



PUPIL PREMIUM IMPACT REPORT 2016-2017

1. Background

The Pupil Premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2016/2017 the Pupil Premium has a value of £1320 per eligible pupil in primary education. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment gap between the highest and lowest achieving pupils.

2. Pupil Premium funding and spending

Number of Pupils and Total Amount 2016-2017	
Total Number of Pupils on Roll	328
Total Number of Pupils Eligible for Pupil Premium	181
% of Pupils Eligible for Deprivation Pupil Premium	55.1%
LAC children allocation	£3800
Amount of Pupil Premium Received per Pupil	£1320
Total Amount of Pupil Premium Funding Received	£238,902

The Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This included investment in both academic and pastoral initiatives. A breakdown of the expenditure for the year 2016/2017 is shown below for Laithes primary School. Alongside this is a short passage about the impact of the money being spent.

3. Breakdown of expenditure

Projects Planned	Objective Expected Impact/Outcome	Cost
Appointment of Assistant Head in teaching and learning – according to the percentage of PP children worked with.	Standards in teaching and learning improve rapidly leading to improved outcomes for all children.	£25,522
Impact – <ul style="list-style-type: none"> • An external inspection showed teaching and Learning to be Good. • EOY data has shown that 78% of the pupil premium children are working within the age expected curriculum for Reading. • EOY data has shown that 79% of the whole school children are working within the age expected curriculum for Mathematics. • EOY data has shown that 74% of the whole school children are working within the age expected curriculum in writing. 		
Inclusion leader – Non teaching 0.8 days	The social, emotional and educational needs of all children are met and closely monitored leading to improved outcomes.	£33,582
Impact – <ul style="list-style-type: none"> • All of the Inclusions Leads time is spent working with vulnerable families and children. • The role supports families and children at home as well as school. • We now have 11 families on social care plans and are heavily supported (all PP). • We now have 37 EHA’s which need support. • The Inclusion Leader supports with getting attendance up and following the new policy half a day per week. • The inclusion Lead supports with implementation of SEND in school and supporting their needs within school. 		
Sports leader appointed to train sports apprentices (2 days per week)	High quality PE sessions for all children and range of after school activities accessed by children in order to develop healthy attitudes to exercise, social opportunities and increase skill levels.	£8,048
Impact – <ul style="list-style-type: none"> • The Sports Leader has implemented training for our other sport leader in school so that he can deliver lessons and group work. • The Leader supports with lunchtime supervision and afterschool clubs. We have a high intake for afterschool and lunchtime clubs. 		
One Sports apprentices to run extra-curricular activities	Develop a sports coaches so that they will be able to deliver sport sessions independently	£5,772
Impact – <ul style="list-style-type: none"> • We have a high intake on afterschool clubs which run every day. He supports with daily lunchtime supervision. 		

Inclusion Services – Pay per day service 3 days	To enable staff to gain advice about next steps for a child with SEND	£774
Impact –		
<ul style="list-style-type: none"> Inclusion services have supported 4 children so far this year and all have been PP. To offer strategies and advice to teachers. 		
Educational Psychologist	To enable that high quality interventions are been carried out and that individual support and advice is been given for supporting SEN.	£10,552
Impact –		
<ul style="list-style-type: none"> The Ed Psych has worked with 8 children this year so far. 7 of these were pupil premium and so advice and strategies were given to support teachers. We have had training as a school on evidencing SEND work and training for the TAs on memory. All of which supports our PP children. 		
Parent Support Advisor - with a focus on balance of need dependent on % of Pupils eligible for Pupil Premium funding.	To provide social and emotional support for vulnerable families	£10,964
Impact –		
<ul style="list-style-type: none"> We now currently hold 37 EHAs all of which are PP. We support the families with school and home life. Parenting courses are provided. Attendance is monitored half a day per week. General advice is offered to all parents around services available, attendance, punctuality and supporting children at home. We have had a number of families of which a programme of support has been given and now are happy to manage without support. Our PSA has supported with progression of families into the safeguarding arena and offered support with CP and CIN families. 		
Employ and deploy Teaching Assistants with a focus on balance of need dependent on % of Pupils eligible for Pupil Premium funding.	To enable the children to access learning in smaller class sizes and small group intervention	£121,890
Impact-		
<ul style="list-style-type: none"> Support staff has been using the training delivered at the beginning of the year to implement their own intervention for small groups of children. They have worked closely with our SEN support children and delivered the support plan work for these children. When carrying out learning walks it has shown that TAs are being used appropriately and effectively in morning lessons. In the summer term 61% of children who were receiving an intervention achieved the outcome set. Please ring school for a breakdown sheet which shows the impact of every intervention. 		
Trips/Educational visits/Sport trips/ Competitions/ Coaches	To subsidise trips and support children with extracurricular learning.	£1,000
Learning Mentor	To develop children's social and emotional wellbeing. To develop skills and support vulnerable children	£13,122
Impact –		
<ul style="list-style-type: none"> Since the Learning Mentor role was made we have seen a dramatic change in some of our more challenging children. We feel that by putting our emotional support in that we can make sure 		

