

St Nicholas Priory C.E.V.A. Primary School **Pupil Premium** Allocation



Academic Year: **2016-2017 review**

Total Fund Allocated : 244,200

Total Spend: 219,926

Carried Over 24,274

The contents of this summary are presented to the governing body who validate the recommendations and impact. They can challenge expenditure where necessary.

| Barrier | Item / Project | Cost (£) | Objective / Description of activity | Impact Evidence |
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| Attainment gap | Quality wave 1 teaching – EOS Education Reception unit / Early Excellence training Resources Leadership training Consultancy | 41,280 | <p>Research (Sutton Trust) clearly shows that quality teaching is a pivotal contributory factor in raising attainment and narrowing the gap for those disadvantaged pupils in our community. Lesson observations (although not graded now) show a clear improvement in provision in years 3-6 and this has impacted data; in-school data shows little or no gap between Pupil Premium and non-Pupil Premium children.</p> <p>Several strategies have been introduced in response to our OFSTED targets and the budget has supported this. Initiatives include; development of project based learning, peer feedback and developing a learning community.</p> <p>Talk for writing has been implemented in the school to further develop literacy provision. We have seen a steady improvement in observation outcomes carried out by SLT and in conjunction with outside advisors and consultants.</p> <p>Investing in Early Years has been a key focus for our reception unit, and the provision for the Pupil Premium children has been a vital part of this. Training and resources were provided from the Early Excellence centre along with two consultants who advised and supported. Our Reception unit opened in September 2015.</p> | <p>Unvalidated SATs data shows a marked improvement in Pupil Premium grades and a narrowing of the gap. Pupils attaining age related expectations; Reading 52% Maths 60% Writing 65%</p> <p>Last year; Reading 47% Maths 47% Writing 79%</p> <p>67% of Pupil Premium</p> |

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| | | | | reception children were assessed as meeting a Good Level of Development (GLD) for 2016-2017. This compares with 61% for non-Pupil Premium. The national average is 69%. |
| | Subject specific training - MaST Post Graduate Programme - Outstanding Maths Training - EYFS - Assessment - History - Literacy - Teaching Leaders - School Improvement | 19,200 | Attainment in maths has been targeted as a whole school issue and a particular problem for Pupil Premium children. Therefore improving subject knowledge of teachers and providing outstanding provision will benefit all pupils but will particularly impact Pupil Premium children as they benefit most from outstanding teaching. Two teachers completed the MaST post graduate programme. One has since left. | . |
| Lack of experiences and enrichment opportunities | Curriculum enhancement - trips and experiences through Project Based Learning Camp Music Lessons Specific music teaching | 21,400 | These vital opportunities (free for everyone) are highly rated by pupils, as shown by pupil perception surveys, and enrich the children's curriculum and improve the learning, particularly writing, produced as a result. They also involve the local community and utilise the local area. Our year 6 were taken to London for a two day experience linked to their topic, this was rated as the top experience of the children's 4 years at school by 67% of children (Survey July 2016) Pupil Premium funding has also been used to enhance curriculum experiences by ensuring a regular number of visitors come into school, including story tellers and authors. The children's writing (see class progress folders for examples) has benefited because of these first hand experiences. | Evidence of sustained improvements in writing. Use of vocabulary improved – evidence in pupils' work. |
| | Breakfast Club | 12,300 | We believe that for many children a consistent and healthy meal at the beginning of the day benefits their learning and wellbeing. 64% of the 40+ regularly attending children at breakfast club are Pupil Premium children. We have seen improvements in behaviour and | See left |

| | | | attitude of several children (Case studies are available from Pupil Premium coordinator) Three children with poor attendance have significantly improved their attendance (+20% in one case) over the course of the year as a direct result of breakfast club. | |
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| Barrier | Item / Project | Cost (£) | Objective / Description of activity | Impact Evidence |
| Lack of physical resources | Subsidised uniform | 2,100 | In conjunction with the Family Support Worker, the school provides uniform, PE kits and provides a food bank. | Improved well-being of our most disadvantaged |
| | Staffing Focused intervention maths | 32,400 | Two experienced teaching staff worked with 24 pupils in year 6 over the course of the year. They focused on specific barriers that were prohibiting their progress through discussions with class and set teachers. Children worked in small groups in a dedicated space to prepare for their SATs. | The value added progress score for the whole cohort was -1.17 and for these children receiving intervention the score was -0.45. The pass rate for these 'boarderline' children was 88% |
| | SEND specific support | 8,000 | In the 2016-2017 cohort of year 6, 24% of children had Special Education Needs. This means that a multi-agency style approach is needed. We use the services of two specialists to assess and provide strategies to support their provision. | Data is yet to be validated but shows that the percentage of SEN at national expectations are: 29% reading 30% Maths 71% writing |
| Attainment gap | Reading and 1:1 support RWinc RWinc 1:1 1:1 support staff EAL support Accelerated reader Librarian | 53,864 | From evaluation of pupil's attitudes the school continues to recognise the importance of focusing on developing a love of reading rather than just teaching children to read. Pupil Premium funding has enabled the school to create a team of interested individuals whose task is to look specifically at children's development in reading skills and develop a culture of reading across the school. An excellent stock of books has been purchased for the library and all children were bought a book for Christmas. Competitions, displays, events and programmes have all been organised with a love of reading in mind and have been tailored to focus groups such as boys' reading. Reading buddies have been set up to improve confidence of fluency of focus children and provide a positive reading role model. | Reading attainment improved this year (5% higher for Pupil Premium than last year) and Accelerated Reader was an important factor in that. As a result this intervention will continue to support the children |

