

## PUPIL PREMIUM GRANT REPORT 2016-17

The Government introduced the Pupil Premium Grant in April 2011. This grant which is additional to main school funding, is seen by the government as the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most. The Pupil Premium is allocated to schools and is clearly identifiable. Schools can decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

At Woodmancote School we support all our pupils. We do this by providing high quality teaching, supplemented by interventions to support vulnerable learners as and when required. The School Leadership Team and the Governing Body monitors the impact of all spending and interventions, including the Pupil Premium.

Previous Pupil Premium reports have followed the financial year. 2016-17 is the first report to show the planned expenditure across the academic year.

<b>Number of pupils &amp; pupil premium grant (PPG) received (financial year)</b>		
Total number of pupils on role	410	
Total number of pupils eligible for PPG	54	
Amount PPG received per pupil	£1320	
Total Amount of PPG received	£69,960	
Amount of PPG carried forward from 2015-16	£6217	
<b>Total Pupil Premium Grant</b>	<b>£76,177</b>	
<b>Summary of PPG spending 2016-17 (academic year)</b>	<b>Allocated</b>	<b>Actual</b>
Focus spend on Learning in the curriculum (L)	£56 927	
Focus spend on social, emotional and behaviour (S)	£13 600	
Focus spend on enrichment beyond the curriculum (W)	£5 500	
Focus spend on Families/Community (F)	£150	
Total	<b>£76 177</b>	
<b>Date of Mid Term Review: March 2017</b>		
<b>Date of Main Review: July 2017</b>		
<b>Objectives of spending PPG:</b>		
<ul style="list-style-type: none"> <li>• Closing the Gaps in Maths, Writing and Reading between PP children and non PP children.</li> <li>• Aim for all KS2 children to make at least 6 steps of progress per year and for school to be +5/10% above national figure for PP and FSM children.</li> <li>• Improve the % of PP pupils working at age related expectations in Reading, Writing and Maths between KS 1 and KS 2.</li> <li>• Improve rates of attendance at clubs for children in receipt of PPG.</li> <li>• Improve attitudes to learning.</li> <li>• Parents who may find engagement with other professional agencies problematic, are supported in supporting their child's learning.</li> <li>• Parents are supported in improving their own literacy and numeracy in order to be better placed to understand their child's learning</li> </ul>		
<b>Summary of Identified Barriers to Educational Achievement</b>		



(NB Individual barriers are identified and recorded on internal record sheets)

- Social and Emotional caused by family circumstances, including DA, Bereavement and Parenting styles
- Low self esteem
- Poor literacy and numeracy skills of parents

### Projected Spending of PPG by item/project 2016-17

#### Actions focussed on Learning in the curriculum

**Rationale:** Quality First teaching, alongside targeted, timely and appropriate intervention strategies will enable identified children to make the appropriate progress to 'close the gap' between themselves and their peers, from whichever prior attainment group they are from.

Item/Project	Cost	Objectives	Intended Outcomes/Success criteria	RAG
<b>Additional teacher</b>	£30 000	To provide pupils with high quality teaching. To decrease the attainment gap between PP and non PP children in Year 6. Work closely with year group team at a time, supporting high quality teaching and relevant interventions.	<ul style="list-style-type: none"> <li>• Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</li> </ul>	
<b>Structured Conversations and Key Worker Project</b> Staff Release time Unlocking barriers to learning To support children with homework by giving parents specific activities	£6000	Enabling parents and teachers to work together on pupil engagement. Improve rates of attainment by providing resources to parents to use at home with their child, as well as training in how to support children in a home setting 14 teachers, 3 times a year	<ul style="list-style-type: none"> <li>• Parents feel more secure about their child's learning and ways to help them at home.</li> <li>• Teachers have a clearer understanding of child's background and set targets to help them progress.</li> </ul>	
<b>Miscellaneous staff Resources</b>	£1000	Provide resources identified as a support in Structured conversations.	<ul style="list-style-type: none"> <li>• Equip the school and child to progress to meet age related expectations or better.</li> </ul>	
<b>Targeted TA Intervention</b> in each year group during the year.	£17 000	To increase attainment for PP children through small group work led by additional TA support. Focus on Years 1, 2 and 3	<ul style="list-style-type: none"> <li>• Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</li> </ul>	
Booster resources	£2927	Purchase of resources to support learning.	<ul style="list-style-type: none"> <li>• Target pupils achieve at least age-related expectations</li> <li>• Target pupils make good levels of progress.</li> </ul>	
<b>Sub total</b>	£56 927			

**Actions focussed on social, emotional and behaviour**

**Rationale:** Supporting children with their emotional well-being will make them more confident, resilient and able to engage more productively in the learning process.

