

What is Pupil Premium?

The Government state that “**Pupil premium** is additional funding for publicly funded schools in England to raise the attainment of disadvantaged **pupils** and close the gap between them and their peers.”

Pupil Premium was introduced in April 2011 and is additional funding that is allocated to the school to support children who are looked after by the local authority and those who have been eligible for free school meals at any point in the last six years (also known as Ever 6 FSM). Pupil Premium funding is also applied to support those children who have parents in the regular armed forces.

For the academic year of 2016-2017, we received a Pupil Premium Grant of £71420

- £51320 was granted to support children who are looked after by the local authority or those receiving or have received free school meals within the last six years. This includes £1320 for each child who is recorded as free school meals or as free school meals within the last six years and £1900 for any child who is looked after or adopted from care, (this area of funding is managed by Wiltshire Local Authority Virtual Headteacher).
- £20100 was granted to support children who have parents in the regular armed forces, which is allocated at £300 per child.

The aims of Pupil Premium.

The purpose of Pupil Premium is to support children where they need it to improve their life chances. We aim to support every child through Quality First teaching but we recognise that children and families may need additional support at times.

The Pupil Premium Grant, at Old Sarum Primary School, is being used in the following ways.

Year 1 Phonics testing

100% of disadvantaged children are working at age related expectations.

Key Stage 1 Statutory Assessment

Subject	% Age Related Expectations of Disadvantaged Children	% Age Related Expectations of Whole Class
Reading	66%	76%
Writing	50%	72%
Numeracy	66%	76%
Reading / Writing and Numeracy	50%	68%

Key Stage 2 Statutory Assessment

Subject	% Age Related Expectations of Disadvantaged Children	% Age Related Expectations of Whole Class
Reading	60%	57%
Writing	70%	64%
Numeracy	50%	46%
Spelling Punctuation and Grammar	60%	46%
Reading / Writing and Numeracy	50%	39%

Provision	Whole School Small group Individual	Evaluation	Outcome / Impact for disadvantaged pupils
<p>Intervention</p> <p>Cost £2159</p>	<p>Small Group</p>	<p>To give children short-term, extra support outside the classroom to help them to close the gap and aim to reach age-related expectations.</p> <p>Interventions include sound discovery, back on track, narrative therapy and boosting reading@primary.</p>	<p>Sound Discovery Sound Discovery supports children to blend and segment words to support reading and spelling in order to improve their attainment in these areas. All of the children supported by this intervention made progress in both reading and spelling different sounds. 50% of the group is disadvantaged and of the disadvantaged group 40% have made progress to reach age related expectations in reading.</p> <p>Narrative Therapy This supports speech and language through story telling. The focus of the support is on rich vocabulary with children using where, what, who and when within their retelling and encouraging use of extended language. The children taking part in this intervention improved their use of 'who' and 'where' in retelling a story and used more modal verbs and adverbs to explain their details.</p> <p>Back on track This supports number skills and mental understanding of mathematical concepts. 87.5% of this group made good or better progress during the intervention with 25% achieving age related expectations. 25% of this group is disadvantaged and of the disadvantaged group 50% made good progress and 50% made age related expectations.</p> <p>Boosting reading@primary. This intervention supports children with understanding comprehension within reading as well as having a focus on accuracy and rate of reading. Overall the children taking part in this intervention made 13 months progress in accuracy. 8 months progress in rate of reading and 14 months progress in comprehension. 57% of the group was disadvantaged and this group made 15 months progress in accuracy compared to 10 months in non-disadvantaged children; 8 months in rate of reading compared to 6 months in non-disadvantaged</p>

