

Anlaby Primary School Planned Expenditure of the Pupil premium Grant



Anlaby Primary school

Summary of intended actions for spending of the Pupil Premium Grant

Pupil Premium Champion – Mrs Greer

Pupil Premium Governor – Mrs Power

The Pupil Premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and to diminish the achievement difference between them and their peers. It is allocated to children from low-income families who are currently known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, Looked after Children, children adopted from care and Service Forces children. It also includes pupils who have been eligible for FSM at any point in the last six years.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	370
Number of pupils eligible for PPG ¹ _{FSM} (Free School Meal pupils – FSM and Ever 6 in the last 6 years)	64 pupils across Foundation Stage to Year 6 @ £1320 per pupil
Number of pupils eligible for PPG ¹ _{SLA} (Post Looked After i.e. adoptive/special guardianship etc.)	8 @ £1900 per pupil
Number of Service pupils eligible for PPG	2 @ £300 per pupil
Total amount of PPG received for 2017/18	£106,435

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Barriers to Learning at Anlaby Primary School:

- *Mathematical Skills – a new approach to the teaching of mathematics will be embedded throughout the school during this academic year and timely interventions put in place to support children with learning*
- *Reading Comprehension Skills – Monitoring and embedding of new whole school approach to guided reading to take place this year*
- *Lack of engagement with learning – introduction of an exciting, topic based curriculum (Cornerstones)*
- *Understanding of and responding to marking – implementation of revised marking and feedback policy incorporating new procedures for effective feedback for learning*

Focus for Development:

- Dedicated Pupil Premium Champion to plan for, lead and monitor the effectiveness of interventions and budget allocations for all PP pupils

The overall priority

- *Diminish the gap between the school's disadvantaged pupils in receipt of PP grant and those pupils who are not*
- *Have high expectations for all pupils and to know who our underperforming or low attaining children are*
- *Enhance provision for PP children to enable children to participate in additional curriculum enrichment (clubs, visits)*

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The core strategies:

- *Continue to provide and monitor quality first teaching*
- *Regular tracking of performance - underachievement is addressed through careful tracking of assessment data*
- *Effective and swift intervention - support is provided and monitored*
- *Attendance forms part of the monitoring*
- *Nurture Provision (ELSA) continues to focus on behaviour support and social and emotional learning*
- *Ensure continuity of learning through effective and timely transition planning*
- *All PP pupils to have the opportunity to take part in after-school sports, clubs or curriculum enrichment visits*
- *Increase parental engagement in school*

Review: September 2017

Final review: September 2018

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Objective	Outcomes and success criteria	Timescale	Monitored by (Lead in bold)	Resources and cost	Actions, Impact and Evaluation
<p>Ensure all PP children are receiving quality first teaching.</p>	<p>Lesson observations and books scrutinies show that 100% of teaching over time is good or better.</p> <p>Pupil progress meetings show that teaching staff are aware of pupils at risk of underachieving and have strategies in place to support them.</p> <p>Robust performance management strategies show that teachers have realistic targets for ensuring progress within their classes and supporting those children identified as 'not on track'.</p> <p>Regular book scrutinies show progress for all children and high expectations for all children across school.</p> <p>Assessment information shows attainment gap diminished between disadvantaged pupils and more advantaged peers</p>	<p>On-going</p> <p>Termly</p> <p>PM meetings to take place in October</p> <p>Half-termly</p> <p>On-going Summer 2</p>	<p>Governors, SLT, subject leaders, disadvantaged pupil champion.</p>	<p>Subject leader release time to monitor subjects through books scrutiny and lesson observations/monitoring. £1000 (5 days @ £200 per day)</p> <p>Release time for teachers for pupil progress and performance management meetings. (5 days @ £200 per day)</p> <p>£1000</p> <p>Release of senior leaders to support those new to the profession or school – (£2176)</p>	<p>January 2018 the School's Improvement partner found that "In most cases Pupil Premium children were well supported. HLTA interventions were positive. All NQTs passed their NQT year and moved on to be permanent members of the school's teaching staff.</p> <p>In Reading 83% of PP children across school were at least working within ARE Summer term 2018 compared with 74% Summer term 2017. The figure for non-PP children was 87%. The gap between PP children and non-PP has reduced.</p>
<p>Ensure assessment information is used effectively to monitor progress and</p>	<p>All staff aware of PP children in their classes and able to discuss support in place for them.</p>	<p>On-going</p>	<p>SLT, subject leaders, Disadvantaged Pupil</p>	<p>Training – three half days per year with L.A: £1000</p> <p>Governor training £200</p>	<p>Assessment information was collected at the end of each term and analysed by the PP Champion. A written report</p>

