

## Pupil Premium Strategy



### Statement of allocation 2015-2016 and Strategy 2016-2017

"The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most." (DfE website 26<sup>th</sup> April 2012)

#### 2015-2016

During 2015-2016 Caythorpe Primary School was allocated £33,000 for pupils entitled to the pupil premium. This was used to ensure that pupils eligible for the pupil premium are more able to meet their potential.

The money was spent on the following:

1. 1 to 1 teacher support for targeted pupils (approx £17000)
2. The use of Teaching Assistants for booster and group work (approx £10,000)
3. Subsidising the cost of clubs (approx £1000)
4. Subsidising the cost of school trips (approx £1000)
5. Confidence workshops and counselling group activities where need was identified (approx £1000)
6. Subsidising the cost of music lessons (approx £2000)
7. Subsidising the cost of residential visits (approx £1000)

As a school we recognise that this money needs to be separate to the budget allocation for pupils with Special Educational Needs.

#### Impact

The school will measure the impact of the pupil premium in a range of ways. Each academic intervention, from smaller class sizes to one to one tuition, will be rated in terms of the cost versus the increase in attainment. The school will then be able to measure value for money, maintaining those interventions which represent a good use of the money.

The impact of the use of the pupil premium can also be seen to impact as follows:

- All year 1 pupils eligible for Pupil Premium achieved the expected standards in the phonics test in 2016.
- All children eligible for pupil premium who achieved a Good Level of Development in the Foundation Stage reached the expected levels in Year 2.
- The number of fixed term exclusions at the school have fallen dramatically in 2015-2016
- Pupils who may not have had the opportunity are now able to learn a musical instrument
- Pupils who may not have been able to are able to go on residential visits
- It is possible for the school to ensure higher quality school visits as support is given to voluntary contributions

**The use of the pupil premium in KS2 in 2015-2016 did not result in the intended outcomes. Year 6 SATS results combined with Baseline Assessments taken in September 2016 show that pupils eligible for pupil premium are not making the accelerated progress desired by the school community.**

## 2016-2017

In 2016-2017 we expect to be allocated £29,000. This will be used to maintain those areas of success from 2015-2016 and will explore new areas in which we believe we can make a more significant difference to achievement.

### **Barriers experienced by pupils eligible for pupil premium:**

At Caythorpe Primary School we know that the pupil premium grant must be used to remove barriers to learning for our pupils. We do this by ensuring that common experiences and focused support prevent children from:

- Missing opportunities which are commonly taken up by others (music lessons, school trips etc)
- Losing self-esteem when comparing themselves with their peers - interventions to happen quickly for those children who are not at the expected level within school (where there is not a special educational need)
- Missing out the latest research by experts such as the EEF and other reliable sources (Hattie, OFSTED etc) and using findings within our vision and development plans
- Arriving at school in the correct frame of mind for a day of learning – breakfast club allows a smooth transition from home to school
- Falling behind with their language or communication skills
- Having low attendance and thus seeing any gaps between themselves and their peers widen
- Having less confidence than their peers

### **Our Strategy**

#### **Whole School:**

As a school we recognise that there is not a one size fits all strategy that will ensure that all children flourish. However we also know that certain whole school strategies will benefit all children – especially those eligible for pupil premium. The whole school strategies that will be used in 2016-2107 are as follows:

- We will work with the Education Endowment Foundation (EEF) on their mobilise project. This will allow us to use research to make the best use of the way in which our Teaching Assistants work in school – this will take into account potential barriers to learning including pupil premium.
- We will develop metacognition strategies (learning how to learn) for pupils within the school whilst developing the way in which we feedback to pupils. These are the two single aspects of school life that are shown to have the greatest impact upon progress.
- As progress in mathematics was lower than the other core subjects (-2.8 for the statutory assessments in KS2) we will have a whole school maths strategy which will include the teaching of mathematics in single year groups and the purchase of a new maths scheme to ensure a greater depth of learning.

#### **Specific Spending:**

In order to ensure that children eligible for pupil premium make accelerated progress we will use the following strategies as data shows they may be required:

1. Fund one to one or small group tuition in Reading, Writing and Numeracy (approx £20,000)
2. Subsidise places for pupils at breakfast club (approx £1000)
3. Maintain levels of TA support focused on PP pupils (approx £10,000)
4. Maintain lunch time and after school clubs (approx £1000)
5. Subsidise the cost of school visits (approx £1000)
6. Create effective intervention classes Literacy and Numeracy (see 1.)
7. Maintain music tuition (approx £3000)
8. Invest in schemes that will allow pupils who are eligible for pupil premium greater access to high quality resources (approx £2000)
9. Provide behaviour for support for those pupils whose anxiety levels increase at lunch times (approx £1000)

## Measuring our success

There are a range of ways in which we will measure the success of the impact of our spending:

1. As the grant is provided to ensure that barriers to learning are removed our key measure of success will be measured using our assessment systems for reading writing and mathematics. The following will be considered:
  - a. The standardised scores achieved by those children eligible for pupil premium and those who are not.
  - b. The rate of progress each term – has the standardised score for those pupils eligible for pupil premium matched that of their peers?
  - c. The size of the gap between those pupils eligible for the pupil premium and their peers (we will consider the percentage of pupils in each grouping who have a standardised score above 90).

We will use all of the above information to target support and ensure that pupils eligible for pupil premium are able to increase their rate of progress where it falls below that of their peers.

2. The number of pupils who take up violin lessons and the grades achieved by those pupils by the time that they leave Caythorpe Primary School
3. The overall increase in the quality of writing where pupils have accessed trips thanks to subsidies using the pupil premium grant.
4. We will monitor the behaviour of pupils during lunches and break times and see if the strategies in place reduce the number of behaviours that are not conducive to good learning.
5. Comparing the rate of progress for those pupils who are placed in smaller groups (using pupil premium monies) to see if they provide value for money.

We will report upon the success of the measures taken to increase rates of progress each year.