

Pupil Premium Review 2017-18

The Pupil Premium Grant is additional funding introduced in April 2011, to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The pupil premium is allocated to children who are looked after by the local authority, those who are currently eligible for free school meals (FSM) and who have been at any point in the last six years (known as Ever 6) and for children whose parents are currently serving in the armed forces

Context of our school

St Peter's is a larger-than-average-sized primary school. The number of pupils supported by the pupil premium is below the national average. Children attend the Reception classes full time. There is a breakfast club and an after-school club on the school site. The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all' solution.

How are we spending our share of the funding at St Peter's?

The allocation for Pupil Premium funding at St Peter's for this academic year 2017-18 was £71,400. Detailed below is a review of the spend. The Pupil Premium funding may have a positive secondary impact on all children at the school, or on some other children who are not disadvantaged; as some of the ways money in a school is spent, cannot be targeted solely at Pupil Premium children.

Pupil Premium Funding Review 17-18			
Pupil Premium allocation of funding	Cost	Brief summary of the intervention	Impact: What did the action actually achieve?
Child and Family Support Worker (21 hours per week) and ELSA team.	£ 33,000	<p>The Child and Family Support Worker has worked closely with families of disadvantaged children carrying out home visits and providing 1:1 support with our most vulnerable parents/carers.</p> <p>The Child and Family Support Worker has received training in PEEP (a parental engagement programme which improves social interaction and speech and communication in Early Years and Reception children)</p> <p>The Child and Family Support Worker has closely monitored pupil attendance and punctuality; holding meetings with parents to discuss poor attendance and rewarding strong attendance through celebration assemblies and special certificates.</p> <p>The ELSA team have provided wrap around emotional literacy support and nurture groups for our most vulnerable pupils. Children who are finding it hard to access their learning due to emotional and social difficulties are supported with detailed action plans to help them cope with life in the classroom.</p>	<p>Home visits to a number of families have secured a more trusting relationship between parents and school and these parents will now seek help from school when they are not coping. This has had a more positive impact on their child's emotional well-being.</p> <p>The Waterlooville Food Bank has been accessed for 3 families with school uniforms and PE kits purchased. This has allowed parents to worry less about financial constraints and concentrate more on supporting their child's attendance and progress in school.</p> <p>Autumn term pupil premium attendance: 94.4% Summer term pupil premium attendance: 96.1%</p> <p>PP below 90% attendance Spring term 2016-17: 4 pupils Spring term 2017-18: 3 pupils</p> <p>Summer term 2016-17: 8 pupils Summer term 2017-18: 4 pupils</p> <p>No. of PP children persistently absent (PA below 90%) @ end of 2016-17: 3 pupils No. of PP children persistently absent (PA below 90%) @ end of 2017-18: 2 pupils + 2 with severe SEND needs and high levels of authorised absence</p> <p>8 pupil premium children are regularly attending nurture sessions per week. This has greatly improved children's self-esteem and ability to access their learning more successfully in the classroom.</p>
Breakfast and Afterschool club	£7000	Pupil premium disadvantaged children are offered	Breakfast club has helped improve attendance and

		<p>free breakfast club every morning from 8am.</p> <p>After school provision is in place every day until 4:15pm providing children with a range of extracurricular activities.</p>	<p>punctuality for our PPD pupils and provides a calm start for the day ensuring that children are ready to learn and have had a good, healthy breakfast.</p> <p>Punctuality; Punctuality in PP children has not only improved this year compared with last year but has also improved over the course of this academic year.</p> <p>Autumn term 2016-17: 83 lates, 4 unauthorised (after register closed) Autumn term 2017-18: 88 lates, 1 unauthorised</p> <p>Spring term 2016-17: 97 lates, 3 unauthorised Spring term 2017-18: 62 lates, 1 unauthorised</p> <p>Summer term 2016-17: 61 lates, 2 unauthorised Summer term 2017-18: 56 lates, 3 unauthorised</p> <p>Whole year lateness 2016-17 for PP children: 241 sessions late, 9 unauthorised Whole year lateness 2017-18 for PP children: 216 sessions late, 5 unauthorised</p>
Morning Homework and ICT club	£3500	This club is run by 2 LSAs who complete a range of home learning activities with pupils including; maths games, reading and spelling activities and access to the ICT suite for online learning. Pupil premium children are all invited as a priority; as well as improving learning outcomes this has also improved attendance and punctuality.	A much more personalised approach has enabled teachers to target children's individual learning needs. This club has been full most weeks with up to 34 children on the register. This early morning club has continued to help improve punctuality. It has also proved beneficial for those vulnerable pupils with low self-esteem and anxiety surrounding early morning playground times and has given the opportunity to consolidate and embed learning which has taken place in class. 41% of all pupil premium pupils have regularly attended this daily morning homework club this academic year.
LSA training and intervention work	£16,000	To improve quality an impact of interventions and classroom support	The support staff have received weekly training by the SENDCo and Deputy Headteacher on ways to undertake

