

PUPIL PREMIUM GRANT (PPG) EXPENDITURE (including proposed) REPORT: 2016/2017

ECKINGTON C E FIRST SCHOOL

Every school which receives Pupil Premium Grant is required to report on its use and impact. Additional funding is allocated to schools on the based on the number of eligible pupils. Eligible pupils are: those receiving free school meals (FSM) or who have been receiving FSM within the past 6 years, (the so called 'ever 6 principle'), the children of service personnel and those in Local Authority care.

This additional funding is provided to narrow any attainment gap between students from disadvantaged families and their peers. The school decides how best to utilise this funding, as it is best placed to understand the needs of pupils and to design additional provision which meets that need. In order to make the appropriate provision at Eckington School we have maximised targeted support through in class and specific interventions for individuals and groups. The table below shows details of the use of funding.

Allocation received 2016-2017 £10,560	Allocation spent Total spent:	Proposals for spending	Rationale	Statement about effect of the expenditure and its impact on Progress/attainment
	£600	Intervention groups across KS2 in Autumn Term 2 (1:1 tuition and small groups for maths) to provide targeted support to close gaps with peers. Purchase of 'The Power of 2' teaching resources to enable TA's to run interventions effectively.	<i>Education Endowment Foundation evidence that short, regular sessions over a set period of time have impact on pupil progress. Structured delivery of research based interventions has best results.</i> <i>Key Priority 2 SDP: AH/SEND Co to ensure support staff are deployed effectively to enable vulnerable learners to make progress.</i>	8 pupils received support for maths using the new intervention. The majority of pupils achieved ARE with one child exceeding in some areas of maths.
	£800 (NB curriculum visits to Oct 2016)	Funding of extracurricular trips - including residential trips.	<i>Evidence that this promotes a rich curriculum which enhances learning opportunities for PP children. Positively impacts on the physical well-being, self-esteem and resilience of pupils.</i>	Pupils for whom the PPG money was used to supplement costs have been able to participate in extra activities which have developed their self-confidence and team work.
	£100	Funding of after school club payments also <i>Impacts on the physical well-being, self-esteem and resilience of pupils.</i>	<i>Enabling pupils to interact with their peers in social situations impacts on well-being and self-esteem.</i>	Evidence collected through discussion with pupils.

	£80	Purchase of 'recordable talking clipboards'. Children can record up to 40 seconds of speech.	<p><i>Children with processing difficulties enabled to rehearse sentences and record them by playing back what they have said.</i></p> <p><i>Key Priority 2 SDP Purchase resources to support vulnerable learners in liaison with other leaders.</i></p>	2 focus children used the recordable clipboards. They reported increased confidence with sentence building.
	£607	Purchase of Numicon resources for use throughout the school to support learning in mathematics.	<p><i>Case studies indicate that using Numicon helps children to take an abstract maths idea and understand and apply it using concrete resources.</i></p> <p><i>Key Priority 2 SDP Purchase resources to support vulnerable learners in liaison with other leaders.</i></p>	Used across the school this resource is impacting on mathematical understanding. Concrete resources have supported progress in maths. Will be further embedded next academic year.
	£200	Purchase of additional resources to support identified areas of learning. Maths learning 'packs' for children which provide individual learning resources to enable them to access and support learning more readily.	<p><i>Calculation Policy now has a clear progression in the use of concrete resources. It may be appropriate for certain individuals to continue their use for longer in order to ensure understanding of key concepts.</i></p> <p><i>Key Priority 2 SDP Purchase resources to support vulnerable learners in liaison with other leaders.</i></p>	Resources sourced within classrooms. Carry this forward to next year.
	£590	Purchase of additional reading books: 'Rapid Reading' to support pupils with Dyslexic tendencies and reluctant readers.	<p><i>Specifically targeted reading resources to engage children who find reading a barrier to learning.</i></p> <p><i>Key Priority 2 SDP Purchase resources to support vulnerable learners in liaison with other leaders</i></p>	Dyslexia friendly books have improved access and confidence for children with reading barriers. As small number of children involved these can only

