



Warton Nethersole's C.E. Primary School

Pupil Premium Report for the academic year 2016-17

The pupil premium was introduced in 2011 and is received in school through a specific grant based on school census figures for pupils registered as eligible for free school meals (FSM). The grant is additional to main school funding, and is to be used by schools to address any underlying inequalities between FSM children and their peers by ensuring that extra funding is directed to the children who need it most.

Number of eligible pupils and amount of grant		
	2015-2016	2016-2017
Total number of pupils on roll	136	137
Number of pupils eligible for PPG @ £1320	19	11
Number of pupils eligible for 'looked after in care' (LAC) funding @ £1900	1	1
Total amount of funding	£26,980	£16,420

Our principles and objectives in spending Pupil Premium Funding

Principles

The way in which we spend our pupil premium funding is influenced by current research (Sutton Trust, Oxford School Improvement) and OFSTED guidance. We recognise that not all pupils who are socially disadvantaged are registered or qualify for FSM - many of our pupils are from low income families whose parents work part-time or in seasonal occupations. We ensure that provision is made for all vulnerable groups, and spend the funding in a wide variety of ways to maximise the benefit to as many pupils as possible.

Objectives

- To raise attainment in reading, writing and maths for pupil premium children
- To ensure that pupil premium children continue to make accelerated progress in order to close the gap with their peers
- To ensure that all children have equal access to the extended curriculum including trips, music tuition, and other enrichment activities
- To ensure that pupils from poorer socio-economic backgrounds do not suffer barriers which impede their attainment and progress

Academic year 2015 - 2016 – how we spent the funding

Summary of spending	Impact
<p>Training for a teacher and a Higher Level Teaching Assistant to implement a Fischer Family Trust writing intervention programme 'Write Away Together', including necessary resources.</p> <p>Increased Teaching Assistant hours, including before school sessions, for supporting children in small group intervention programmes in all subjects. Maths booster support for more able PP children. Learning resources to support delivery of the programmes.</p> <p>Provision of e-books across the whole school to enhance reading and phonics</p>	<p>Trained HLTAs developed an excellent understanding of barriers to learning in writing and delivered a highly effective 'catch up' programme. Children who took part in the programme made significant gains academically and developed skills for writing in all genres.</p> <p>Interventions were focused on reducing the gap between the attainment of pupil premium and non-pupil premium children. Gaps are not significant across the school in reading and writing, but the gap in maths widened this year.</p> <p>e-books proved to be highly motivational for all children but particularly for reluctant and boy readers. Information workshops for parents were well attended. A high proportion of children in each class accessed online reading and phonic resources at home.</p>
<p>Continued engagement with strategies to improve social language skills: 'Talking Partners' / LEGO 'Build to Express'. 'Communication in the Classroom'.</p>	<p>Improved speaking and listening skills have impacted on all curriculum areas but particularly writing.</p> <p>TAs and HLTAs used better questioning techniques and supported children more effectively in the classroom.</p>
<p>'The Hub' homework club. Weekly after school provision for support with homework, access to computers, and additional learning resources provided by class teachers. Staffed by a teacher and a Higher Level Teaching Assistant.</p> <p>Cooking Club – weekly after school club to prepare and cook fresh food and raise awareness of a healthy diet.</p>	<p>PP pupils were targeted to attend. The feedback from parents was very positive. Children attended regularly and were enthusiastic about the extra learning opportunities provided.</p> <p>The Hub - Parents were more engaged with their children's learning and provided more support at home particularly with reading.</p> <p>Cooking Club - Children attended regularly, recipe sheets were sent home to families and feedback was positive. Teachers, HLTA's, children and parents reported improved confidence and engagement in learning.</p>
<p>Whole Class Music Tuition: Maple Class flute Oak Class guitar - plus some individual music lessons</p> <p>Help towards the cost of after school clubs and trips for pupils in receipt of PP</p>	<p>Pupil premium children had funded flute and guitar lessons (whole class and small group). Increased levels of interest, raised confidence and self-esteem.</p> <p>History field trips enhanced learning in this area of the curriculum, after school clubs resulted in increased concentration and listening skills, and confidence in team work.</p>

Resources: Equipment and learning aids to support intervention programmes. Purchase of i-pads to support learning across the curriculum.	Children used i-pads to access writing apps (eg Alan Peat) to enable them to access the curriculum more effectively and develop skills across all writing genres.
Provision of a 'breakfast revision club' for three mornings a week for six weeks leading up to year 6 SATs tests. Staffed by a teacher and a HLTA. Increased HLTA support in class for year 6 pupils for 6 weeks. Provision of revision guides.	Children were better prepared and more confident when approaching the tests. Children received support in smaller groups focused on their specific revision needs. Children had access to quality revision aids regardless of their ability to pay for them.