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<p>attainment of PP children in school.</p>	<p>DPC to ensure PP register is up to date and to have conversations with class teachers regarding specific children and barriers to learning.</p> <p>Disadvantaged Pupil Champion to attend relevant training this year to develop links with other schools and to access ideas for best practice.</p> <p>Groups of children at risk of underachieving picked up early and included in effective interventions in the classroom and as part of smaller group work in the afternoons.</p> <p>Attainment gap diminished between disadvantaged pupils and more advantaged peers</p> <p>Pupil Premium children achieve age related expectations (ARE) or better than expected progress</p> <p>Termly report to governors on attainment of PP children completed by Disadvantaged Pupil Champion and subject leaders.</p> <p>A shared understanding of current ideas and concerns, progress of pupils and impact of action plan and the pupil premium grant between staff in school and governing body.</p>	<p>Autumn 1</p> <p>3 x sessions (termly)</p> <p>On-going Half termly- with data submitting deadlines.</p> <p>On-going Summer 2</p> <p>On-going Summer 2</p> <p>Termly</p> <p>Half- termly updates from DPC to other staff in school and governors</p>	<p>Champion, teachers and TAs</p>	<p>Half termly meeting between DPC and PP governor in place from September 2017 to update/discuss ideas and impact of PPG. Release time for DPC: £1000</p> <p>TA training: £1000</p> <p>Subject leader release time £1000</p>	<p>of was presented to the full Governing Body.</p>
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<p>Ensure that interventions in place for PP children are effective in diminishing the attainment and progress gap.</p>	<p>Effective interventions in place which show accelerated progress for the children in attendance. Tracking of this information completed collaboratively with teachers, TAs and Disadvantaged Pupil Champion.</p> <p>C.Drennon 'visiting' PP children during morning lessons for additional support.</p> <p>Fortnightly meetings in place between DPS and C.Drennon for monitoring of interventions and classroom support.</p> <p>Effectiveness of afternoon interventions in diminishing the gap between disadvantaged children and their peers monitored through observations and data tracking.</p> <p>Fully trained and experienced TAs leading effective intervention groups. TAs to be included in training days where appropriate.</p>	<p>Updated set intervention lists updated half-termly. SDI picking up PP children regularly.</p> <p>Daily</p> <p>Fortnightly</p> <p>Termly/half-termly</p> <p>Termly</p>	<p>SLT, subject leaders, DPC teachers and TAs</p>	<p>Cost of TAs for intervention groups:</p> <p>C.Drennon: £16,875</p> <p>Cornerstones assessment resources: £1000</p> <p>TA training:</p>	<p>83.35% of PP children attained a GLD in Foundation Stage compared with 85% of non-PP children. 85% of PP children in Year 2 achieved Expected or better in reading compared with 74% of non-PP children, 45% of PP children in Year 2 achieved Expected or better in writing compared with 61% of non-PP children and 75% of PP children in Year 2 achieved 73% Expected or better in maths compared with 74% of non-PP children. AT KS 2 average scaled score for reading and maths was 101.3 for PP children and 105.9 for non-PP children. This is an improvement in the scaled score for PP children from 2017 and the gap between PP children and non-PP children has narrowed.</p>
<p>Ensure that the inability to pay does not exclude any disadvantaged child from taking part in activities within or beyond the school day</p>	<p>Clubs registers show that 20% of club places go to PP children. Children may be invited to join clubs where they show a particular flair.</p> <p>All children that want to are able to go on school visits because of subsidies including residential trips. Ensure that</p>	<p>Monitored half termly by DPC</p> <p>On-going</p>	<p>DPC, admin, SLT</p>	<p>Resources & visitors £2,500</p> <p>£1000</p>	<p>31% of children who attend clubs in 2017/18 were PP children. This is above the school average of 22% pupil premium children.</p> <p>All PP children were able to attend all school trips.</p>