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| | | | <p>Accelerated Reading This intervention is targeted at children below expected attainment and those not making adequate progress. Boys are particularly targeted as this has been an issue identified in our data analysis. All children have moved on 2-5 stages within a term. Children move through leveled books. Progress is monitored by a dedicated teaching assistant and a librarian. If children are stuck on a level the teacher works with them to address specific needs.</p> <p>RWInc On evaluation children from disadvantaged backgrounds need to have enhanced provision in the form of phonics, literacy and vocabulary. RWInc provides specific teaching by a specialist teaching assistant to move children on in phonics and literacy. Reading progress is monitored throughout the school and children are worked with that are not making expected progress or have specific learning barriers, holding them back. Progress through the RWinc system is closely monitored by a specialist teacher and children are moving through groups quicker now and a larger number of children are going back to the Literacy and Language programme, back in class. (42 children this academic year)</p> <p>RWinc 1:1 support This intervention is targeted at children not moving through the standard RWInc programme at the expected rate (68% are Pupil Premium). All children have moved on with sound and word recognition. A trained teaching assistant holds detailed information showing clearly the progress in the child's reading and phonics.</p> | <p>needing extra support alongside wave one provision.</p> <p>Unvalidated data for 2016-2017 shows 53% of Pupil Premium children in year 6 reached national expectations in reading and 64% in writing.</p> <p>68% of children receiving this intervention moved on to achieve their target within the year. This will continue to be a vital intervention for our most vulnerable children.</p> |
| Out of school experiences | After school clubs | 802 (Banked hours for members of staff used here) | Many of the clubs at our school are oversubscribed and provide children with free enrichment of their choosing, with preference given to Pupil Premium children. Speaking to the children, revealed that clubs and activities after school are one of the most memorable and valuable experiences they have. | 94 Pupil Premium children attended a club this year and we aim to increase this next year. |
| Out of school | Buddy Study | 458 | Year 6 children were given the opportunity for extra support outside of school to prepare | Unvalidated data from |

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| academic support | | (Banked hours for members of staff used here) | for their SATs. This was in the form of an after school session 4 evenings a week, where children could learn with friends, in a supportive environment. 94% of children attended one session a week and many pupils attended more than this. | 2017 SATs shows an upward trend for Pupil Premium children. See figures above. |
| Barrier | Item / Project | Cost (£) | Objective / Description of activity | Impact Evidence |
| Lack of physical resources | Revision resources | 3620 | All children in year 6 were provided with revision materials, including revision guides and stationary. This was then used in Buddy Study and at home. | As above |
| | Reading resources /RWI/ AR | 13,469 | This funding provides vital resources that benefit the Pupil Premium children and maximize their progress in reading | See reading section above. |
| | Attendance time | 5,840 | Pupil Premium money contributes to providing a dedicated attendance lead. With 56% of our lowest attenders being Pupil Premium, the attendance worker has been able to work with families to steadily improve attendance. | The attendance of Pupil Premium children is now 2% higher than non-Pupil Premium children. |
| | Behaviour Support | 6,400 | This money partly funded individualised support for children with the most challenging behaviour. These trained adults often worked with small Pupil Premium groups along with their designated pupil. Training was also provided for teaching assistants to build confidence in dealing with challenging behavior. An isolation unit was partly funded to separate children showing disruptive behavior to the benefit of them and their peers. Reintegration was then overseen by the BIC team. | 5 children with the most challenging behavior were able to access learning with their peers. Behaviour improved for all children given support. |
| TOTAL SPEND | | 219,926 | | |
| FUNDING | | 244,200 | | |