In-school Attainment of Pupil Premium Pupils 2016							
	Not pupil premium (2015-16)	Pupil premium pupils (2015-16)	Gap 2016	Gap 2015	Gap 2014	Gap 2013	Gap 2012
Reading	70%	69%	-1%	+6%	6%	8%	10%
Writing	58%	50%	-8%	-4%	7%	3%	3%
Maths	67%	50%	-17%	-1%	4%	12%	11%

The 2015-16 cohort of Pupil Premium included 3 SEN pupils

PROGRESS OF PUPIL PREMIUM PUPILS IN 2015-2016

Reading: 16 pupils made good progress (80%)

Writing: 15 pupils made good progress (75%)

Maths: 14 pupils made good progress (70%)

Academic year 2016 – 2017 – how we anticipate spending the funding

NB: Whilst many of our highly focused intervention programmes produce rapid improvements for pupils, other initiatives will take longer to make an impact over time, including the benefits of improved self-esteem, confidence and enjoyment which are cumulative in nature. All the initiatives that were funded in 2015-2016 are sustainable. Those which are producing desirable outcomes will continue in 2016-2017.

Anticipated spending	Expected Impact
<p>Clubs to continue: The Hub homework club staffed by a teacher and a Higher Level Teaching Assistant.</p> <p>Cooking Club – weekly after school club to prepare and cook fresh food and raise awareness of a healthy diet (1 HLTA, 1 TA)</p>	<p>Increased parental support and engagement with home learning.</p> <p>Children will be aware of healthy food choices. They will develop a range of skills through working practically in a small group.</p>
<p>Continue to provide teaching assistant hours for supporting children in small group intervention programmes for speaking and listening, maths, reading and writing</p> <p>Continue to provide extra reading sessions for the Better Reading Partners intervention programme before school.</p>	<p>Interventions will continue to be successful in narrowing the gap between the attainment of pupil premium and non-pupil premium children.</p> <p>Support will help children to use skills taught across the curriculum and help to tackle barriers to learning.</p>
<p>CPD for all staff: Effective questioning Precision teaching Person centred planning</p>	<p>All staff will be better equipped to teach disadvantaged pupils with a variety of needs, through using a range of strategies with proven impact.</p>
<p>Resources: Equipment and learning aids to support intervention programmes. Purchase of more i-pads to support learning across the curriculum. Purchase of numicon and other manipulatives to support the maths curriculum and intervention programmes.</p>	<p>Learning will be enhanced and children will make better progress.</p> <p>Children will benefit from appropriate learning aids which will enable them to access the curriculum more effectively, particularly in maths.</p>
<p>Continue to provide a 'breakfast revision club' for three mornings a week for six weeks leading up to year 6 SATs tests. Staffed by a teacher and a HLTA.</p> <p>Increased HLTA support in class for 3 days a week (am)</p> <p>Provision of revision guides.</p>	<p>Children will be better prepared and more confident when approaching the tests.</p> <p>Children will receive support in smaller groups focused on their specific revision needs.</p> <p>Children will have access to quality revision aids regardless of their ability to pay for them.</p>

<p>To continue: Whole Class Music Tuition: Maple Class flute Oak Class guitar - plus some individual music lessons</p> <p>Help towards the cost of after school clubs and trips for pupils in receipt of PP.</p> <p>Help with cost of outdoor residential activity break for year 6 children.</p>	<p>Increased levels of interest, raised confidence and self-esteem.</p> <p>Opportunities for children who might not access them without funding.</p> <p>Outdoor challenge will improve confidence and self-esteem and help children with transition to secondary school (shared residential with two other schools)</p>
<p>Access to a family support worker (position to be partly funded with another school) to engage with parents, chase attendance issues, attend CAF meetings and provide counselling services.</p>	<p>Provide support for vulnerable families, including those not able to access counselling through CAF, and families needing positive parenting advice.</p>

IMPORTANT INFORMATION

If your child does not have a Free School Meal, but may be eligible because of your family's income level, please contact the office in confidence to register them – this also applies if your child is having a 'universal free school meal' provided by the government for 4-7 year olds.

Please note that the funding that the school receives is based on the family's eligibility for benefits regardless of whether your child wishes to have a free school meal. Children can continue to eat a packed lunch if they wish.

If you have any questions, or would like to discuss any aspect of Pupil Premium support please get in touch with the school.