

Haytor View Community Primary School & Nursery

Pupil Premium Grant Report on Expenditure 2017 - 18



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 2017/18 and expected funding in 2018/19 (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 18 to Aug 19. 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

	Autumn	Spring	Summer
Total number of pupils on roll (Nursery)	21	31	34
Total number of pupils on roll (Reception to Year 6)	181	180	187
	Autumn	Spring	Summer
Number of pupils benefitting from EYPP	13	19	19
Number of pupils benefitting from PPG	89 in total across the year		
Early Years Pupil Premium Funding (EYPP)	£2,846.10		
Amount of PPG received (£)	£132,140		

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 2017/18

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;
- Supporting the development of emotional resilience and independence of pupils focusing on developing self-confidence, self-esteem and self-belief. This can have an impact on their motivation to succeed in the classroom and when accessing targeted interventions;
- Make further improvements across the school in children's standards and achievement by seeking to provide consistent class sizes of a maximum of 30 children, 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;
- Development of bespoke provision in meeting individual need through implementing Haytor View Graduated Response to meeting Individual Need within and across each Phase;

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	£5,616
Foundation Stage children with identified speech, language and communication needs have access to tailored provision	Spirals small group speech, language and communication intervention	£2,925
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	£2,925
Engagement of Foundation Stage Parents in the development of their children	12 Parents access accredited first aid course	£120
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 SENCo. Individualised provision using THRIVE, PIPs and Consultancy & Educational Psychology advice.	£1,833

	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	£17,756
Children significantly below the expected standard in reading, writing and maths at Year 6 secure accelerated progress	Provision of small Year 6 class, to support daily small group intervention: provision of direct teaching to address misconceptions and gaps in knowledge	£26,708
Provision of quality tailored 1:1 intervention in English and Maths	1:1 precision teaching for focus pupils in Years 1 to 6	£5,850
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.	£11,700
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;	£16,380
Development of Self Efficacy for children identified at risk	1:1 Engagement of Pupil Voice fortnightly, focused on developing sense of identity, self esteem & self image	£2,457
Identify and target children's emotional interruptions, to increase access to learning Years 1 - 6	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.	£22,425
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;	£1,900
Coaching for practitioners is precisely focused on identified priorities	Supervision for lead coach	£600
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 pupils; • Fast Track meetings held where thresholds met; • Attendance improvements of target pupils identified and celebrated 	£2,184
Termly review of actions taken and impact to narrow the gap for target pupils by teachers	NtG discussions held with all teachers termly	£982

Informal support for children at risk of absconding/dysregulating at drop off times	Allocated Worker used to support named children and their parents at drop off times	£3,510
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; • Supervision of named pupils by a safe adult during play and lunch; • Pastoral support for understanding risk, safety and repeat experiences of making choices; 	£2,827.5
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.	£5,712
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;	£6,006

The following activities have been incorporated as part of maintenance from work undertaken the previous year:

- 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;
- Development of Wave 2 provision in providing targeted support class based;
- 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;

2017 – 2018 Outcomes of EYPP and PPG spending

Introduction – Headline Gap Analysis

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.

2017-18 Data Headlines & Comparisons to National Outcomes

Foundation Stage 1 (Nursery)

Outcomes were based upon a cohort of 22 children, 45% 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 20% in one area (max reverse gap 8% in another area).

Attainment Measure	ARE	ARE+
PSED – Man Feelings		
Overall	27%	0%
Disad. Children	20%	0%
Non-Disad. Children	25%	0%
Gap	5%	
PSED- Self Conf		
Overall	59%	0%
Disad. Children	60%	0%
Non-Disad. Children	58%	0%
Gap	2%	
PSED – Making Rels		
Overall	41%	0%
Disad. Children	40%	0%
Non-Disad. Children	42%	0%
Gap	2%	

Phy Dev- Movement		
Overall	41%	0%
Disad.Children	50%	0%
Non-Disad Children	42%	0%
Gap		-8%
Phy Dev –Health & Self		
Overall	68%	0%
Disad.Children	60%	0%
Non-Disad. Children	75%	0%
Gap		15%
C&L Listen & Attent		
Overall	41%	0%
Disad.Children	30%	0%
Non-Disad. Children	50%	0%
Gap		20%
C&L – Understanding		
Overall	50%	0%
Disad.Children	40%	0%
Non-Disad Children	58%	0%
Gap		18%
C&L Speaking		
Overall	50%	0%
Disad.Children	40%	0%
Non-Disad. Children	58%	0%
Gap		18%