Item/Project	Cost	Objectives	Intended Outcomes/Success criteria	RAG
<p><b>Employment of teacher</b> with responsibility for Pastoral care with Pupil Premium children within the NEST</p> <p>Necessary training needed.</p>	£10,000	<p>Liaise with SEN and inclusion Coordinator to support pupils emotional well-being and attitudes to learning.</p> <p>Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.</p>	<ul style="list-style-type: none"> <li>• Children have a designated person to refer to in times of need.</li> <li>• Children who receive intervention support make progress as indicated through a self esteem questionnaire.</li> </ul>	
<p><b>SENDCo role with Pupil Premium children.</b></p>	£3,000	<p>Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.</p>	<ul style="list-style-type: none"> <li>• Children who receive intervention support make notable social progress in school as indicated through a self esteem questionnaire.</li> </ul>	
<p><b>Training of TA to undertake counselling with children.</b></p>	£400	<p>To equip a member of staff with the necessary skills and training to support children who experience emotional, social or behavioural difficulties.</p>	<ul style="list-style-type: none"> <li>• Children's needs will be addressed appropriately to enable them to make academic and social/emotional progress.</li> </ul>	
<p><b>Attendance Award</b></p>	£200	<p>Improve rates of attendance (to 96%) for target group of pupils.</p> <p>Regularly identify pupils falling below 90% and share concerns with SENCO and parents.</p>	<ul style="list-style-type: none"> <li>• Target group of children to have increased attendance each term when monitored by SENCO.</li> <li>• An increased awareness of the attendance award as an incentive.</li> </ul>	
<p><b>Sub total</b></p>	£13,600			



**Actions focussed on enrichment beyond the curriculum**

**Rationale:** Engagement with activities that their peers are also participating in will promote inclusion and a sense of self-worth, as well as ensure that their emotional well-being is healthy.

Item/Project	Cost	Objectives	Intended Outcomes/Success criteria	RAG
<b>Allocated time for TA to coordinate</b>	£1000	Liaise with SENCO in order to bring about improved rates of progress and levels of attainment by the end of the academic year Meet with children on regular basis and facilitate involvement in clubs in order to raise % that regularly attend clubs at school.	<ul style="list-style-type: none"> <li>• School club attendance increases for PP children.</li> <li>• Enjoyment and engagement is evident through pupil conferencing.</li> <li>• % of Targeted pupils achieve in line with age related expectations increases.</li> </ul>	
<b>School Trips and Clubs</b> subsidy (Developing Wider Outcomes)	£3500	Ensure participation in all relevant residential and day trips. Increase the % of PP children participating in school clubs from a baseline taken at the beginning of each term. Close the Gap in participation rates between PP children and non PP children	<ul style="list-style-type: none"> <li>• Self esteem and confidence improves for those children involved.</li> <li>• Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</li> </ul>	
<b>Homework Club</b> TA run homework club twice a week.	£1000	In order for children to have support with the completion of homework to raise attainment and rates of progress and promote love of learning	<ul style="list-style-type: none"> <li>• Weekly numbers of children attending homework club increases.</li> <li>• Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths.</li> </ul>	
<b>Sub total</b>	£5500			

### Actions focussed on Families/Community

**Rationale:** Supporting parents to understand what the school is aiming to achieve and giving them the skills to engage with their child's learning, will enable them to support the learning at home and address potential barriers to achievement.

Item/Project	Cost	Objectives	Intended Outcomes/Success criteria	RAG
<b>Key Worker Project</b>	See section 1	Teachers to be 'key worker' for families in need of additional support in order to raise attainment and progress of their child/ren	<ul style="list-style-type: none"> <li>• Opportunities for staff to work alongside parents in the classroom brings about a clearer idea as to how parents can understand what their child is learning</li> <li>• Relationships are formalised and strengthened, giving some families continuity of professional support.</li> </ul>	
<b>Parents coffee mornings</b>	£150	Engage parents in school life and provide support/guidance where appropriate e.g. reading support/resources etc.	<ul style="list-style-type: none"> <li>• Parent engagement increased for PP children (attending meetings etc).</li> <li>• Parents attend more events regularly.</li> <li>• Parents feel more confident in understanding their child's learning as well as how to support them (parental questionnaire).</li> </ul>	
<b>Sub total</b>	£150			

### Impact Statement

Individual Impact statements are written for each child and are contained within a separate document that can be accessed by the parents of the child and members of the Senior Leadership Team.

Data analysis of the impact of any interventions and expenditures form the basis of discussions at the three Pupil Progress Meetings held each year between Class Teachers, Senior Leaders and members of the Governing body.