

AWGS: Pupil Premium Grant expenditure statement (Financial year 2015-2016, impact to July 2016)

The Pupil Premium is an allocation of funding, direct from the Government, which is given to schools based on the number of children whose parents are eligible to claim for Free School Meals (This is different to free school meals for all children up to Year 2). There is also a much smaller grant based on the number of pupils from Service families.

Nationally, there is considerable evidence to show that children and young people eligible for Free School Meals do less well than their peers. Whilst this is not always the case, the purpose of the funding is to support the school in ensuring this group of children achieve as much as they can; the most important achievements being in English and Mathematics which are so vital for moving onto secondary school and for future employment.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

Nature of support 2015 - 16

As can be seen from the break-down in the table on the next page:

75% has been committed to fixed staffing costs (Cluster Parent Support Advisor, Teaching and Learning Responsibility for Senior Staff for the Achievement for All Program and dedicated TA support – this percentage also includes supply cover costs to run the AfA program effectively)

25% is allocated for flexible targeted support such as booster sessions, equipment, resources and further opportunities to support children and their families with other extra-curricular activities.

We also use PE/Sports grant money to ensure pupils eligible for the pupil premium grant can access a Forest Schools programme which encourages team work, outdoor and adventurous activities, self-esteem, confidence. This, and other nurturing activities, are seen as paramount in promoting positive learning attitudes to underpin good progress and curriculum engagement.

For parents in receipt of means tested benefits, there is financial support with school activities including residential trips. The nature of the support is dependent on the needs of the child as outlined in our Pupil Premium Policy.

Allocation of money April 2015 –April 2016 £38,580

Carried forward from April 2014-April 2015 £ 6,245.88 (from an original allocation £31,735)

Working budget = £44,825.88 (figures in bold in impact assessment include some 2016-17 funding)

How funding was/is being spent	Planned Amount	Rationale	Impact assessment July 2016																									
Achievement for All school approach and structured conversation set-up	£4,400+ £1600	Working with AfA ensures the school puts vulnerable children first. This 2 year program will help us work towards securing the best progress and outcomes for pupils in danger of underachieving. This is central to the School Improvement Action Plan and will benefit 15 core children directly, identified as vulnerable to underachievement and with historic slow/low progress - and all children in the school through the quality principles and practises adopted.	<p>The approach, staffing and school coach provided invaluable support throughout the school year. Less experienced teachers received coaching and support. Behaviour support was seen to be more effective by putting some PPG childrens’ needs at the centre of school development. Regular structured conversations engaged parents of focus children and gave the school insights to which could respond with provision. The 15 vulnerable learners selected have their progress summarised below:</p> <p>AfA focus groups in Yr 6 and Yr 4 – children identified as most vulnerable to underachievement (% making accelerated progress on AfA program in bold ACC)</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">Yr 4 (15-16)</th> <th colspan="2">Yr 6 (15-16)</th> </tr> <tr> <th></th> <th>EXP+</th> <th>ACC</th> <th>EXP</th> <th>ACC</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>86%</td> <td>43%</td> <td>88%</td> <td>25%</td> </tr> <tr> <td>Writing</td> <td>71%</td> <td>29%</td> <td>88%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>86%</td> <td>14%</td> <td>75%</td> <td>63%</td> </tr> </tbody> </table> <p>Actual spend= <u>£7,000</u></p> <p>16/17: CONTINUE 🟢 ADJUST 🟡 SCRAP 🔴</p>		Yr 4 (15-16)		Yr 6 (15-16)			EXP+	ACC	EXP	ACC	Reading	86%	43%	88%	25%	Writing	71%	29%	88%	50%	Maths	86%	14%	75%	63%
	Yr 4 (15-16)		Yr 6 (15-16)																									
	EXP+	ACC	EXP	ACC																								
Reading	86%	43%	88%	25%																								
Writing	71%	29%	88%	50%																								
Maths	86%	14%	75%	63%																								
Staffing costs for PPG dedicated support	£27,500	The Cluster PSA supports parents and families with a variety of needs, this supports engagement with school and wider professional services. The TLR associated with being the AfA School Champion is a key senior leadership role which ensures pupils who maybe vulnerable for a wide variety of reasons are carefully monitored and supported. One key element	<p>PSA engaged families with wide ranging support needs and attended many TACs. PSA mediates between school and parents, mostly eligible for PPG. The TLR for PPG/AfA has ensured it has high profile and takes precedent. The support to staff and pupils has been very positive.</p> <p>Interventions/boosters/ tuition had varied impact across the school and needs fine tuning for data in/data out impact assessments. Much of the work was centred of pupil</p>																									

