

PUPIL PREMIUM GRANT REPORT 2017-18

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.

Number of pupils & pupil premium grant (PPG) received		
Total number of pupils on role		420
Total number of pupils eligible for PPG		49
Amount PPG received per pupil		£1320
Total Amount of PPG received		£73,920
Amount of PPG carried forward from 2016-17		£26,853
Total Pupil Premium Grant		£100,773
Summary of PPG spending 2017-18		
Focus spend on Learning in the curriculum (L)	£	45,614
Focus spend on social, emotional and behaviour (S)	£	24,000
Focus spend on enrichment beyond the curriculum (W)	£	8,450
Focus spend on Families/Community (F)	£	2,670
Total	£	80,734
Date of Mid Term Review: March 2018		
Date of Main Review: July 2018		
Objectives of spending PPG:		
<ul style="list-style-type: none"> • Closing the Gaps in Maths, Writing and Reading between PP children and non PP children. • 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. • Improve the % of PP pupils working at age related expectations in Reading, Writing and Maths between KS 1 and KS 2. • Improve rates of attendance at clubs for children in receipt of PPG. • Improve attitudes to learning. • Parents who may find engagement with other professional agencies problematic, are supported in supporting their child's learning. • Parents are supported in improving their own literacy and numeracy in order to be better placed to understand their child's learning 		
Summary of Identified Barriers to Educational Achievement		
(NB Individual barriers are identified and recorded on internal record sheets)		
<ul style="list-style-type: none"> • 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 2017-18

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
<p>Additional teacher for NEST (Nurturing and Emotional Support Team) 0.4 (ACADEMIC RESPONSIBILITY)</p> <p>Key Worker Project (NEST) 3 key workers SENCO, Pastoral, Academic</p>	£12,395	<p>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. Enabling parents and teachers to work together on pupil engagement, by having key worker to support them 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 (academic and pastoral)</p>	<ul style="list-style-type: none"> • Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths. • Parents feel more secure about their child's learning and ways to help them at home. • Teachers have a clearer understanding of child's background and set targets to help them progress. 	
Miscellaneous staff Resources	£500	Provide resources identified as a support in Structured conversations.	<ul style="list-style-type: none"> • Equip the school and child to progress to meet age related expectations or better. 	
Staff Development to meet the needs of children in receipt of PPG	£5430	Allocated time for Maths Specialist Teacher and CPD lead to improve teaching and learning(2 x 0.1)	<ul style="list-style-type: none"> • Quality of Teaching improves, as evidenced in school monitoring • Increase in % making expected/accelerated progress 	
Targeted TA Intervention in each year group during the year.	£26,289	To increase attainment for PP children through small group work led by additional TA support. Focus on Years 6, 4 and 2	<ul style="list-style-type: none"> • Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths. 	
Booster resources	£1000	Purchase of resources to support learning.	<ul style="list-style-type: none"> • Target pupils achieve at least age-related expectations • Target pupils make good levels of progress. 	
Sub total	£45,614			



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
Additional teacher for NEST (Nurturing and Emotional Support Team) 0.6 (PASTORAL RESPONSIBILITY)	£20,000	Liaise with SEN and inclusion Coordinator to support pupils emotional well-being and attitudes to learning. Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.	<ul style="list-style-type: none"> • Children have a designated person to refer to in times of need. • Children who receive intervention support make progress as indicated through a self-esteem questionnaire. 	
Teacher for NEST (Nurturing and Emotional Support Team) 0.4 (SEN RESPONSIBILITY)	£3,000	Deliver specific interventions aimed at social interaction, controlling emotions and raising self-esteem.	<ul style="list-style-type: none"> • Children who receive intervention support make notable social progress in school as indicated through a self-esteem questionnaire. 	
Monitoring attendance and time allocated to support non-attendeess	£1000	Improve rates of attendance (to 96%) for target group of pupils. Regularly identify pupils falling below 90% and share concerns with and parents.	<ul style="list-style-type: none"> • Target group of children to have increased attendance each term when monitored by SENCO. • An increased awareness of barriers to poor attendance and strategies to address them. 	
Sub total	24,000			



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
Allocated time for member of NEST to coordinate	£450	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"> • School club attendance increases for PP children. • Enjoyment and engagement is evident through pupil conferencing. • 	
School Trips and Clubs subsidy (Developing Wider Outcomes)	£7000	Ensure participation in all relevant residential and day trips. Close the Gap in participation rates between PP children and non PP children	<ul style="list-style-type: none"> • Self-esteem and confidence improves for those children involved. • Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths. 	
Homework Club 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"> • Weekly numbers of children attending homework club increases. • Gap between progress of pupil premium pupils and non-pupil premium pupils closes for all year groups in reading, writing and maths. 	
Sub total	£8450			



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
Parents coffee mornings	£150	Engage parents in school life and provide support/guidance where appropriate e.g. reading support/resources etc.	<ul style="list-style-type: none"> • Parent engagement increased for PP children (attending meetings etc). • Parents attend more events regularly. • Parents feel more confident in understanding their child's learning as well as how to support them (parental questionnaire). 	
Dedicated Key Worker time to work alongside parents in the classroom (TA or T support)	£2520	14 days Teacher days to work with parents in the classroom or on strategies to support children.	<ul style="list-style-type: none"> • Parents supported to help children at home • Improved rates of engagements as evidenced by attendance at school events 	
Sub total	£2,670			

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.
- Summative Data from end of year assessments feed into Summary reports for Maths and English

Sources:

Do Parental Involvements interventions increase attainment? Stephen Gorard and Beng Huat See

(Nuffield Foundation)

What Makes Great Teaching? Robert Coe, Cesare Aloisi, Steve Higgins and Lee Elliot Major

(Durham University, CEM, The Sutton Trust)

Toolkit of Strategies to improve learning Steve Higgins

(Durham University)