

Long Toft Primary School Pupil Premium Grant Expenditure Report: 2016/17

Long Toft Primary School is in Stainforth, Doncaster, we have a Nursery and provide extended provision from 8am to 5.35pm each day.

We have high aspirations and ambitions for our children and we believe that children should have equal opportunities. We aim to inspire passion, a thirst for knowledge, dedication and a commitment to learning. We are determined to ensure that our children are given every chance to realise their full potential. Pupil premium funding contributes significantly to our budget, as our FSM percentage is well above average, and we are committed to ensuring it is spent to maximum effect.

Key facts

- Our school motto 'Together we will be the best' reflects our high expectations of the whole school community working together.
- We are engaged in and committed to partnership working with a wide range of organisations which strongly enhances our provision and supports our local community
- Accreditations reflecting our best practice include: Financial Management in School; Healthy School Mark; Arts Mark (Silver); Active Mark; Investors in People Silver; Basic Skills Quality mark, ECO schools Silver.

Recent/planned initiatives and improvements:

- Improve performance in KS2 tests
- Continue to keep Y1 Phonics scores in line with National Expectation
- Pupil Engagement support team established in 2014 to be maintained
- Earlier intervention in place through support for pre nursery children
- Good behaviour achieved through whole school approach
- Investment in outdoor learning following teacher attaining Forest schools accreditation in 2015.

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. The challenges are varied and there is no "one size fits all". Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

As a school we have a good track record of ensuring that pupils make good progress, but sometimes, in line with the national

trend, levels of attainment can be lower for FSM children. Through targeted interventions we are working to eliminate barriers to learning and progress. In addition to this we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will provide a culture where:

- staff have high expectations of ALL children
- ALL underperformance is quickly identified and challenged
- staff adopt a "solution-focused" approach to overcoming barriers

Analysing Data

- ALL staff are involved in the compilation and analysis of data
- ALL staff are aware of who pupil premium and vulnerable children are
- Underachievement in vulnerable groups are identified and addressed with personalised targets and interventions

Quality First Teaching

- Consistent implementation of the 'non-negotiable', e.g. marking and guided reading
- Shared good practice within the school and external expertise
- Provision of high quality CPD
- Improvement in assessment through careful internal and external moderation
- Well trained support staff
- Monitoring and evaluation of teaching
- Performance related pay
- Bronze, Silver, Gold and Platinum (mastery) learning objectives - no limit on learning!

Increased learning time

- Improved attendance and punctuality
- Earlier intervention (KS1 and EYFS)
- Extended learning out of school hours

Context of School

Allocation	
Total number of pupils on roll	
Total number of pupils eligible for PPG	
Amount of PPG received per pupil	
Total amount of PPG received	£256080

Measuring the impact of PPG spending

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, and so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

- A wide range of data is used - achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice
- Assessment Data is collected termly, impact of interventions are monitored more regularly and adjusted accordingly
- Assessments are closely moderated to ensure they are accurate
- Teaching staff and support staff attend and contribute to pupil progress meetings each term and the identification of children is reviewed
- Regular feedback about performance is given to children, parents and governors
- Interventions are adapted or changed if they are not working
- Case studies are used to evaluate the impact of pastoral interventions, such as on attendance and behaviour
- A designated member of the SLT maintains an overview of pupil premium spending
- A governor is given responsibility for pupil premium

We will use Raise Online, KS2 KS1, Phonics, EYFS as well as whole school data to evaluate impact in terms of attainment and progress.

STRATEGY or INTERVENTION	COST	NEW or CONT	SUMMARY	AIM	SUCCESS CRITERIA	IMPACT
Autumn Term - 50% teacher retained - SBu F1	£13888	New	Reduce adult:child ratio in FS1 Retain full time teacher Facilitate early starters in January and April	To accelerate progress To provide opportunities for early intervention	Accelerated progress across F1 Sept starters Early starters settle quickly in September	96% of F1 children made EXP prog in reading. 96% of F1 children made EXP prog in writing. 81% of F1 children made EXP prog in writing. End of F2: 100% of PP chn made EXP in reading, 95% in writing and 100% in maths.
PPA support - MB	£10714	New	Effective PPA cover Teaching staff access to colleagues for planning	To ensure secure progress in PPA sessions led by support staff To plan consistently across year groups	Progress is evident in PPA sessions Year group planning is agreed and consistent	<ul style="list-style-type: none"> • Clear timetables for PPA cover in place. • Consistency of approach and enhanced NC coverage in liaison with teaching staff. • Broad/balanced opps for pupils.
Additional teachers (HS)	£28035	Cont	Reduce class size Alleviate need for mixed Y5/6 class	To allow increased staff:child ratio To allow Y6 to focus on SATs	End of KS2 results 2017 improve on 2016 Minimise PP gap	KS2 Attainment: <ul style="list-style-type: none"> • Reading increased from 40% to 85%. • Maths increased from 60% to 74%. • Writing increased from 61% to 64%
Music specialist teacher (JL) <ul style="list-style-type: none"> • Enhance singing opportunities • Music therapy to support speech development • Choir trips and t shirts 	£7617	Cont	Access to specialist singing. Opportunities to join a choir and perform at special events.	To raise self esteem To engage and motivate thus impacting attendance and so attainment	Children who access activities show greater engagement and make at least expected progress	<ul style="list-style-type: none"> • Good progress made across whole school.

