

Byfleet Primary School
Pupil Premium Grant Expenditure
Academic Year 2017/18

Background

The pupil premium is a government initiative which was introduced in 2011. It provides additional funding for pupils from disadvantaged backgrounds. Research shows that pupils from disadvantaged backgrounds underachieve compared to their non-disadvantaged peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Objectives of Pupil Premium Spending

This money is allocated to initiatives which help to ensure pupils reach their full potential both academically and socially. The funding for 2017-2018 is based on 50 pupils – 20% of the school population.

- **Learning Support Interventions**

Accelerate the progress of learners who are falling behind by providing focussed interventions to address identified gaps in learning.

- **1:1/group tuition**

Accelerate the progress of learners who are falling behind by providing focussed 1:1 support to address identified gaps in learning. Also to provide extra challenge for 'Most Able' pupils to facilitate pupils to make above expected progress.

- **Enrichment Activities Including Educational Visits**

Raise attainment by providing engaging and exciting curriculum enrichment activities as contexts for subsequent classroom learning. High quality stimuli and real reasons for the outcomes of lessons lead to a higher pace of learning and achievement. This type of provision also provides exposure to a broad range of rich experiences which may not have otherwise been available to children from disadvantaged families for cultural or financial reasons.

- **Staff Development**

Accelerate the progress of vulnerable groups by improving the quality of teaching and equipping pupils with the metacognitive skills required to become effective, self-sufficient learners.

- **Family Support and Engagement**

Raise attainment by reducing the effect of family-based barriers to learning such as: parenting and behaviour management; health issues; attendance and punctuality; housing.

**Amount of Pupil Premium Grant (PPG) Received
Academic Year 2017/18**

Amount of PPG received 01/09/2017 – 31/03/2018

| | |
|-----------------------------------|----------------|
| Total number of pupils on roll | 246 |
| Number of pupils eligible for PPG | 50 |
| Total amount of PPG received | £37,898 |

Estimate amount of PPG 01/04/2018 – 31/08/2018

| | |
|-----------------------------------|----------------|
| Total number of pupils on roll | 246 |
| Number of pupils eligible for PPG | 50 |
| Estimate amount of PPG | £27,351 |

Estimate amount of PPG for Academic Year 2017/18

| | |
|--|----------------|
| PPG from 01/09/2017 – 31/03/2018 | £37,898 |
| PPG from 01/04/2018 – 31/08/2018 | £27,351 |
| Total PPG received for Academic Year 2017/18 | £65,249 |

Nature of support 2017/18

| | |
|---|-----|
| Focus on learning in the curriculum | 91% |
| Focus on enrichment beyond the curriculum | 3% |
| Focus on social and emotional support | 2% |
| Focus on families/community | 4% |

Curriculum Focus:

Increase % of children working at age related expectations in reading, writing and maths. Narrow the gap between PP children and non-PP children.

Record of Pupil Premium Grant spending by item/project 2017/18

| Item/Project | Cost | Summary | Objective | Outcome |
|--|---------|---|--|---|
| Maths/English booster sessions (LA and HA) | £20,500 | Booster groups in writing and maths for HA/LA pupils in Years 2, 5 & 6. <i>'Heads and teachers have confirmed that many pupils, regarded as borderline Level 3/4 and targeted for extra support, have become secure Level 4s. The booster programme has undoubtedly contributed to improved results in many schools and increased pupils' confidence and motivation.'</i> (http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf) | To provide extra challenge for HA pupils. Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision. | Increased attainment and progress in English and maths at the end of KS1 & KS2. |
| 1:1 tuition – Reading/ Writing/Maths | £9,500 | 1:1 or group tuition to provide extra support for pupils who are falling behind. | To provide individualised, targeted learning in reading, writing and maths through one to one or group support to develop English and maths skills. | All pupils to make at least expected progress in English/maths. |
| Success @ Arithmetic: Number Sense | £11,000 | Small group intervention (3 children) for children in lower KS2 to reach expected attainment by the end of KS2. Three 30-minute sessions per week for up to 24 sessions. <i>'In trials, 29 pupils in Years 4 to 6 gained 15 months in Number Age on a standardised test, after only 23 lessons in 3 months.'</i> (Every Child Counts - Edge Hill University) | To develop children's understanding of the number system and develop fluency with number facts. | At least 80% of children to gain an increase of between 10-15 months maths age in three months using a standardised test. |

