



ELVETHAM HEATH PRIMARY SCHOOL

Pupil Premium Grant Expenditure 2016 – 2017

Allocation of the Pupil Premium in Budget Shares

Financial Year	Total Pupil Premium Funding (FSM)	Number of FSM/Evr6 pupils eligible for PP	Total Pupil Premium Funding (Services)	Number of services pupils eligible for PP	Total Pupil Premium Funding (Post Looked After Children)	Number of Post Looked After Children pupils eligible for PP	Total Pupil Premium Grants
2016-2017	£58850	44	£2,400	8	£3,483	3	£64,734

Objectives in spending Pupil Premium Grant (PPG)

FSM:

- To narrow the disadvantaged gap by addressing inequalities and raising the attainment of those pupils in low income families
- For these children to have full access to the curriculum and, where necessary, make accelerated progress to reach national expectations
- To ensure children make progress as they complete each key stage or the equivalent of 4 progress points per year that they are at the school
- To ensure that FSM children have access to extra-curricular activities

Service:

- To mitigate the effects of relocation and military deployment ensuring that every forces child achieves and is emotionally and socially supported through these events

The School and Governing Body are committed to supporting all pupils and families and recognise that there are children on roll who, whilst not necessarily eligible for free school meals, may also suffer financial hardship. We also recognise that many of the opportunities put in place for children who are eligible for these grants may also have an indirect positive impact on the progress and attainment of other groups.

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 language and 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'.

We have analysed our data thoroughly, examined the impact of current interventions and have made use of a range of research to inform our decision making:

- Importance of quality first teaching (Sutton Trust)
- Feedback and Behaviour interventions and self-regulation (Education Endowment Foundation Toolkit)
- Improving the impact of Teaching Assistants and Building independence and self-efficacy (Oxford University Press)
- Effective pupil premium reviews (Teaching School Council)
- The Pupil Premium – How schools are spending the funding successfully to maximise achievement (Ofsted)

RECORD OF PUPIL PREMIUM GRANT SPENDING BY ITEM/PROJECT 2016/17

Item/project	Cost	Objective			
Teacher led - 1:1 tuition for pupils in Year 5 & 6	£4,742	Individualising support at all levels: Targeted support for development of maths and writing skills through 1:1 and 1:2 support	Writing <i>20% made 6 steps in progress</i> <i>60% made 7 steps in progress</i> <i>20% made 8 steps in progress</i>		Maths <i>50% made 6 steps in progress</i> <i>50% made 7 steps in progress</i>
Teacher led - 1:1 and small group support sessions Year 3 and 4	£5,420	Teacher led small group 'catch up' programme to make sure children keep up in order to meet or maintain expected standard.	Reading	Writing	Maths
			Support at the beginning of the year for Year 3 pupils consolidated previous year's objectives and began to develop present year's objectives in-line with their peers. Children were able to identify areas of class lessons where they were unsure which then formed the focus.		
Teacher and TA led 1:1	£7,104	Precision teaching - common exception words and basic maths skills. Direct intervention by teachers following feedback from YGL and support staff.	Writing <i>100% progressed by 5 steps</i>		Maths <i>60% progressed by 5 steps</i> <i>40% progressed by 6 steps</i>

