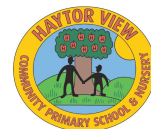


Haytor View Community Primary School & Nursery

Pupil Premium Grant Report on Expenditure 2016 - 17



Learning together - enjoying success - aiming high - celebrating difference – enriching community

- The amount of funding received for Pupil Premium (including funding in respect of children of armed forces personnel, the Service Premium) in the last academic year using funding received in financial year 2016/17 and expected funding in 2017/18 (nb - pupil premium is allocated by financial year and therefore the school must make an estimate of how much Pupil Premium funding relates to the academic year being reported).
- What the funding has paid for in the previous academic year and spending plans for the academic Year Sept 17 to Aug 18. As schools we will not know the full funding costs or provisional allocations for the latter half of the academic year, schools should report on their known funding allocation up to the end of the financial year and update the published information when the full figures become available.
- The impact this has had on narrowing the gap

Overview of the school

Number of pupils and Early Years Pupil Premium (EYPP) and Pupil Premium grant (PPG) received	
Nursery	26
Total number of pupils on roll (Reception to Year 6)	181
Number of pupils benefitting from EYPP	21
Number of pupils benefitting from PPG	100
Early Years Pupil Premium Funding (EYPP)	£3,447.12
Amount of PPG received (£)	£132,844

Principles of EYPP and PPG Spending

- To ensure all pupils in receipt of the PP have quality first teaching and direct teaching support to reach at least national standards of attainment in the core areas of reading, writing, spelling, grammar and punctuation and mathematics by the time they leave the school;
- To ensure that teaching and learning opportunities meet the needs of all of the pupils;
- To ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are identified and addressed;
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged;
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals;
- Decisions concerning what disadvantage 'looks like' will be made by leaders of learning throughout the school.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being in need of intervention and support;
- Pupil premium funding will impact directly upon provision and have strong links with needs analyses

carried out at a whole school strategic level as well as on a class-by-class basis – these mechanisms will identify priority individuals, groups or cohorts and see developed provision as a result.

Objectives of EYPP and PPG spending 2016/17

Objectives in spending EYPP and PPG:

- To narrow the gap in pupil outcomes so that EYPP and Pupil Premium are achieving in line with their peers;
- Address lower than expected entry and exit attainment in the Early Years;
- Reduce barriers to learning for individual and groups of pupils, including the areas of: emotional dysregulation; speech and language development; school attendance; parent engagement; familial circumstance/crisis;
- Make further improvements across the school in children's standards and achievement by seeking to provide smaller classes with high value targeted support;
- Further broaden Wave 1 – 3 provision for all pupils, through the development of practitioner expertise in identifying individual need and tailoring provision accordingly;
- Engagement of parents/carers in holistically considering and targeting familial concerns impeding learning;

Summary of EYPP and PPG spending 2015/16

Rationale	Provision	Cost
Foundation Stage Teachers and Key Workers deliver high quality Wave 1/2/3 provision based on an accurate understanding of each child's needs and interests	Joint teacher and key worker planning, discussion and review of observations and assessments of individual pupils	£4,522
Foundation Stage children with identified speech, language and communication needs have access to tailored provision	Spirals small group speech, language and communication intervention	£4,560
Foundation Stage children with speech and language delay receive individualised programme of support	1:1 speech and language intervention based on Speech and Language therapist assessment and intervention	£1,615
Reduce fixed term exclusions through positive use of part time timetable	Tailored provision engagement of parent and child in holistic provision based on analysis of need, including engagement of parent worker, school leader and SENDCo. Provision of additional teacher in the setting.	£700 £3,300
Safeguarding of children at risk of permanent exclusion	Individualised provision using THRIVE, PIPs and Consultancy & Educational Psychology advice.	£7,575