				identified by case study.												
	£2,000	<p>Second year* of membership of the Achievement for All Programme & CPD from experienced 'Achievement Coach'. Targeted support and training for staff to focus on vulnerable pupils and in particular on :</p> <ul style="list-style-type: none"> ✓ social, emotional and behavioural needs ✓ enrichment beyond the curriculum ✓ families/community and engaging better with these stakeholders <p>*not an ongoing cost next year</p>	<p><i>Continue to develop the autonomy and capacity of Assistant Headteacher - 'School Champion' through the coaching and mentoring of AfA. Valuable training and structure and greater accountability. Through:</i></p> <ul style="list-style-type: none"> ✓ <i>Engaging with Needs Analysis working with AfA coach</i> ✓ <i>Identifying and delivering training needs (Teachers and Teaching Assistants)</i> ✓ <i>Structured use of data</i> ✓ <i>Journey towards Quality Mark - which identifies impact on vulnerable learners</i> <p><i>Key Priority 1 SDP: focus on Distributed Leadership- ensuring leaders at all levels are effective in raising standards in their area.</i></p> <p><i>Use of structured conversations with parents to encourage improved attendance for vulnerable pupils (including lateness). Data suggests that improvements have been effected so:</i></p> <table border="1"> <thead> <tr> <th>Date</th> <th>PP attendance</th> <th>Whole school attendance</th> <th>Gap</th> </tr> </thead> <tbody> <tr> <td>April 2016</td> <td>91.6%</td> <td>96%</td> <td>4.4%</td> </tr> <tr> <td>October 2016</td> <td>96.1%</td> <td>97.6%</td> <td>1.5%</td> </tr> </tbody> </table> <p><i>Key Priority 5 SDP: focus on improving attendance</i></p>	Date	PP attendance	Whole school attendance	Gap	April 2016	91.6%	96%	4.4%	October 2016	96.1%	97.6%	1.5%	<p>September 2017 achieved Quality Mark: nationally recognised accreditation.</p> <p>External assessor commented:</p> <p><i>'the children I saw are credit to you , happy and engaged in their learning journey , surrounded by a beautiful environment that inspire them to play , work and learn at the highest level . I particularly enjoyed looking at your outdoor space , with well thought out areas for fitness , growing , and playing , with an active forest school area that complimented additional , peaceful places under mature trees to enjoy , explore and reflect '</i></p> <p>Attendance of vulnerable pupils is now better than the 'average' school attendance May 2017.</p>
Date	PP attendance	Whole school attendance	Gap													
April 2016	91.6%	96%	4.4%													
October 2016	96.1%	97.6%	1.5%													
	£300	Release teachers for maths training.	<i>High quality teaching should be at the core of PP work. Evidence that excellent teaching disproportionately benefits PP children.</i>	Elements of outstanding practice identified by Ofsted 2017.												

	£600	Participate in Cluster based training on Growth mindset.	<p><i>Evidence that growth mindset has an impact on resilience of learners and their achievement. Benefits all children, but particularly vulnerable pupils. Cluster initiative.</i></p> <p><i>Key Priority 4 SDP: focus on developing learning behaviours</i></p>	Teachers now using growth mindset training to support children, particularly to build resilience and perseverance. Children report being able to participate more fully as 'it doesn't matter if we make mistakes ... that's a good thing'.
	£600	Intervention groups across KS1 and KS2 throughout the Spring Term. Target different individuals and key groups eg Year 1 phonics.	<p><i>See evidence above</i></p>	As above.
	£4,000	Purchase of 10 i pads and secure charging unit for use by individuals and small groups. Purchase of appropriate software and additional peripherals (printing and training).	<p><i>Evidence that there are gains with learning, especially younger learners, especially good for writing and maths practice. Apps like 'Dragon Dictation' enable speech to text so that children can talk their story through and then edit a ready scribed version. Helps children who find writing difficult or lack motivation.</i></p> <p><i>Many other educational apps.</i></p> <p><i>Key Priority 2 SDP Purchase resources to support</i></p>	I pads used to engage and challenge PP children who are rapid graspers. Also, used to support disadvantaged pupils who have less access to technology at home. All pupils find the technology engaging.
	£9,800			£9,600