			<p>Children's independent spelling ability improved and word recognition by sight.</p> <p>Children's number fluency, formation and place value improved, their ability to count backwards and fluency with ten time tables.</p> <p>They were more confident in contributing to class discussions.</p>
TA Led - 1:1 Year R	£4,950	To increase % of PP children working at good level of development in reading, writing, number/maths	<p><i>100% achieved GLD</i></p> <p><i>Reading – 20% meeting expected standard, 60% exceeding expected standard</i></p> <p><i>Writing – 60% meeting expected standard, 40% exceeding expected standard</i></p> <p><i>Maths – 80% meeting expected standard, 20% exceeding expected standard</i></p> <p>Individual support enabled the children to secure their skills and knowledge in the early learning goals and prepare for the expectations of the Year 1 curriculum.</p>
Teacher led - Homework Club Year 3 – 6	£1,500	Extending learning time: weekly homework sessions supporting children in consolidating class work	Almost all children attending homework club completed their homework to the required standard and on time. The environment is supportive and the children enjoy attending (pupil conferencing).
Teacher led - Release time for Year Group leaders (YGL) Release time for DHT	£7805	To monitor attainment and progress of Pupil premium children across respective year group.	<p>Interventions are tracked for each child and altered if children aren't responding to them.</p> <p>Targets are set.</p> <p>Year Group Leaders have knowledge of children's Learning characteristics and attainment.</p> <p>Case studies available for children whose attainment is not in line with their peers.</p>
Support staff - 1:2 TA support for pupils in Y2 and 4.	£6,000	Increase progress and attainment in reading, writing, maths and grammar. IEP focussed support. Pre and overlearning to help pupil keep up.	<p><i>Reading – 50% progressed by 5 steps, 50% progressed by 6 steps</i></p> <p><i>Writing – 100% progressed by 6 steps</i></p> <p><i>Maths – 100% progressed by 6 steps</i></p> <p>Children are more confident and more willing to take part in class lessons. The children responded positively to having additional in-class support.</p>
Support staff - Breakfast club for KS2 pupils	£300	Raise self-esteem in ability to compete in chosen support	Children have a good start to the day with a healthy breakfast Improved participation in lessons and interactions with adults in school.
Support staff - Wave 2 and Wave 3 interventions	£5,234	Precision teaching intervention of specific programs designed to target children's gaps in learning	All pupil premium children have made progress in their standardised scores.

Librarian – comprehension support and promote love of reading	£1,042	To enhance children’s ability to respond to text related questions. To promote an interest in reading.	All pupil premium children have made progress in their standardised scores.
Support staff – ELSA & training	£4,626	Increase children’s ability to concentrate on their learning in order to achieve more	Improved confidence in class/playground (Pupil conference) More settled and able to access curriculum. All children had a baseline and targets to work towards.
Support staff - Nurture Group & training Year R - 6	£2,696	Promote appropriate social skills and improve ability to speak confidently in class Support children to establish better learning dispositions	Children have more experiences to share and write about in class. Improved confidence in class and extended periods of concentration for most children.
Support staff - Learning Mentor Year 4, 5 and 6	£1,351	Promote good learning dispositions and raise self-esteem	Children are demonstrating greater resilience, independence and confidence. Transition to Year 7 are better managed by the children and they feel their anxieties are shared and the children supported (pupil conferencing).
Educational Supplies snack trolley	£371	To make sure <i>all</i> children are nourished and resourced for learning	Improved confidence in class and extended periods of concentration.
Parent support Advisor with local cluster	£888	Improve attendance of target pupils. Reduce number of pupils escalating to CP. Improve home/school partnerships.	PSA offers to work with families who require guidance. Children of targeted families makes 2 APS per term (Target tracker data).
Subsidise residential and day visits	£2900	Enrichment opportunities to consolidate class based work and ensure all children have access	Enhance children’s well-being. Ability to work within a team improve alongside a sense of achievement.
Complimentary club, 1 per term	£3,334	Extending learning time in areas outside of the curriculum to support children’s interests and hobbies	Encourage all pupils to develop hobbies/interests outside of the curriculum.
Peripatetic - Music lesson Year3 - 6	£1,800	To provide extra opportunities To develop a more disciplined approach to learning	Children are given the opportunity to learn an instrument. The children are expected to practise at home.
English books	£1000	To motivate young readers and to provide a greater range of books within the book bands	Children are motivated to read and choose books they enjoy reading. The children have a greater range of reading books to choose from.
Uniform	£505	Children from low incomes are not disadvantaged	
Admin support team	£1500	Support parents of Pupil premium children in accessing clubs, subsidised trips, FSM application, summer club, Liaise with club providers and track attendance.	Parents are kept abreast of enrichment activities on offer All children entitled to FSM and Evr6 funding take part in off-site visits 85%+ of pupils will take up a club each term 70%+ take up funded reduction to trip and residential support

