

# THE KEYS FEDERATION ACADEMY TRUST

St. John's C. of E. Primary School, Hindley Green



## Pupil Premium Grant Allocation – 2017-18

<b>Summary Information for 2017/18</b>	
Total number of pupils at September 2017	195
Total number of pupils eligible for PPG	53
Amount of PPG received per pupil	£1,320
<b>TOTAL AMOUNT OF PPG RECEIVED</b>	<b>£69,960</b>
Total number of LAC pupils	4
Amount of LAC PPG received per pupil	<b>£1,900</b>

### **Summary of PPG spending 2017/18**

#### **Objectives in spending PPG:**

- Provide additional support to diminish the difference between identified vulnerable groups within our school.
- Appropriate and timely provision is made to ensure that all children make good progress and that any barriers to learning are removed.
- The attainment and progress of disadvantaged pupils is similar to, or improving, in relation to that of other pupils nationally, locally and within the school.

#### **Summary of proposed spending and actions**

#### **Budget Allocation from Pupil Premium**

Staffing resources to <ul style="list-style-type: none"><li>- promote self-esteem and resilience, through nurture group and implementation of Kagan teaching strategies.</li><li>- deliver small group, skills focused sessions.</li><li>- phonics small group work and targeted support</li><li>- 1:1 work as required to develop skills and embed these.</li><li>- early support through targeted intervention in EYFS</li><li>- SMSC will be developed through a culture of facilitating pupil voice and promoting a greater contribution to our school community.</li></ul>	£59,672
Resources to: <ul style="list-style-type: none"><li>- develop reading skills and mastery of skills in promoting a love of reading – Bug Club.</li><li>- develop reading linked to phonics letters and sounds.</li><li>- develop writing skills and embed these throughout the curriculum and within small intervention groups.</li><li>- enhance spelling and support use of spelling application in writing.</li><li>- enhance mastery in all subjects, especially maths.</li></ul>	£7,920

- further support our 'DREAM' curriculum allowing children to showcase their learning. This will foster life-long skills, interests and specialisms for our pupils.	
50% funding of all trips for children entitled to free school meals or ever 6 children	£2,368

## PUPIL PREMIUM STRATEGY – IMPACT STATEMENT

All eligible pupils had the opportunity to participate in a range of first hand experiences which supported their learning, widened their knowledge and removed barriers to learning.

	<b>16/17 Outcomes</b>	<b>Impact Measure of 17/18 PPG</b>
<b>Reception</b>	<p>From an initial baseline of <b>no pupils</b> starting at National Expectation for “school ready”, strong progress was made by all children.</p> <p>100% of eligible children achieved a Good Level of Development</p> <p><b>77%</b> of all children achieved a Good Level of Development</p>	<p>Raise the proportion of eligible Pupil Premium children to maintain 100% achieving ARE. (Reviewed following baseline assessment)</p> <p>(Previous year had a small proportion of eligible children)</p>
<b>End of Key Stage 1</b>	<p><b><u>Year 1 Phonic test</u></b> 100% of eligible children met the required standard</p> <p>100% of all children met the required standard</p> <p><b><u>Year 2 Attainment (8 out of 30 pupils were eligible)</u></b></p> <p><b>63%</b> of eligible children achieved the expected standard in <b>reading</b>. <b>77%</b> of all pupils achieved the expected standard in <b>reading</b>.</p> <p><b>63%</b> of eligible children achieved the expected standard in <b>writing</b>. <b>70%</b> of all pupils achieved the expected standard in <b>writing</b>.</p> <p><b>63%</b> of eligible children achieved the expected standard in <b>maths</b>. <b>80%</b> of all pupils achieved the expected standard in <b>maths</b>.</p> <p><i>Where the % figures of eligible children are significantly below non-eligible children, other factors may be evident in our inclusive school.</i></p>	<p><b><u>Year 1 Phonic test</u></b> Ensure that pupil premium children achieve the expected standard in phonics or receive appropriate intervention to maximise their attainment.</p> <p><b><u>2017 (4 out of 30 pupils eligible)</u></b></p> <p>Raise the proportion of eligible pupils achieving the expected standard by <b>12%</b> in <b>reading</b>.</p> <p>Raise the proportion of eligible pupils achieving the expected standard by <b>12%</b> in <b>writing</b>.</p> <p>Raise the proportion of eligible pupils achieving the expected standard by <b>12%</b> in <b>maths</b>.</p>