		of this is TA support which supports access to learning and the curriculum, as well as catch up programmes for core skills in English and Maths. TAs also pupils with emotional and/or behavioural difficulties and our Emotional Literacy Support TA is key in this area. Booster teachers are needed to support 'closing the gap' and to ensure vulnerable pupils 'over-learn' and make the progress they are capable of in Y6.	engagement, learning behaviours and plugging gaps towards ARE in the new curriculum. Actual spend= <ul style="list-style-type: none"> • TLR £2500 • PSA contribution to cluster £2764.93 • Teaching assistant deployment £13,487.26 • 1:1 tuition £2000 • Intervention costs and boosters £2500 • Additional staffing for safety/ELSA/supervision £2000 <p style="text-align: right;">- <u>£25 252.19</u></p> <p>16/17: CONTINUE  ADJUST  SCRAP </p>
Motivational and experiential projects and opportunities	£1000	Where there are specific needs, the school is creative with it's use of services, resources and opportunities. In the Spring we hatched chicken eggs in the foyer and the handling of these eggs and chicks increased pupils sense of care and responsibility as well as having sensory and behavioural benefits. Forest schools provides a safe space for building self-esteem, creativity, active learning and confidence alongside team building and turn taking.	The school continued this project including the installation of a chicken coup, gardening area and eco area. A range of pupils benefit from this zone. The Yr 4 AfA group attending 'feed the need to read' at Longleat which inspired and motivated their engagement in reading alongside on-going class and intervention work. The school also supports specific eligible children to access sports lesson for behaviour and motivation Living eggs: £245 Reading: £550 Sports: £146 Forest school : £1567,50 Behaviour: £175 Milk: 183.92 <u>£2866.92</u> 16/17: CONTINUE  ADJUST  SCRAP 
Music lessons	£1000	We provide access to instrument tuition which supports pupils skills, confidence and variety of experiences.	The research between music and maths suggests strong links and music skills help children with patterns, counting and number in general. It is also confidence and self-esteem building, as well as a calming strategy for children with anger issues. <u>£430</u> 16/17: CONTINUE  ADJUST  SCRAP 

Tablet technology and IT with associated licensing	£6,000	Increasing motivation, life skills as well as access to research materials, video cameras for feedback and a range of apps to help revision, repetition and over-learning. Visualisers support curriculum access and live marking/feeding/expectations on work.	The learnpads have started to be used in class as cameras, web access and some lesson resources. The school now need to invest in further staff training to utilise quality apps and curricular content for all children, and design methods of enhancing learning for vulnerable learners with motivating technology as a driver. Tablets: £6 414 Visualiser: £493.33 Licenses: 1065 <u>7972.33</u> 16/17: CONTINUE ADJUST SCRAP
Training/courses/CPD/literature and guidebooks including behaviour and motivation	£2000	Up skilling staff in mental health, self esteem, confidence, ASD, attachment disorders helps to offer tailored support for vulnerable learners; many of whom have SEN, and staff confidence is paramount. Lunchtime sports/skills coaches to reduce opportunities for poor and disruptive behaviour across lunchtime and afternoon sessions. Up skilling staff in delivering effective reading, writing and maths interventions to support closing the gap focus.	An additional ELSA TA was trained to support across KS1 and increase help for KS2 pupils. Resources, research and therapy was sought for pupils displaying high need. TAs have received training in boosting reading at primary, talk boost, SALT strategies, de-escalation and positive handling and back on track maths catch-up. The school needs to continue to utilise effective intervention/catch up for reading, writing and maths through a targeted timetable of support. £2000 + £2680 16/17: CONTINUE ADJUST SCRAP
Web-based tracking system with full integration facilities	£800	In School tracking of learning and progress based on personalised learning and attainment is essential. The school has purchased a tracker that SLT and teachers can access anywhere, anytime. The tracking and ensuing actions for vulnerable groups is a powerful feature.	Staff have received training and the school has embedded curriculum objective highlighting and a data tracking system to support school improvement. This includes preparing for School Effectiveness Reviews and pupil progress meetings, accounting for progress and attainment of all vulnerable groups. <u>£731.94</u> 16/17: CONTINUE ADJUST SCRAP
Contingency for support with trips and other activities (inc uniform, lunches and fair access)	£1000	This allocation allows the school to make decisions and fund opportunities for pupils eligible for PPG that support wider outcomes and personal development	The children in Y6 (50% PPG) benefitted from motivational trips inc British Museum, Legoland, Sprinkles and Braeside residential with additional rewards for hardest working pupils. Future spends of this nature will be targeted to eligible pupils in younger year groups. Braeside £1,100 Lunches: £429.50 Leavers: 32.50 16/17: CONTINUE ADJUST SCRAP <u>£1562</u>
Likely spend in year:	£44,500		Actual spend: £50, 495.38 (£4537.50 from financial year 16-17 to impact academic year 15-16) Grant expenditure for 15-16 = £45,957.88