Record of Pupil Premium Grant spending by item/project 2017/18

| Item/Project | Cost | Summary | Objective | Outcome |
|-----------------------------------|--------------------|--|--|---|
| Success @ Arithmetic: Calculation | As above (£11,000) | Small group intervention (3 children) for children in upper KS2 to reach expected attainment by the end of KS2. Three 30-minute sessions per week for up to 24 sessions. <i>'In trials, 29 pupils in Years 4 to 6 gained 15 months in Number Age on a standardised test, after only 23 lessons in 3 months.'</i> (Every Child Counts - Edge Hill University) | To build learners' confidence in calculation and encourage children to think and talk about their calculation methods and strategies. To provide challenge and support at appropriate levels. | At least 80% of children to gain an increase of between 10-15 months maths age in three months using a standardised test. |
| First Class @ Number 1&2 | | Small group intervention (3 children) for children in Year 2 and lower KS2 to reach expected attainment. Three 40 minute sessions per week for up to 15 weeks. <i>'They made an average Number Age gain of 10.2 months on a standardised test after only 23 half-hour sessions in 2.8 months.'</i> (Every Child Counts – Edge Hill University) | To build learners' confidence in number. To provide challenge and support at appropriate levels. | At least 80% of children to gain 10 months maths age in 3 months using a standardised test. |
| SNAP on 2 Maths | | E-learning intervention used daily for 10 mins in years 1-6. <i>'All the pupils improved on their previous scores in the curriculum lead activities and on their speed in the mental maths activities using Mathletics Live.'</i> (TeemEducation.org.uk) | To increase children's number facts knowledge and improve their mental maths speed. | At least 80% of children to complete another row on the 'Big Maths Beat That' speed tests in timed conditions for their year group. |
| Write Away Together | | Individual children or groups of children in Y1-Y6. Two sessions weekly for 20-30 minutes for 10 weeks. <i>'Average APS gain of 3.3 after 12 weeks.'</i> (Literacy.fischertrust.org) | To increase children's confidence in writing. To encourage children to see editing as a positive part of the writing/learning process. To improve text, sentence and word level writing. | At least 80% of children to make between 2-4 points progress in writing after 3 months. |

Record of Pupil Premium Grant spending by item/project 2017/18

| Item/Project | Cost | Summary | Objective | Outcome |
|----------------------|--------------------|--|--|--|
| FFT Wave 3 | As above (£11,000) | Mainly for children in year 1 or children in Year 1 who have difficulties learning to read and write. 15-20 minute daily sessions. <i>'Children increase in book level by an average of 9.25 after 15 weeks.'</i> (http://www.literacy.fischertrust.org/index.php/wave3) | To accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class/group teaching. | Children to increase their reading difficulty by 2 book bands. |
| Write from the Start | | For developing fine motor and perceptual skills and a different and effective approach to handwriting. Structured activities develop the muscles of the hand. <i>'The programme is effective for mainstream children aged 4-6 years, children with developmental co-ordination disorders and older children with mild to moderate learning difficulties.'</i> (www.thedyslexiaishop.co.uk/write-from-the-start-unique-programme-to-develop-the-fine-motor-and-perceptual-skills) | To improve children's fine motor skills and pencil control as well as perceptual skills. | Children to improve their fine motor development with noticeable improvements in pencil control and handwriting. |
| Inference Training | | For groups of children in upper KS2 identified with stronger decoding skills than comprehension skills in reading. Between 4 and 6 children in a group. <i>'Comprehension gain of 12 months over the 10 week (20 lessons) intervention period.'</i> (file:///C:/Users/dchesterman/Downloads/SEND%20Inference%20Training.pdf) | To improve children's reading comprehension. | To increase in reading comprehension ability by 10 months after 10 weeks. |
| Read Write Inc | | Additional phonics sessions for children in years 1-3 and Fresh Start sessions for children in years 5-6. For children who experience considerable difficulty in reading because they read slowly, hesitantly and/or with a great deal of inaccuracy. <i>'Percentage of children getting L2 in KS1 increased from <40% to 80% from 2008 to 2012'</i> (KS1 results from Brompton Westbrook Primary School, Medway. Oxford University Press.) | To develop children's phonic knowledge. To develop children's reading ability. To develop children's reading comprehension. | Children progress in phonics by one phase. |