Early Years Foundation Stage

Outcomes were based upon a cohort of 29 children, 21% of whom were recognised as 'pupil premium' children. An analysis of the 'gap' for the years 2013-2018 reveals 'reverse gaps' (disadvantaged pupils outperforming non-disadvantaged) in four of six years. Those years demonstrating a gap are 2016 and the most recent data in 2018. Data for the years 2014-18 is detailed below highlighting the 24% gap seen this year. Notably there was an untypically low number (6 of 29) of children recognised as disadvantaged using the EYPP definition this year.

	2018	2017	2016	2015	2014
All Pupils GLD	66%	61% (71%)	61% (69%)	52% (66%)	46% (61%)
Pupil Prem GLD	50% (3 of 6)	62% (57%)	50% (55%)	58% (52%)	58% (45%)
Non Pupil Prem GLD	74%	60% (73%)	65% (65%)	47% (69%)	36% (64%)

GLD: Good Level of Development

*National figures shown in brackets

Year 1 Phonics

Outcomes were based upon a cohort of 26 children, 50% of whom were recognised as 'pupil premium' children. 2018 outcomes saw 85% of 'pupil premium' children pass the test, and 85% of 'non-pupil premium' children achieving the same outcome. 2014, 2015, 2016 and 2017 outcomes are also summarised in the table below.

	2018	2017	2016	2015	2014
% pass	85% (83%)	86% (81%)	78% (81%)	78% (77%)	52% (74%)
Boys pass	80% (79%)	73% (78%)	71% (77%)	71%	44%
Girls pass	91% (86%)	100% (85%)	85% (84%)	87%	58%
Pupil Prem pass	85%	82% (84%)	92% (70%)	81%	55%
Non Pupil Prem pass	85%	89% (84%)	67% (83%)	75%	50%

*National figures shown in brackets

Key Stage 1

Outcomes were based upon a cohort of 30 children, 33% 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.

	2018		2017		2016	
	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium	Pupil Premium	Non Pupil Premium
Maths	60% (80%)	85% (80%)	69% (79%)	71% (79%)	75% (77%)	73% (77%)
Reading	80% (79%)	75% (79%)	69% (79%)	86% (79%)	81% (78%)	66% (78%)
Writing	70% (74%)	70% (74%)	69% (72%)	79% (72%)	75% (70%)	66% (70%)

*National figures shown in brackets

Key Stage 2

Outcomes were based upon a cohort of 17 children, 9 of whom were recognised as 'pupil premium' children, 53%.

Headlines in relation to scaled scores below demonstrate a notable negative gap between 'pupil premium' and 'non-pupil premium' children in all subject areas with the exception of GPS this year. A full analysis of this year, as well as previous years showing contrasting 'gaps' has been shared with governors, school leaders and LA representatives – this demonstrates 'reverse gaps' both in terms of progress and standards in 2017 and 2018.

% Expected Standard	2018 Scaled Score 100+		2018 Progress (inc all tested children)	
	Disadvantaged/ Pupil Premium	Non-Disadvantaged/ Pupil Premium	Disadvantaged/ Pupil Premium	Non-Disadvantaged/ Pupil Premium
Reading	100% (80%)	86% (80%)	7.61	6.25
Writing	80% (83%)	71% (83%)	1.83	1.40
Maths	100% (81%)	86% (81%)	7.13	4.95
GPS	75% (78%)	86% (82%)		

GPS: Grammar, Spelling, Punctuation

*National figures shown in brackets

Planned Priorities for EYPP and PPG spending 2018/19

- Maintain high quality first teaching (Wave 1) and targeted support (Wave 2) provision for PP pupils, in the face of limited resources as a result of changes in identification of Universal Credit, which will negatively impact on the allocation of EYPP and PP Grant to the school;
- 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. Development of provision for pupils where absence is impacting 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 KS 1 and SK 2, 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 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;
- Further engagement of Educational Psychologist in considering provision for EYPP and PP pupils not making expected progress;