<p>children are ready to learn and feel safe at home and at school.</p> <ul style="list-style-type: none"> • We have trained our LM in thrive, Solihull and she has worked with the Ed Psych to look at interventions and delivering them. • Since the role began we have had a decline in our exclusion data. 		
Thrive Training	Three key inclusion staff (Asst Head – Inclusion, Role of Head & PSA) to attend accredited Thrive training (including whole staff INSET) to gain knowledge and skills of how to promote a Thrive ethos throughout school to enhance children’s social and emotional well-being.	£600 – Training £1,432.20 – Software package
<p>Impact –</p> <ul style="list-style-type: none"> • This has now been used with some of our children in school. It has been disseminated onto our LM who is using the principles to support with social, emotional and mental health. The assessment tool is being tested and trailed so that we can use it more robust next year. 		
Whole School Staff Restorative Practice training	To ensure staff have the relevant skills needed to be able to empower children to deal with problems themselves, in a restorative way, thus promoting a high level of social and emotional intelligence giving further opportunity for academic Development.	£600
<p>Impact –</p> <ul style="list-style-type: none"> • These principles have been written into our behaviour policy and are part of our day to day practice. The inclusion leader has done three behaviour walks over the school terms and has witnessed the use of restorative practice on each occasion. • Our exclusion data has declined in the last year and we feel this could be a contributing factor. 		
Extra Year 2 teacher	To boost the Year 2 children and them to achieve a higher standard	£5,044
<p>Impact –</p> <ul style="list-style-type: none"> • The children’s end of key stage data was 68% combined. 70% in Reading and Maths and 65% in Writing. • Based on last year’s national floor target we will have met these. 		

4.1 Results – Attainment and Progress

End of EYFS

	2014	2015	2016	2017
GLD – All Pupils	37.1 %	47.2 %	48%	57%
GLD – Pupil Premium	31 %	42.8 %	32%	57%
Attainment Gap	-6.1 %	-4.4 %	-16%	0%

Cohort 2016/2017

33 pupils (57%)

Over a third of pupil premium children were at age-related expectations or above in all of the prime areas and literacy and mathematics (GLD).

Progress per cohort using school summative assessments (Year Group)

Year1

Group/Cohort (67 pupils in total)	Working within the Year 1 curriculum in Reading	Achieved Target in Reading	Working within the Year 1 curriculum in Writing	Achieved Target in Writing	Working within the Year 1 curriculum in Maths	Achieved Target in Mathematics
PP (37) Pupil Premium Funding	100	89	100	86	97	91
SEN – EHCP (1) Special Educational Needs	0	0	0	0	0	0
SA – SEN support (12) School Action Plus SEN pupils	100	66	100	75	92	91

- **All pupils eligible for pupil premium funding in Y1 are working within the Y1 curriculum in Reading and Writing**
- **All pupils on the SEN register and eligible for pupil premium funding are working within the Y1 curriculum in Reading and Writing.**

