables us to provide counselling support including Drawing and Talking, bereavement support, social skills support.
£5,500	Attendance Officer and Educational Welfare (brought in service) – to ensure pupils eligible for Pupil Premium Funding are supported to ensure attendance remains as high as possible.
£20,000	Part of salary of AHT, DHT (non-class based) aimed at accelerating progress and narrowing the gap between disadvantaged and non-disadvantaged children.
£6,379	To be allocated/contingency

Review: February 2018

The commissioned SALT service continues to provide support for Disadvantaged children needing early intervention for speech, language and communication needs and all children eligible for PPG funding have received free uniform. Breakfast Club and After School Club is proving to be an incredibly valuable resource for vulnerable children, with specific children accessing this free of charge each day. Other children living in temporary accommodation have been allocated sessions each week, providing them with space to play and interact outside of the school day with other children.

In partnership with two other schools, we have brought into a behaviour support service, providing targeted support for individual children and advice to parents of disadvantaged children with challenging behaviour. This is being extended in the summer term to looked after children and those under a special guardianship where a nurture provision specific to their needs is being delivered. A bid for additional funding from Croydon’s Virtual school has helped our tri-partnership us to establish this.

Nurture provision for a group of Year 2 children took place throughout the autumn term and a new group for Year 1 children is starting in April 2018. Other disadvantaged children have been allocated ELSA support or a mentor to support their progress and well-being. Sometimes this takes place after the school day to ensure consistency and quality of the sessions. The PPG contingency funding has been used to finance the additional hours required by support staff to deliver this.

We continue to focus on the attendance of disadvantaged children to ensure that this is not a barrier to learning and use our Educational Welfare and Attendance Officer where needed to tackle absence for disadvantaged pupils.

Our school foodbank has been established for almost a year now, helping any family who finds themselves struggling for money. Free bags of food and toiletries (from donations from staff and parents) are welcomed by families linked to PPG funding as well as other families, often without recourse to public funds.

Reading, Writing and Maths interventions are provided for Disadvantaged children in Year 2 and a gardening club has been set up for Disadvantaged Reception children – all helping to widen opportunities and accelerate progress.

Measuring the Impact of PPG spending

The school will evaluate the impact on each pupil on a half termly basis through the use of our assessment system – OTrack. In addition to this, other approaches for measuring impact will be used such as the Boxall Profile, case studies, Pastoral Support Plans, TAF reviews and attendance figures.

Evaluation will focus on academic gains and how pupils' self-confidence has developed as a consequence of the interventions put in place.

In 2016-17 we were allocated **£92,400** of Pupil Premium Funding which we used to fund the following:

- ✓ Speech and Language Therapist – targeted to PPG pupils to ensure that they make the best possible progress they can.
- ✓ Provision of before and after school 'booster' classes and 1:1 tuition by teachers and support staff for targeted Year 2 PPG pupils. Targeted reading support for PPG pupils.
- ✓ Use of a music specialist to provide free music lessons and provide free musical tuition for Year 2 PPG pupils. 1 x recorder session per week + equipment
- ✓ Nurture provision for targeted PPG children
- ✓ Emotional Literacy Support for targeted PPG children.
- ✓ Free breakfast club place for specific PPG children
- ✓ Attendance Officer and Educational Welfare (brought in service) – to ensure pupils eligible for Pupil Premium Funding are supported to ensure attendance remains as high as possible.
- ✓ Part of salary for EAL/EMA Specialist Teacher to target PPG pupil to ensure that this group of children make accelerated progress.
- ✓ Part of salary of AHT, DHT (non-class based) aimed at accelerating progress and narrowing the gap between disadvantaged and non-disadvantaged children.

Impact:

At the end of KS1, the gap in Reading attainment has closed when compared to the EYFS starting points with the PPG group achieving marginally higher than the non-PPG group (2%). Early morning and lunch time booster groups, a more able PPG reading group, additional 1:1 reading regular Pupil Progress meetings where PPG children are discussed and specific actions put in place to support their learning and a whole school focus on reading for pleasure have all contributed to the gap being closed.