	16/17 Outcomes	Impact Measure of 17/18 PPG
<b>End of Key Stage 2</b>	<p><b><u>Attainment (12 out of 27 children were eligible)</u></b></p> <p>Out of the whole Y6 cohort of 27 children, 63% achieved the expected standard in <b>Reading, Writing and Maths.</b></p> <p><b>50% of the eligible children met the expected standard in Reading, Writing and Maths.</b></p> <p><b>58%</b> of the eligible children met the expected standard in <b>Reading.</b></p> <p><b>81%</b> of all children met the national standard in <b>Reading.</b></p> <p><b>58%</b> of the eligible children met the national standard in <b>Writing.</b></p> <p><b>74%</b> of all children met the national standard in <b>Writing.</b></p> <p><b>58%</b> of the eligible children met the national standard in <b>Maths.</b></p> <p><b>70%</b> of all children met the national standard in <b>Maths.</b></p> <p><b>75%</b> of the eligible children met the national standard in <b>Grammar, Punctuation and Spelling.</b></p> <p><b>81%</b> of all children met the national standard in <b>Grammar, Punctuation and Spelling.</b></p>	<p>Pupil Premium children to make more progress than non-eligible children in <b>Reading, Writing and Maths</b> by 10% and accelerate progress for PPG pupils at Key Stage 2 including the more able pupil premium.</p> <p>N.B- 2017-18 there are 5 Pupil Premium children in Year 6, so increments of 20% should be recorded.</p> <p>N.B- 2016-17 Eligible children information to be confirmed following data release.</p>
<b>Attendance</b>	<p>Attendance for eligible children from Reception to Year 6 on school roll at year end <b>2016-17</b> was 94.98%, <b>an increase of 1.33% on 2016-17.</b></p> <p>Attendance for non-eligible children from Reception to Year 6 on school roll at year end <b>2016-17</b> was <b>95.77%</b></p>	<p>Attendance for children identified as eligible to increase by 1% to close the gap. This will be monitored closely by the Learning Mentor throughout the year with termly updates submitted to the Directors' Quality Assurance &amp; Standards Committee.</p>
<b>Behaviour</b>	<p>Behaviour rewards and Staff monitoring behaviour improved children's readiness to learn.</p>	<p>Reduce the number of behavioural incidents for eligible children and improve readiness to learn. This will be monitored closely by the Learning Mentor.</p>
<b>Nurture and raising self esteem</b>	<p>Regular nurture sessions increased children's ability to access the curriculum and mentor supported with individual and group interaction.</p>	<p>Accelerate progress and close the gap.</p>
<b>Individual and small group tuition in English</b>	<p>Children identified received specific interventions and support in English to increase outcomes.</p>	<p>Accelerate progress in spelling, reading and accuracy in English including more able pupil premium.</p>

<b>Individual and small group tuition in Maths</b>	Children identified received specific interventions and support in Maths to increase outcomes and address gaps in mathematical understanding.	Accelerate progress in maths to raise and close the gap in attainment including more able pupil premium.
<b>First hand experiences</b>	Supported learning and widened knowledge whilst building firm foundations and a whole education entitlement for all. Developed confidence and a sense of belonging, co-operation as part of a team, problem solving skills and independence.	Accelerate progress for pupil premium children at Key Stage 2 including the more able pupil premium.
<b>Eco Club</b>	Meet individual needs of pupils who require additional support with behaviour and/or self-esteem.	Accelerate progress for pupil premium children across the school including the more able pupil premium.

## BARRIERS TO LEARNING

<b>Barrier</b>	<b>Code 1 B2L Removable Barriers 1 point</b>	<b>Code 2 B2L Challenging Barriers 5 points</b>	<b>Code 3 B2L Seriously Challenging Barriers - 10 points</b>
<b>Entry to School</b>	KS1 KS2	Significantly below ARE on entry to EY	Significantly below ARE on entry to school KS1/KS2
<b>LAC</b>			Foster Care
<b>Behaviour</b>		Medical condition identified (ADHD ASD) Behaviour Support involved either through school or externally/family Family involved with a number of other agencies including SS, Behaviour Support, CP issues	Diagnosed behaviour condition (ADHD ASD) that leads to EHCP.
<b>Medical condition</b>	Undiagnosed medical condition Early Help in place	Diagnosed medical condition that impacts upon attendance	Diagnosed medical condition that leads to EHCP
<b>Mental Health, Emotional and/or Social Difficulties (MESD)</b>	Queries such as: Coming without breakfast No coat Ill-fitting clothes Unkempt Basic hygiene not in place No glasses Inappropriate footwear No PE kit No homework No reading book Not wanting to go home	The following addressed by meetings, phone calls, visits to home: Shortfall in parenting, Home conditions Influence of domestic violence Alcohol Drugs Sexual exploitation Children of offenders Debt Specific needs identified by relevant professional body, i.e. CAMHS Social care Health Death of parent/life limiting condition of parent Police	Safeguarding plan resulting from: Emotional, physical, sexual, neglect  Severe diagnosed non-reversible condition
<b>SEND</b>	Academic Intervention	Additional in school support and referral to EP	EHCP
<b>Social Dep (FSM)</b>	No other factors		Other factors
<b>Mobility</b>	1 school	2+ schools	
<b>Child Protection (CP)</b>	Early Help	Query Meeting involving other agencies, i.e. Social Services, Medical professional, Police	Proven Emotional, physical, sexual, neglect Child Protection Plan

<b>Barrier</b>	<b>Code 1 B2L Removable Barriers 1 point</b>	<b>Code 2 B2L Challenging Barriers 5 points</b>	<b>Code 3 B2L Seriously Challenging Barriers - 10 points</b>
<b>Attendance</b>	-90% Current academic year and prior attendance issues	-85% Current academic year and prior attendance issues	
<b>Punctuality</b>	Up to 19 lates per year (divide by 3 for term) Current academic year and prior punctuality issues	20-39 lates per year (divide by 3 for term) Current academic year and prior punctuality issues	40+ lates per year (divide by 3 for term) Current academic year and prior punctuality issues
<b>EAL/GRT</b>	Limited English admission prior to Year 3	Limited English Admission from ACIS	INA – no English UKS2
<b>Language Development</b>	Below Low (Renfrew Lang Scale)	Well Below Very Low (Renfrew Lang Scale)	Significantly (Well Well) Below Delayed (Renfrew Lang Scale)
<b>Non-verbal reasoning</b>	76-85 Below Average (EP assessments)	66-75 Borderline (EP assessments)	<66 Extremely low (EP assessments)