

Salterlee - Pupil Premium Report

Evaluation of Impact 2016/2017

and

Action and Spending Plan 2017/18

Introduction to Pupil Premium

Since September 2012 all schools have been required to publish information on their Pupil Premium funding. The Department of Education issue the Pupil Premium allocation to schools based on 'Ever 6' as of the most recent census. This funding is available for us to support children in care, adopted children, children of parents serving in the armed forces and children known to be eligible for free school meals over a 6 year period.

For the period 1st September 2016 to 31st August 2017 Salterlee Primary School received Pupil Premium funding of £6,225.

Context

- Pupil premium allocation for the 2017/18 financial year: £5,280 (estimated)

The financial year allocation is based on:

- 4 pupils (two of whom left mid-year 2016/17 and one who left at the end of Y6 in 2016/17) who were allocated pupil premium based on 'Ever 6' (any child who has received free school meals in the past six years).
- 2 pupils who were allocated funding as 'looked after'.
- 1 pupil who receives additional funding under the forces premium.

We have therefore taken the percentage of children eligible for pupil premium and have apportioned the pro-rata cost of each aspect of provision to pupil premium funding. Where we have judged provision to be beneficial to other children in school who may also be disadvantaged (but where family finances sit below the threshold to receive funding or may be vulnerable) the additional cost has been met through the school budget as these pupils are not eligible for funding.

Pupil Premium Strategies 2016/17

Main barriers to learning that the disadvantaged pupils in our school face:

- Although the number of pupils eligible for pupil premium funding in our school is small, we have identified that many of these pupils share similar barriers to learning. In many instances these result in pupils needing additional well-structured social and emotional care, guidance and support. The emphasis on this additional support is to help pupils reflect on their learning and develop an understanding of how they can manage their learning behaviours. To provide this support we have created and developed the role of Learning Mentor.
- Another commonly shared theme among the pupils in this group is the requirement for additional support within literacy and maths lessons. To meet this need we have made additional adult available within class. Teachers routinely identify how eligible pupils are supported.
- When needed we use the pupil premium funding to support families by making sure that eligible pupils do not miss out on opportunities such as educational visits, extra-curricular activities and after school childcare.

Current Position: Evaluation of impact 2016/17.

Please note that due the small number of pupils in this group we have withheld specific details of our evaluation in order to preserve pupil anonymity. This is in-line with DfE's approach on small school's data publication. A more detailed evaluation is available from the school on request.

Pupils	Strategy	Cost	Impact
Rec	Additional support in all lessons and throughout the whole-day.	Lunchtimes £1,500	Pupil made typical progress from attainment on entry in the 22-36 months emerging to reach the 30-50 month emerging band in most areas. In some areas (Making Relationships and Writing) progress was accelerated with the pupil reaching the 30-50 Developing band.
Year 3	Weekly 1 to 1 support from Learning Mentor (LM). Weekly 'Keep Active Club'. Weekly 'Lego club' – team roles (social development) from LM. Daily 1 to 1 support in all subjects from TAs.	Learning Mentor £500. Keep Active Club £100. Teaching assistants (Approx. 30 mins per day throughout year = £1000).	Pupil made progress in all subjects during the year largely as a result of improved behaviour.
Year 3	Weekly 1 to 1 support from Learning Mentor Daily 1 to 1 support from TA to help close gaps.	Learning Mentor – Approx. 1 hour per week £390 Teaching Assistant £700.	Pupil was making good progress although this slowed towards end of autumn term.
Year 4	Weekly 'Friendship Group' with LM.	Learning Mentor - £390 Keep Active Club £100	Reading tests show that the progress made is similar to that of other pupils in the cohort.

	<p>Keep Active Club with LM. 1 to 1 emotional support from LM. Daily support from teaching assistants focussing in particular on maths.</p>		<p>Maths assessments show that progress is slightly below that of wider cohort although improvements have been made with fluency.</p>
Year 5	<p>Educational visits Weekly 1 to 1 support from LM.</p>	<p>Educational visits: £310 Learning Mentor £390.</p>	<p>Some improvements in behaviour with frequent immediate intervention from Learning Mentor providing opportunities for quiet time.</p>
Year 5	<p>Additional support from teaching assistant in class to help spelling. Weekly attendance of 'Keep Active Club' to improve physical fitness.</p>	<p>Keep Active Club £100 Spelling Support £250</p>	<p>Progress in writing has been made although structure & spelling needs to improve. Maths basic skills need to improve (fluency).</p>
Year 6	<p>Support in class from teaching assistant. Regular support from Learning Mentor.</p>	<p>Keep Active Club £100</p>	<p>Pupil achieved the expected standard in all subjects having made similar progress to other pupils in the cohort. Their average scaled score was above the national average and close to achieving highly in all subjects.</p>

Action & Spending Plan for 2017/18

During the current academic year (September 2017 to August 2018) the school is estimated to receive £5,280 and will continue to use the Pupil Premium grant to support individual and group intervention work.

In particular we will continue to develop the role of our Learning Mentor to ensure that we accurately target support at the individual learning needs of all our eligible pupils. This support will include regular mentoring for all eligible pupils encouraging them to reflect on their learning.

Objective	Strategy	Cost	Monitoring/Evaluation
Identify & remove individual barriers to learning.	<u>Learning Mentor</u> – additional emotional support for targeted LAC/PP pupils.	£3,000	<u>Milestones:</u> Autumn 2017 - Learning Mentor evaluations clearly highlight barriers to learning and show how school is addressing these. Spring 2018 – Behaviour records show reduced incidents of inappropriate behaviour from disadvantaged pupils. Summer 2018 - 100% of disadvantaged pupils make at least expected progress in all subjects.
Improve progress & attainment	<u>Inclusion Support</u> - Additional 1 to 1 support for ensuring that	£2,500	<u>Milestones:</u> End of term assessments show: Autumn 2017 – 90% disadvantaged pupils make at least expected progress in reading, writing & maths

	provision across all subjects addresses the needs of ALL individual pupils.		Spring 2018 - 95% Summer 2018 - 100%
Monitoring of achievement to demonstrate accelerated progress.	<u>Monitoring Impact</u> – CPOMS developed to create chronologies of impact for eligible pupils linking Learning Mentor & SEND interventions.	£500 (training for all staff)	<u>Milestones:</u> Autumn 2017 – Learning Mentor & SEND records populated into CPOMS. Spring 2018 – IEP reviews for disadvantaged pupils provide clear evaluations of impact. Summer 2018 – Chronologies in CPOMS show sustained progress for all pupils within target groups.