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<p>Ensure pupil premium children have a voice on the School's Management team.</p>	<p>Teacher is appointed to the Management team who is on the upper pay scale to be the pupil premium champion.</p>	<p>In place September 2017</p>	<p>Head</p>	<p>£2000</p>	<p>Member of staff appointed September 2017 with responsibility for PP children and is part of the SLT. Termly PP reports are presented to the Governing body.</p>
<p>Target intervention for Year 2 pupils.</p>	<p>Employ Tutor to target pupils in Key Stage 2 who are falling behind in their progress.</p>	<p>February 2018</p>	<p>DPC</p>	<p>£1800 Resources £2500</p>	<p>85% of PP children in Year 2 achieved Expected or better in reading compared with 74% of non-PP children, 45% of PP children in Year 2 achieved Expected or better in writing compared with 61% of non-PP children and 75% of PP children in Year 2 achieved 73% Expected or better in maths compared with 74% of non-PP children.</p>
<p>Ensure good Attendance and Punctuality</p>	<p>Attendance of disadvantaged children closer to NA and in line with peers nationally</p> <p>Punctuality improved – before and after close of registration</p> <p>PA below NA</p> <p>Administrative support staff to challenge first day absence and maintain spreadsheet, keep up to date data, liaise with teachers, EWO, SBM, SLT</p> <p>Publicity campaign with parents on impact of absence from school</p>	<p>September 2017</p> <p>On-going</p> <p>On-going</p> <p>January 2018</p>	<p>DPC</p>	<p>Clarify roles and responsibilities</p> <p>Attendance Admin – 1 hour per day (£2500)</p> <p>Attendance lead – 1.5 days per fortnight (£1000)</p> <p>End of term / year awards for attendance SLA (£250)</p>	<p>Attendance of PP children for 2017/18 was 95% and for non-PP children was 96%.</p>

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<p>Accelerate progress of disadvantaged pupils across Key Stage 2</p>	<p>Use of formative assessment to inform same day intervention – delivered by Deputy headteacher and TAs for reading, writing and mathematics 0.5</p> <p>CPD for support staff – mathematics, reading and writing</p> <p>Making use of evidence based research for intervention: Mastery in mathematics</p>	<p>September 2017</p>	<p>DPC</p>	<p>£22636</p> <p>(Release of senior leaders BJ) (£1000)</p>	
<p>Support children whose emotional well-being or behaviour impacts on their attainment and progress:</p>	<p>1:1 Behaviour support for identified children in anger management (HTW)</p> <p>Nurture support – weekly for identified children where expectations at home differ from those in school –</p> <p>Daily support for small group (pm) – ELSA support programme YR to Y6 (HTW)</p> <p>Support for LAC children from SENCo</p> <p>TA support for LAC children</p>	<p>September 2017</p>	<p>DPC</p>	<p>£15849</p> <p>£876</p> <p>0.2 per week £9227</p> <p>0.4 £5308</p>	<p>A PP child who was in danger of permanent exclusion was supported and was able to access education throughout the whole year.</p> <p>Support is readily available to all children who require short term or long term support.</p>
<p>Ensure PP children have access to engaging educational</p>	<p>Explore possible homework activities through internet providers for English and Maths.</p> <p>Purchase a bank of Chrome Books to be available for PP children to use in school and use for loans for those children who</p>	<p>January 2018</p> <p>January 2018</p>	<p>DPC</p> <p>DPC</p>	<p>£5000</p> <p>£5000</p>	<p>12.5% of the Mathletics club was attended by PP children. In Year 2 achieved 73% Expected or better in maths compared with 74% of non-PP children.</p>

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resources at home through the internet.	do not have access to a computer at home. Set up lunchtime homework club targeting PP children for attendance.	January 2018	DPC	£1000	
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