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			<p>children and 17 months in comprehension compared to 8 months in non-disadvantaged.</p> <p>Numbers Count This is an intensive programme with a teacher to support children with number concepts through use of mental skills and physical manipulatives. During this intervention The whole group made an average improvement of 11 months within 3 months. 50% of the group was disadvantaged and they made 12 months progress in this time whilst non-disadvantaged made 10 months progress.</p>
<p>Disadvantaged Champion Time (1/2 day per week)</p> <p>Cost £2920</p>	<p>Whole school and Individual</p>	<p>To have responsibility for championing the support for vulnerable children. This includes co-ordinating, implementing, monitoring and evaluating educational, emotional and pastoral support for children who are disadvantaged.</p>	<p>This allows support and processes to be developed to provide the best support and challenge for children. This enables time for robust monitoring and evaluation. This time has also allowed support to be given to individuals and families with emotional and behavioural needs to support inclusion behaviour, social support and attendance. This time also allows support and training to find out about current research and initiatives in order to further support disadvantaged children.</p>
<p>Individual support for Disadvantaged children (3 days a week across the school)</p> <p>Cost £12000</p>		<p>To have individual support and small group support for disadvantaged children.</p>	<p>Individual support for disadvantaged children supported 97% of disadvantaged children to make good or better progress in reading; 81% of children to make good or better progress in writing and 81% to make good or better progress in maths. This progress has supported attainment with 60% of disadvantaged children receiving age related expectations or better in reading with 23% of disadvantaged children achieving greater depth. 48% of disadvantaged children achieving age related expectations or better in writing with 11% achieving greater depth and 46% achieving age related expectations or better in maths with 13% achieving greater depth.</p>
<p>Teaching expertise in Early Years and throughout school to support early attainment with small classes</p> <p>Cost £22162.64</p>	<p>Whole School</p>	<p>This is to increase experience and expertise for children starting school to ensure that all children, particularly disadvantaged children have Quality First Teaching in early years to support children to reach age expected attainment.</p>	<p>This support has ensured that we have expertise in Early Years where early support is essential which has had a positive impact on the progress of children across the Early Years Foundation Stage. This ensures a good educational start for all which is then continued throughout the school through quality first teaching. This has been shown in the good and better progress and attainment that has been made in Year 2 and particularly in the progress of reading throughout the school.</p>

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Attendance Support (2.5 hours per week) Cost £887.50	Whole School	This role enables children to be supported through early identification of low attendance and punctuality across the school including the early response to individual absence.	This has enabled early identification of children who are absent from school. This allows the school to target children where support may be required to raise their attendance or punctuality. This enables children to be supported in arriving at school regularly and on time to improve their attainment and progress and therefore their life chances.
Emotional Literacy Support (2.5 days per week) £7683	Small group Individual	This role provides children with small group and individual emotional support. This enables support for children who have become vulnerable for reasons outside of their control.	The Emotional Literacy Support advisor has supported 22 children over the year with behaviour and emotional needs. This has had a positive impact on emotional understanding and behaviour in the school through supporting children to be inclusive as they learn independent strategies and learn to manage emotional difficulties
Pastoral Teaching Assistant Cost £13947.36	Small group and individual	To support disadvantaged children across the school who may need extra support with educational or social inclusion as well as extra provision for Emotional Literacy support. This role includes provision both in the classroom and outside the classroom as well as individually or in small groups.	Individual and small group support is personalised for specific children to support impact on inclusion, both socially and educationally. This impact focuses on targeted support for social, behavioural and educational needs as required by pupils. This allows children to be inclusive and supports them to remain within their learning environment which in turn supports progress and attainment. This has also supported the use of play leaders to give children independence and ownership of their play to further support their social understanding.
Parent Support Advisor (1 day per week) Cost £3000 Resources £40	Small group and individual	To support families with any needs they have surrounding their children. Families are supported both individually and in small groups. This includes attending meetings, writing up minutes and supporting parents with attendance.	The Parent Support Advisor has supported parents and guardians with a range of difficulties and needs through both formal and informal meetings. This has a positive impact on school life as support is targeted to need. This has included support with transition provision, attendance and punctuality as well as supporting CAF procedures and providing informal support for parents. The PSA has supported a number of parents and guardians over the year.
Support towards trips, visits and projects and resources Total £6620.50	Whole School/ small group and individual	To ensure that all disadvantaged children are able to participate in all in school and external activities. To update and improve resources to enable staff to maximise and extend the provision for disadvantaged children.	Wiltshire Learning Resources - £2711.50 Playhouse Project - £300 Reading Eggs - £432 Mathletics- £630 Swimming - £1000 Oxford Owls - £411 Music - £580 Relate - £150 First News - £166 Testbase - £240

Total - £71420