Additional classroom support (MP)	£10271	Cont.	Provide all classes with full time classroom support (minimum one classroom assistant per class)	To provide increased staff:child ratio To improve outcomes	End of year results 2017 improve on 2016 (see SIP).	KS2 Attainment: <ul style="list-style-type: none"> • Reading increased from 40% to 85%. • Maths increased from 60% to 74%. • Writing increased from 61% to 64%
STRATEGY or INTERVENTION	COST	NEW or CONT	SUMMARY	AIM	SUCCESS CRITERIA	IMPACT
Additional lunchtime staff	£5176	Cont	Ensure safety of children at lunchtimes. Engage children in positive activities. Provide emotional support and resolve issues restoratively	To create a calm positive environment and good relationships between children at lunchtime. To minimise negative lunchtime incidents	Lunchtimes are happy and positive. Few reports of aggressive incidents.	<ul style="list-style-type: none"> • Reduced incidents of aggressive behaviour • Children involved in positive activities
Pupil Engagement Team: Apr 16-Mar 17 Parent Support worker (JR) Senior HLTA (KD) 1 x Pastoral manager (SB)	£74274	Cont.	Identify children who find school challenging Provide targeted support, interventions and staff training	To reduce incidents of disruptive behaviour that impact learning	Identified children make progress in line with their peers Reduced incidents related to behaviour	<ul style="list-style-type: none"> • Children identified and programmes of support delivered • 78% of PET children in KS1/2 made at least expected progress in at least one area.
Enhanced statement hours: KM add. 7.5 3 terms JH add. 15.0 3terms	£10148	Cont.	Meet the needs children with statements on FSM. Cover whole sessions rather than part sessions Cover lunchtimes where required.	To facilitate maximum progress by accessing the whole curriculum To develop social skills by allowing access to peers	Sound progress for children with multiple disadvantage. PP/	<ul style="list-style-type: none"> • KM - EXP progress in maths and writing. • JH - Accelerated progress in writing and maths and is targeted to be EXP in all areas by end of KS2.
Additional support for after school clubs, breakfast club etc. KM add. (average 3 per week)	£1712	Cont.	Allow access to extra-curricular activities for children with multiple deprivation.	To promote relationships To raise self esteem	Access to extra-curricular activities for all. Good progress for children supported in	<ul style="list-style-type: none"> • All activities are well attended • Children report they enjoy the opportunities they allow

JH add.					extra-curricular activities	<ul style="list-style-type: none"> • Good progress across school
Additional equipment for KM, JH	£1000	Cont.	Provide all required equipment	To promote good progress and full access to the curriculum	KM, JH make expected progress	<ul style="list-style-type: none"> • KM - EXP progress in maths and writing. • JH - Accelerated progress in writing and maths and is targeted to be EXP in all areas by end of KS2.
STRATEGY or INTERVENTION	COST	NEW or CONT	SUMMARY	AIM	SUCCESS CRITERIA	IMPACT
Transport for Educational school visits Apr 16 to Mar 17	£5000	Cont.	Provide paid transport for school visits to make them affordable	To allow access to all for educational visits.	All children take part in planned educational visits	<ul style="list-style-type: none"> • No child excluded from school visits on financial grounds
Theatre groups	£1390	Cont.	Enrichment	To broaden horizons and experience, support drama and presentation skills. To promote enjoyment and motivation To impact attendance and engagement. To develop lifelong interest in positive leisure activities.	Pupils are enthusiastic and motivated to come to school and engage in lessons. Good progress across school.	<ul style="list-style-type: none"> • 95% ATTENDANCE (target 96%) • Good progress across school
Subsidise all educational visits	£5000	Cont.	School to provide all transport Heavily subsidise residential visit to London	To reduce costs of educational visits To allow access to all visits for all children	No child misses an opportunity to take part due to financial constraints	<ul style="list-style-type: none"> • No child excluded from school visits on financial grounds
Vegetable patch and maintenance of wildlife	£500	Cont.	Create an opportunity for all children to 'grow their own'	To allow children chances to work	Children are observed working	<ul style="list-style-type: none"> • Children had opportunities to work together