	1:1 parenting support, responsive to immediate challenges. Professional consideration in individualised forward planning.	
Children below the expected standard in phonics and reading and writing at Year 1 secure accelerated progress	Phonics teacher to work with target children in Year 1 and children who did not achieve the expected Phonics standard on transition into Year 2	£9,120
Children significantly below the expected standard in reading, writing and maths at Year 6 secure accelerated progress	Target group of pupils in receipt of direct teaching to address misconceptions and gaps in knowledge	£9,690
To narrow the gap in English and Maths of vulnerable pupils in Year 5	Target group of pupils in receipt of direct teaching to address misconceptions and gaps in knowledge	£4,750
Provision of quality tailored 1:1 intervention in English and Maths	1:1 precision teaching for focus pupils in Years 1 to 6	£14,474
Use of pre and post teach to support children's connections in learning	Target identified pupils when new concepts are being introduced, in order to support connections with other aspects of learning. Impact to increase pupil participation and independence.	£9,120
Provision of high quality Wave 1/2/3 teaching, to ensure all pupils in receipt of the EYPP/PP have quality first teaching & tailored provision	Practitioner Coaching focused on consideration of children whose progress is causing concern, identifying next steps for action and/or provision;	£16,400
Reduce risk of extremism and radicalisation for pupils at risk	1:1 Coaching for target pupils, focused on developing sense of identity, self esteem & self image	£1,292
Identify and target children's emotional interruptions, to increase access to learning	Individual practitioner assessment, planning & delivery of tailored programmes for children whose emotional dysregulation is impacting on learning and progress through Thrive 1:1 and small group support.	£12,920
Provision of quality tailored intervention, for pupils with emotional interruptions	Thrive Practitioner Coaching focused on consideration of children whose emotional progress/dysregulation is causing concern, identifying next steps for action and/or provision;	£1,368
Coaching for practitioners is precisely focused on identified priorities	Supervision for lead coach	£600
Targeted Support for the Personalised Development of Children's Well Being through the Provision of Musical Opportunity	1:1 Music lessons for target pupils focused on: emotional & social development; behaviour & safety; identity, self esteem and self image; self care and independence; aspirations; speech, language and communication; learning; parents	£3,078
Reduce impact of school absence on pupil progress	<ul style="list-style-type: none"> Weekly attendance review of all pupils; Timely meetings held with parents of target 	£1,938

	<ul style="list-style-type: none"> pupils; Fast Track meetings held where thresholds met; Attendance improvements of target pupils identified and celebrated 	
Termly review of actions taken and impact to narrow the gap for target pupils by teachers	NtG discussions held with all teachers termly	£660
Informal access to support for vulnerable parents and children	Informal Parent 'drop in' hosted by family worker	£1,020
Informal support for children at risk of absconding/dysregulating at drop off times	Parent Worker used to support named children and their parents at drop off times	£1,020
Emotional regulation for children at risk of absconding, to reduce risk and increase safety	<ul style="list-style-type: none"> Support at drop off and pick up times; Behaviour Support Team planning and review to support children's understanding of risk factors; Support for parents in reviewing risk assessment and provision for children; Supervision of named pupils by a safe adult during play and lunch; Pastoral support for understanding risk, safety and repeat experiences of making choices; Ongoing direct supervision of individual pupils at all times, providing commentary and refocus at times of risk 	<p>£1,615</p> <p>£255</p> <p>£743</p> <p>£1,800</p> <p>£1,020</p> <p>£10,800</p>
Increase pupil participation in home learning	Target pupils engaged in home learning club to receive 1:1 coaching in learning, development of structures and organisation of time to complete home learning.	£3,876
Support parents in reducing the impact of familial incidents	Allocated Family Support Worker time, to support individual families in addressing familial issues impacting on well being and progress of children;	£6,460
<p>The following activities have been incorporated as part of maintenance from work undertaken the previous year:</p> <ul style="list-style-type: none"> Phase Leader release to support the development of provision for all pupils; Additional Adult attendance at Phase Meetings; Senior Thrive Lead Practitioner to provide strategic direction and support for Thrive; Increased capacity in the Foundation Stage through increase of additional adults to support children in Reception in receipt of pupil premium, with a focus on social and emotional well being; 1:1 consultation from Educational Psychologist, for identified children in receipt of Pupil Premium who are not making expected progress; Provision of an eight class (4th Key Stage 2 class), to reduce class sizes at Key Stage 2 providing class teachers with capacity to focus on narrowing the gap for children in receipt of Pupil Premium Grant; Ongoing review of the building to secure maximum community engagement in support of vulnerable families; Wider Wave 1 provision to include visual timetables, cueing in strategies, task boards; Engagement of all parents and children in preparing for social care meetings; Approach to individualised considered engagement of parents in holistic consideration of pupil need to reduce exclusions; Engagement of Parents in opportunities to support children's learning e.g. Targeted assemblies, Key Stage 1 Stay and Play, whole school Time to Think, learning workshops; Lunch time support for vulnerable pupils who experience emotional dysregulation in loud/big 		