Matched Data (103)	ELG Reading	Gap	ARE Reading	Gap
PPG (19)	42% (8)	-21%	84% (16)	+2%
Non PPG (84)	63% (53)		82% (69)	

In writing the gap has narrowed when compared to the EYFS starting points for these groups. The use of challenge in lessons, marking, next steps and 1:1 conferencing with children has helped to reduce the gap between the 2 groups.

Matched Data (103)	ELG Writing	Gap	ARE Writing	Gap
PPG (19)	37% (7)	-19%	63% (12)	-6%
Non PPG (84)	56% (47)		69% (58)	

The gap in maths attainment has closed when compared to the EYFS starting points. The use of targeted interventions (number box, maths booster groups, small group catch up sessions) alongside quality first teaching have been effective in closing the gap in attainment.

Matched Data (103)	ELG Number	Gap	ARE Maths	Gap
PPG (19)	47% (9)	-12%	79% (15)	0%
Non PPG (84)	59% (50)		79% (66)	

Explanation of Expenditure 2016-2017

Area of Expenditure	What did this include?	Why was this done?	What was the impact?
<p style="text-align: center;">Teaching, Attainment and Learning</p>	<p>Speech and language therapist – training for staff and work with groups of children and individuals. SLCN training included - Lego therapy, Early identification of children with SLCN, bucket activities and colourful semantics. Booster classes before school and at lunchtimes, use of SLT to support targeted children. Use of EAL / EMA specialist teacher, to target PPG children to ensure that this group makes accelerated progress.</p>	<p>Quality First Teaching (the teaching that all children receive from their class teacher) has been evidenced as having the most impact on a child's outcomes. Ensuring that all staff are skilled has improved the standard of quality first teaching in order to meet the needs of all children. The additional targeted support for groups and individuals is put in place to ensure that all children are able to make the progress that they are capable of and reach their potential in learning.</p>	<p>Effective support delivered for all targeted children with SLCN at specialist, targeted and universal level.</p> <p>Teacher's skills, knowledge and understanding of SLCN improved and the impact of additional training, modelling and support for staff is measured through the attainment and achievement of the children.</p> <p>The impact of the interventions is seen through the narrowing of the gap between PPG and non-PPG groups in reading, writing and maths by the end of KS1.</p>
<p style="text-align: center;">Wellbeing</p>	<p>Nurture provision, including training for staff, ELSA support, access to lunchtime club</p>	<p>These provisions addressed a range of needs that the children may have including low self-esteem, friendship skills, listening and attention, social skills and communication and offer emotional support for many of our vulnerable children.</p>	<p>Evaluation of the provisions show that the children's behaviour and access to learning has improved. The impact was also seen through improvements in children's confidence, happiness and their relationships with their peers, adults and family.</p> <p>Parent's responses to the provisions have been positive and show that families have noticed an impact on the children at home.</p>
<p style="text-align: center;">Equality and Opportunities</p>	<p>Free recorder lessons from specialist music teacher, crèche provided for CLATA workshops, oyster cards</p>	<p>To give children the opportunity to access learning a musical instrument which they might not otherwise be able to have. Providing a crèche for parents so they can access the CALAT family learning literacy course.</p>	<p>The impact of the music lesson can be seen by the children's enthusiasm and regular attendance at the classes and their pride and self-belief when performing at the end of year concert.</p>
<p style="text-align: center;">Removing Barriers</p>	<p>Attendance officer, Education welfare Officer (to improve attendance), breakfast club, workshops for parents delivered by a Speech and Language Therapist on 'Language needed for school'.</p>	<p>Offering access to breakfast club helped families in a variety of ways including allowing parents / carers to drop children off and get to work, ensuring children eat a nutritious breakfast, improving attendance and punctuality. Use of our Attendance officer and Educational Welfare officer to ensures children who are eligible for PPG funding are supported and their attendance remains as high as possible.</p>	<p>Case studies have shown that the provision of breakfast club has improved the punctuality and attendance of some vulnerable children attending. The strategies used by our attendance officer and EWO have also improved the attendance and punctuality of children.</p> <p>The SLCN workshop was well attended, received a positive response from parents who now feel better informed and able to use the strategies at home to support their children.</p>