areas for outdoor education			vegetables. Provide opportunities to use the outdoor areas for learning.	together To team build To develop understanding of the natural world	together in the outdoors. Children show motivation and enjoyment.	<ul style="list-style-type: none"> outdoors Parents invited in to support with gardening with very positive feedback
Additional reading support VR and VH	£10861	Cont.	Children targeted for additional reading	To raise standards in reading and close the gap for FSM children	See equality objectives	<ul style="list-style-type: none"> In KS1, increase in pupils achieving EXP in reading. 46% of PP pupils at end of KS1 made expected progress (v. 29% of non-PP chn)
STRATEGY or INTERVENTION	COST	NEW or CONT	SUMMARY	AIM	SUCCESS CRITERIA	IMPACT
Speech and Language support CP	£9225	Cont.	Children targeted for 1:1 S&L support	To ensure early intervention for S&L issues	S&L issues identified Evidence of good progress	<ul style="list-style-type: none"> Children identified and follow S&L programmes Progress in S&L, reading and writing evident
Elklan training for ASD/Speech and Language SS,LO,JB,LW	£1550	Cont.	Children targeted for 1:1 S&L support	To ensure ongoing intervention for S&L issues	S&L issues continue to be addressed Evidence of good progress	<ul style="list-style-type: none"> In KS1 PP children made more progress in reading than non PP children
Paying support staff to attend training days	£328	Cont.	Whole school training opportunities	To ensure ALL school staff are highly trained and whole school initiatives are fully understood by all	Cohesive whole school ethos Raised standards	<ul style="list-style-type: none"> All stakeholders understand school priorities and ethos Cohesive positive atmosphere
Funding adult learning Providing crèche facilities and resources	£4151	Cont.	Raising parental aspirations and ability to support their children's learning.	To break down home/school barriers To raise the profile of lifelong learning	Good take up of courses and greater engagement of parents with school	<ul style="list-style-type: none"> Attendance continued to improve. Good uptake on parent workshops and open days.
Music	£2770	Cont.	Opportunities to learn a	To allow access to	Good take up of music	<ul style="list-style-type: none"> Children take up opportunities

			musical instrument	musical instrument tuition to all	lessons - Doncaster music service	<ul style="list-style-type: none"> Some children pursued greater skills in brass 2016-17
IT	£16035	Ongoing	Access to up to the minute IT equipment and IT support	To promote IT skills with the latest equipment	Children are confident to use the latest IT equipment	<ul style="list-style-type: none"> Children are motivated, excited and proficient with the latest IT equipment. Resources being used in other areas (e.g. reading reward, after school clubs).
Read Write Inc. training and resources	£4800	New	Train all FS and KS1 staff in delivery of RWI strategy. Purchase required resources for effective implementation	To build skills in phonics, reading and writing particularly for disadvantaged children	Improved results across FS and KS1 Narrow achievement gap for PP children	<ul style="list-style-type: none"> All PP chn in F2 made EXP progress or more in reading. In KS1, increase in pupils achieving EXP in reading. 46% of PP pupils at end of KS1 made expected progress (v. 29% of non-PP chn)
Parent Support Advisor	£31637	Cont.	Continue to employ a PSA to liaise/connect with parents and take responsibility for CP	To build parental relationships and support school/pupils To have greater parental engagement	Improved results across FS and KS1 Narrow achievement gap for PP children	In all subject areas, the majority of PP pupils exceeded the performance non-PP pupils.
TOTAL COST	£256082					

Context of EYFS

Allocation	
Total number of pupils on roll in FS1 Summer Term 2016	51
Total number of pupils eligible for EYPPG Summer Term 2016	29
Amount of EYPPG received per pupil	£103

Total amount of EYPPG received £2997.15

Long Toft Primary School Early Years Pupil Premium Grant Expenditure Report: 2016/17

STRATEGY or INTERVENTION	COST	NEW or CONT	SUMMARY	AIM	SUCCESS CRITERIA	IMPACT
Employ additional support staff (AR)	£13747	New.	F1 children have additional adult support.	To raise standards across FS1 through focused interaction with adults Narrow the attainment gap for FSM children	All FS1 children make at least good progress. The attainment gap for EYPP children narrows	96% of F1 children made EXP prog in reading. 96% of F1 children made EXP prog in writing. 81% of F1 children made EXP prog in writing. End of F2: 100% of PP chn made EXP in reading, 95% in writing and 100% in maths.
TOTAL COST	£13747					