spaces;

- Development of use of pre-teach and post-teach consolidation for target pupils;
- Work with Educational Psychologist to further develop provision mapping to broaden Wave 1 provision for all pupils;
- Further engagement of Behaviour Advisory Teacher in considering provision for pupils whose emotional dysregulation is having a detrimental impact on progress;
- Development of vulnerable group intervention for target pupils at risk of CSE and/or extremism and radicalisation;

2015 – 2016 Outcomes of EYPP and PPG spending

Introduction – Headline Gap Analysis for 2013-16

We believe that data supports the school's perspective that its approach to closing the gap, which is based upon the principle that every learner is considered as an individual, is effective in ensuring children reach their potential. Given the very high proportion of children who are recognised as disadvantaged at Haytor View (using the DfE definition of pupil premium/FSM6) we consider the learning of these children to be a significant element of our core business. We also recognise that many children defined in this manner may be less vulnerable than others dependent upon individual circumstances, and that children who fall outside this definition may also be vulnerable as learners for a range of reasons.

In considering the needs of all children, whilst we are mindful of pupil premium/FSM6 definitions, these do not inform where provision is adapted, developed and targeted – this continual process of consideration, supported by a number of practices (some embedded, some developing) and principles, highlighted in the school's core offer takes into account every child as we seek to support all children achieving their potential, being mindful of those that fall within the DfE definition of pupil premium/FSM 6.

Data analysis for Foundation Stage, Year 1 Phonics, Key Stage 1 and 2 cohorts, we believe, demonstrates that 'gaps' between outcomes occur, over time (year-to-year), in both directions (negatively and positively of FSM6 children) in relation to both outcomes and progress. We believe this to be based upon cohort and individual differences, not as result of the provision/failure to meet needs of either 'pupil premium' children or 'non pupil premium' children. In maintaining this perspective we fully recognise that we must continually strive to reflect upon, discuss, develop and improve the provision that we offer to children and parents. Whilst the detailed data analysis supporting this perspective falls outside the realms of this report it has been made available to school governors, phase leaders and Local Authority representatives.

2015-16 Data Headlines & Comparisons to National Outcomes

Foundation Stage 1 (Nursery) outcomes were based upon a cohort of 20 children, 70% of whom were recognised as 'early-years pupil premium' children. Gaps, both negative and positive were seen dependent upon area assessed, with a maximum difference of 11% (approx. 2 children).

Attainment Measure	ARE	ARE+
PSED – Man Feelings		
Overall	70%	5%
Disad. Children	64%	7%
Non-Disad. Children	78%	0%
Gap	7%	
PSED- Self Conf		
Overall	80%	0%
Disad. Children	79%	0%
Non-Disad. Children	83%	0%
Gap	4%	
PSED – Making Rels		

Overall	60%	5%
Phy Dev- Movement		
Overall	45%	5%
Disad.Children	43%	7%
Non-Disad Children	50%	0%
Gap	0%	
Phy Dev –Health & Self		
Overall	75%	5%
Disad.Children	71%	7%
Non-Disad. Children	83%	0%
Gap	5%	
C&L Listen & Attent		
Overall	70%	5%
Disad.Children	71%	7%
Non-Disad. Children	67%	0%
Gap	-11%	
C&L – Understanding		
Overall	80%	5%
Disad.Children	79%	7%
Non-Disad Children	83%	0%
Gap	-3%	
C&L Speaking		
Overall	75%	5%
Disad.Children	79%	7%
Non-Disad. Children	83%	0%
Gap	-3%	
Disad. Children	57%	7%
Non-Disad. Children	66%	0%
Gap	2%	