Year 2

Group/Cohort (40 pupils in total)	Working within the Year 2 curriculum in Reading	Achieved Target in Reading	Working within the Year 2 curriculum in Writing	Achieved Target in Writing	Working within the Year 2 curriculum in Maths	Achieved Target in Mathematics
PP (25) Pupil Premium Funding	88	76	92	68	92	76
SEN – EHCP (0) Special Educational Needs	N/A	N/A	N/A	N/A	N/A	N/A
SA – SEN support (11)	64	54	82	45	82	45

School Action Plus SEN pupils						
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- **Over half of the children with SEN and pupil premium are working within the Y2 curriculum.**
- **Over two thirds of children eligible for pupil premium are working within the Y2 curriculum.**

Year 3

Group/Cohort (34 pupils in total)	Working within the Year 3 curriculum in Reading	Achieved Target in Reading	Working within the Year 3 curriculum in Writing	Achieved Target in Writing	Working within the Year 3 curriculum in Maths	Achieved Target in Mathematics
PP (26) Pupil Premium Funding	77	76	88	57	77	76
SEN – EHCP (1) Special Educational Needs	0	0	0	0	0	0
SA – SEN support (8) School Action Plus SEN pupils	50	37	75	62	50	25

- **Over two thirds of eligible pupil premium children are working within the Y3 curriculum for Reading, Writing and Maths.**
- **Over half of the SEN pupils and pupils eligible for pupil premium are working within the year group curriculum in Reading, Writing and Maths.**

Year 4

Group/Cohort (41 pupils in total)	Working within the Year 4 curriculum in Reading	Achieved Target in Reading	Working within the Year 4 curriculum in Writing	Achieved Target in Writing	Working within the Year 4 curriculum in Maths	Achieved Target in Mathematics
PP (27) Pupil Premium Funding	70	70	56	55	78	77
SEN – EHCP (0) Special Educational Needs	N/A	N/A	N/A	N/A	N/A	N/A
SA – SEN support (11) School Action Plus SEN pupils	9	9	0	18	45	18

- **Over two thirds of the children eligible for pupil premium are working within the Y4 curriculum for Reading and Maths.**
- **Over a half of the children eligible for pupil premium have achieved their target in Reading, Writing and Maths.**

Year 5

Group/Cohort (34 pupils in total)	Working within the Year 5 curriculum in Reading	Achieved Target in Reading	Working within the Year 5 curriculum in Writing	Achieved Target in Writing	Working within the Year 5 curriculum in Maths	Achieved Target in Mathematics
PP (27) Pupil Premium Funding	74	66	74	62	59	33
SEN – EHCP (1) Special Educational Needs	0	0	0	0	0	0
SA – SEN support (8) School Action Plus SEN pupils	38	37	25	50	0	0

- **Over half of the pupil premium children in Year 5 are working within the curriculum in Reading, Writing and Maths**

Attainment in 6

Group/Cohort (36 pupils in total)	Working within the Year 6 curriculum in Reading	Achieved Target in Reading	Working within the Year 6 curriculum in Writing	Achieved Target in Writing	Working within the Year 6 curriculum in Maths	Achieved Target in Mathematics
PP (28) Pupil Premium Funding	86	89	79	78	86	85
SEN – EHCP (0) Special Educational Needs	N/A	N/A	N/A	N/A	N/A	N/A
SA – SEN support (7) School Action Plus SEN pupils	29	57	29	42	43	85

- **Over two thirds of eligible pupil premium children are working within the Y6 curriculum in Reading, Writing and Maths**
- **Over two thirds of eligible pupil premium children met their Y6 target in Reading, Writing and Maths**

The progress per cohort shows that the majority of our Pupil Premium and SEND pupils are able to progress onto the next stage of their personalised learning, through the interventions and/or provision put in place at Laithes.

Further information about the attainment of Pupil Premium pupils, SEND pupils or information regarding our assessment system in light of the changes to the new curriculum at Laithes Primary School can be obtained by contacting:

Mrs JB Hirst – Executive Headteacher

Mrs. H. Gunn – Inclusion Lead