Record of Pupil Premium Grant spending by item/project 2017/18

| Item/Project | Cost | Summary | Objective | Outcome |
|-----------------------|--------|---|---|--|
| Mathletics | £1,200 | E-learning intervention used daily for 10 mins in years 1-6. <i>'All the pupils improved on their previous scores in the curriculum lead activities and on their speed in the mental maths activities using Mathletics Live.'</i> (TeemEducation.org.uk) | To increase children's number facts knowledge and improve their mental maths speed. | At least 80% of children to complete another row on the 'Big Maths Beat That' speed tests in timed conditions for their year group. |
| Additional TAs | £8,930 | Additional TAs to support children during lessons. | To develop growth mindsets and encourage independence. Small group support and development of English and Maths. | Improved attitudes towards learning. Increased progress in reading, writing and maths when compared to their results in previous years. (Assessment data). |
| Staff Development | £790 | Staff Development is provided through INSET, staff meetings and external CPD training to enable further support for learning and behaviour management of pupils with certain needs. Intervention training courses this year include: <ul style="list-style-type: none"> - 1st Class @ Number 1 - Success@ Arithmetic: Number sense | To accelerate the progress of vulnerable groups by improving the quality of teaching and equipping pupils with the metacognitive skills required to become effective, self-sufficient learners. | Improvements in quality first teaching and of interventions run by staff evidenced in training evaluations and reflections. Observations and monitoring of interventions by SLT tacks the effectiveness of training. |
| Enrichment activities | £1,700 | These include funding for after school clubs, swimming lessons and Educational visits. This type of provision also provides exposure to a broad range of rich experiences which may not have otherwise been available to children from disadvantaged families for cultural or financial reasons. | To raise attainment by providing engaging and exciting curriculum enrichment activities as contexts for subsequent classroom learning. | Improvement in children's life experiences and aspirations. |

Record of Pupil Premium Grant spending by item/project 2017/18

| Item/Project | Cost | Summary | Objective | Outcome |
|------------------------------|----------------|---|---|--|
| Social and Emotional support | £9,072 | <p>Additional support for SEN support children who also receive PP.</p> <p>The school have a trained Emotional Literacy Support Assistant (ELSA).</p> <p>In years 1-6 for children who experience difficulty expressing their emotional needs and require support for their social development.</p> <p><i>'It was found to be an evidence informed project and it had a positive impact on TAs' self-efficacy for working with children and subsequently children's emotional wellbeing.'</i></p> <p>(Elsa Network)</p> | To support and develop children's emotional needs so that they can regulate their own emotions whilst also respecting the feelings of those around them. | An improvement in children's emotional wellbeing based on their personal targets. |
| Home School Link Worker | £2,430 | <p>The school have employed a Home School Link Worker (HSLW) to provide support for young people and their families.</p> <p>The HSLW also provides social and emotional support for the children in these families.</p> | Raise attainment by reducing the effect of family-based barriers to learning such as: parenting and behaviour management; health issues; attendance and punctuality; housing. | Engaged parents working with the school to improve outcomes for children in their learning and emotional well-being. |
| | £65,122 | | | |

| | |
|--|----------------|
| PPG Brought forward from 2016/17 | £267 |
| Estimated PPG for 2017/18 | £65,249 |
| Total Estimated PPG Expenditure 2017/18 | £65,122 |
| PPG Remaining | £127 |

Impact of Pupil Premium Spending 2017/18

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed half termly as assessment data is gathered and input/follow-up is put in place if an intervention is not having the desired impact.

In 2017/18, we will use a range of data to analyse impact of spending:

- End of key stage data
- Phonics outcomes
- EYFS data
- Current data
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback

The charts below will be updated on KS2 outcomes.

*based on 2016 national figures

Performance Analysis of PPG pupils at end of KS2 2017

| | PPG school | PPG national |
|---|------------|--------------|
| % achieving expected standard in reading | 78% | 77% |
| % achieving expected standard in writing | 67% | 81% |
| % achieving expected standard in maths | 89% | 80% |
| % achieving expected standard in R, W & M | 56% | 67% |
| PPG children progress measure in reading | +0.9 | -0.72* |
| PPG children progress measure in writing | -2.1 | -0.26* |
| PPG children progress measure in maths | +1.2 | -0.52* |

Narrowing the Gap between PP and other children

| | Reading | Writing | SPAG | Maths |
|-----------------|---------|---------|-------|-------|
| 2016/17* | +0.8 | +10% | +0.8 | -0.3 |
| 2015/16* | -2 | -9%** | -1 | -3.3 |
| 2014/15 | -2.6 | -2.4 | -2.5 | -2.6 |
| 2013/14 | -1.5 | 0.5 | -0.7 | -0.9 |
| 2012/13 | -6.7 | -11 | -10.6 | -7.4 |

*2016 & 17 data shows the gap between PPG children and other children based on their scaled score.

**2016 & 17 data is based on % of pupils who achieved the expected standard.

Historical Performance Analysis of PPG pupils at end of KS2

| | 2012/13 | 2013/14 | 2014/15 |
|--|---------|---------|---------|
| % of PPG children achieving level 4+ in reading | 50% | 100% | 89% |
| % of PPG children achieving level 4+ in writing | 0% | 91% | 67% |
| % of PPG children achieving level 4+ in maths | 50% | 82% | 78% |
| % of PPG children making 2 levels+ progress in reading | 50% | 82% | 89% |
| % of PPG children making 2 levels+ progress in writing | 50% | 91% | 67% |
| % of PPG children making 2 levels+ progress in maths | 83% | 82% | 100% |