			Encourages all pupils to develop hobbies/interests outside of the curriculum.
Total grant received			
Total spend			
Pupil Premium grant remaining			

IMPACT OF PUPIL PREMIUM FUNDING Year R - 2

Attainment September 2017 (% rounded)

	EYFS				Year 1				Year 2			
Teacher Assessment	All (90)	Disadv. (15)	Service (0)	National	All (90)	Disadv. (8)	Service (0)	National	All (90)	Disadv. (4)	Service (0)	National
% ELG/ELG+ Reading	87%	100%	-									
% ELG/ELG+ Writing	84%	100%	-									
% ELG/ELG+ Maths Nu & SSM	87%	100%	-									
% achieving GLD	82%	100%	-	71%								
% achieving expected phonics progress					91%	0%	-	81%	99%	75%	-	No data
Reading ARE+					86%	0%	-		91%	50%	-	76%
Writing ARE+					85%	0%	-		88%	50%	-	68%
Maths ARE+					92%	40%	-		90%	50%	-	75%
% of pupils with SEN	2%	0%	-		2%	40%	-		3%	50%	-	

IMPACT OF PUPIL PREMIUM FUNDING Year 3 – 6

Attainment September 2017 (% rounded)

	Year 3 at EHPS			Year 4 at EHPS			Year 5 at EHPS			Year 6 at EHPS		
Teacher Assessment	All (90)	Disadv. (13)	Service (3)	All (90)	Disadv. (8)	Service (1)	All (91)	Disadv. (8)	Service (1)	All (88)	Disadv. (8)	Service (0)
Reading ARE+	90%	85%	100%	88%	50%	100%	86%	63%	100%	90%	88%	-
Writing ARE+	80%	69%	100%	81%	38%	100%	80%	50%	100%	90%	88%	-
Maths ARE+	81%	69%	100%	71%	38%	0%	81%	63%	100%	86%	75%	-
% of pupils with SEN	3%	8%	-	4%	50%	-	3%	13%	-	9	0%	-

IMPACT OF PUPIL PREMIUM FUNDING Year 1

Progress 2017 (% of children who made at least 4 steps)

Progress	Year 1 at EHPS		
	All (90)	Disadv. (5)	Service (0)
Reading ARE+	97%	100%	-
Writing ARE+	94%	100%	-
Maths ARE+	99%	100%	-
% of pupils with SEN	2%	40%	-

IMPACT OF PUPIL PREMIUM FUNDING Year 2 – 6															
Progress 2017 (% of children who made at least 6 steps)															
Progress	Year 2 at EHPS			Year 3 at EHPS			Year 4 at EHPS			Year 5 at EHPS			Year 6 at EHPS		
	All (90)	Disadv . (4)	Service (0)	All (90)	Disadv . (13)	Service (3)	All (90)	Disadv . (8)	Service (1)	All (91)	Disadv . (8)	Service (1)	All (88)	Disadv . (8)	Service (0)
Reading ARE+	82%	50%	-	91%	92%	100%	96%	88%	100%	88%	88%	100%	93%	100%	-
Writing ARE+	89%	100%	-	87%	85%	100%	96%	100%	100%	89%	88%	100%	96%	100%	-
Maths ARE+	91%	100%	-	87%	85%	100%	98%	100%	100%	91%	88%	100%	96%	100%	-
% of pupils with SEN	3%	50%	-	3%	8%	-	4%	50%	-	3%	13%	-	10%	0%	-

Key:

Disadv. Disadvantaged (Free school meals, Ever6, adopted and looked after children)

ELG Early Learning Goal

GLD Good Level of Development

ARE+ Age Related Expectations or better

SEN Special Educational Needs