			quality teaching of interventions, meet expectations and maximize impact in the classroom. Key areas covered have included: Use of questioning and assessment for learning, spelling strategies and calculation and the four operations. Lesson observations and teaching and learning walks have highlighted this training is now in practice in the classrooms and is impacting positively on pupil progress.
Read, Write Inc intervention	£2000	Targeting children who are not on track to narrow the gap in learning between pupil premium and non-pupil premium pupils in reading. The impact from this intervention allows pupil premium pupils to access a richer variety of texts which has been identified as a barrier to learning for some children.	This intervention has been very successful in supporting the teaching of phonics – with 80% of Year 2 PPD pupils passing.
Writing tuition for four Year 4 pupils.	£1000	Specifically targeting 4 pupil premium pupils who are not currently on track in writing. 2 hours of after school tuition per week led by an outstanding teacher and focusing on the foundations in writing.	Class teachers report that children are 'independently applying skills learnt in tuition into their written work'. Monitoring has also evidenced that children are able to use an improved and more accurate range of vocabulary independently to understand, interpret and improve their English.
Year 5 Enterprise challenge	£200	A project to develop the learning behavior attitudes of a small number of Year 5 pupils including pupil premium children	As a result pupils are much more engaged with learning. This project has helped develop communication and collaboration skills and has improved the learning behavior for pupils. Pupils completed personal evaluations on the project with all pupils commenting on increased confidence back in the classroom, development in team skills and a more resilient approach to learning.
School Library including reading challenges, competitions, author visits and after school library club	£3500	Our school librarian runs a series of competitions and challenges for every year group throughout the school year. Pupil premium children from all year groups have been selected to meet with author visitors and free library books have been sent home to a large number of pupil premium pupils. This has ensured the profile of reading is high across the school and enables all children to access reading for pleasure and as a result has had a direct impact on pupil premium pupils	Monitoring has shown that a number of pupil premium pupils have really engaged with the reading challenges; actively seeking new books and encouraging their parents to visit the library to help select new books. The school library has been very well attended throughout the year. Monitoring of borrowing habits has highlighted an increase in borrowing from pupil premium children during book review challenges. In most cases this borrowing has been sustained once book review challenges have been completed. This demonstrates the positive impact the school library reading challenges are

			<p>having on reading for pleasure amongst our pupil premium disadvantaged pupils. When we look at whole school data for our pupil premium disadvantaged children we can see the impact of some of these strategies:</p> <p>In February 2018 only 48% of all PPD pupils were on track to meet ARE by July 2018 62% of all PPD pupils met end of year expectations. The number of pupil premium disadvantaged children reaching greater depth in reading has also increased from 10% in February 2018 to 24% by July 2018.</p>
Key stage 1 phonics and reading resources provided for selected pupils	£500	<p>Extra phonics resources sent home with identified pupil premium disadvantaged children.</p> <p>Reading packs sent home with tasks and activities for parents and children to engage with</p>	<p>This is helping to engage parents of PPD children with home learning activities and as a result is raising the profile of reading for pleasure at home. We will continue to monitor the progress of this over the course of the next academic year to ensure more Key Stage 1 PPD children achieve ARE in reading.</p>
Year 2 Girls' Maths Club	£200	<p>Extra maths resources purchased for Year 2 girls maths club in the spring term. This targeted a number of girls, including pupil premium girls, who were not currently on track to meet end of year expectations.</p>	<p>Monitoring in books demonstrated good progress as a result of this extra support. In some cases accelerated progress was made. In January 2018 (before the girls' maths club began) 0% of PPD girls were on track to achieve ARE in maths in Year 2. As a result of the club and quality first teaching by July 2018 50% of all PPD girls in Year 2 achieved end of year expectations.</p>
Philosophy and drama club to help develop a rich and varied vocabulary and provide opportunities for children to reason, explain and justify their thinking confidently.	£200	<p>The aim of these clubs is to develop speaking and listening skills through discussion and drama</p>	<p>Monitoring and feedback from class teachers has highlighted improvements in the development of language, inference and discussion skills and a willingness to engage in conversation, argue their point and explain their thinking.</p> <p>Pupil questionnaires further confirmed the above with all pupils commenting on increased confidence, more active participation in class and improved listening skills.</p>
Forces Club	£200	<p>A club to support Service children and provide them with a safe space to talk about how they are feeling and an opportunity to socialise with other service</p>	<p>The number of service children attending this club has increased from 6 at the start of the year to 13 pupils. The club has developed children's ability to communicate with others</p>

		children	<p>and has a direct impact on their confidence back in the classroom.</p> <p>Pupil questionnaires further confirmed the above with all pupils commenting on increased understanding of others feelings and having a safe place to discuss feelings</p>
Year 6 booster English and maths intervention	£250	The small group approach enables the teacher to meet the needs of each child quickly and effectively and in-doing so accelerates progress.	<p>Booster maths and English sessions have helped accelerate progress of a lower attaining group of children in year 6. End of KS2 data for Year 6 pupil premium disadvantaged pupils:</p> <p>Reading: 86% ARE and 29% GD Writing: 71% ARE and 14% GD Maths: 100% ARE and 0% GD</p>
Whole school drive on using concrete and pictorial representations to explain thinking in maths	£2000	Whole staff training and resource spending to ensure that children can explain and represent their thinking in a variety of ways to help ensure mastery of learning.	<p>Whole school data for PPD children shows an improvement in the number of pupils achieving ARE and Greater Depth since February 2018.</p> <p>February 2018: 48% ARE and 7% GD July 2018: 62% ARE and 12% GD.</p> <p>Book monitoring for pupil premium pupils has also shown an increase in children explaining their thinking and representing their thinking in different ways including pictorially.</p>
Residential in Year 5 and 6.	£1500	To ensure access to residential cultural and physical experiences for all children there is a fund allocated to support families to part pay the cost.	We have supported a small number of disadvantaged families with school trips this year. This has enabled their children to access the full range of educational learning offered by the school providing them with rich and varied experiences.