EYFS outcomes were based upon a cohort of 30 children, 47% of whom were recognised as 'pupil premium' children. 2016 outcomes revealed a 'gap' for the first time in the last 4 years (see introduction to data headlines above) with 50% of children qualifying for free school meals achieving a good level of development, and 63% of children not qualifying for free school meals achieving the same outcome. 2014 & 2015 outcomes are also summarised in the table below.

	2016 outcomes	2015 outcomes	2014 outcomes
Good Level of Dev.	61% (69%)	52% (66%)	46% (61%)
Pupil Prem GLD	50% (55%)	58% (52%)	58% (45%)
Non Pupil Prem GLD	65% (65%)	47% (69%)	36% (64%)

*National figures shown in brackets

Year 1 Phonics outcomes were based upon a cohort of 27 children, 44% of whom were recognised as 'pupil premium' children. 2016 outcomes saw 91% of 'pupil premium' children pass the test, and 71% of 'non-pupil premium' children achieving the same outcome. 2014 and 2015 outcomes are also summarised in the table below.

	2016 outcome	2015 outcome	2014 outcome
% pass	78% (81%)	78% (77%)	52%(74%)
Pupil Prem pass	91% (70%)	81%	55%
Non Pupil Prem pass	71% (83%)	75%	50%

Key Stage 1 outcomes were based upon a cohort of 29 children, 55% of whom were recognised as 'pupil premium' children. The comparison of percentages of children achieving the expected standard for Writing, Reading & Maths are detailed below.

	Pupil Premium Children (National)	Non Pupil Premium Children (National)
Writing	75% (70%)	66% (70%)
Reading	81% (78%)	66% (78%)
Maths	75% (77%)	73% (77%)

Key Stage 2 outcomes were based upon a cohort of 23 children, 14 of whom were recognised as 'pupil premium' children, 61%.

Headlines in relation to scaled scores below demonstrate a notable negative gap between 'pupil premium' and 'non-pupil premium' children. A full analysis of this year, as well as previous years showing contrasting 'gaps' has been shared with governors, school leaders and LA representatives.

	Scaled Score 100+		Ave Scaled Scores	
	Disadv/ Pupil Prem	Non- Disadv/ Non Pupil Prem	Disadv/ Pupil Prem	Non- Disadv/ Non Pupil Prem
Reading	57% (71%)	100% (71%)	101.3	107.3
Writing	57% (79%)	100% (79%)		
Maths	64% (75%)	89% (75%)	100.2	105.5
Spell;Punc;Gramm	64% (78%)	100% (78%)	102.8	107.3

Planned Priorities for EYPP and PPG spending 2017/18

- Use a focussed approach to continue to ensure that negative trends in the existence of gaps do not develop at any point throughout the school;
- Further reduce absence levels of pupil in receipt of EYPP and PP, using class based opportunities to engage children and parents in developing their understanding of the impact of attendance on progress;
- Further development of in-school assessment structures for the recording, monitoring and analysing progress of individuals and groups in all cohorts (FSM6; Boys; Girls; SEND; More Able), which sees School Leaders identifying specific intervention models to accelerate the progress of pupils falling behind
- Provision of structured Parent activities in FS and KS 1, to support target parents in developing their confidence, capacity and understanding of how to support children's emotional dysregulation;
- Provision of Parent activities for Foundation Stage and KS 1, to support parents in developing their understanding of phonics;
- Engagement of parents in understanding how to support children with specific barriers to learning in KS 2;
- Development of provision for pupils where absence is impacting on progress;
- Further engagement of Educational Psychologist in considering provision for pupils not making expected progress;
- Engagement of counselling service for vulnerable pupils, where emotional challenge is impacting on learning;