

**Byfleet Primary School**  
**Pupil Premium Grant Expenditure**  
**Academic Year 2015/16**

**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 2015-2016 is based on 48 pupils – 21% 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 2015/16**

<b>Amount of PPG received 01/09/2015 – 31/03/2016</b>	
Total number of pupils on roll (October census 2015)	227
Number of pupils eligible for PPG	45
Total amount of PPG received	<b>£37,814</b>
<b>Estimate amount of PPG 01/04/2016 – 31/08/2016</b>	
Total number of pupils on roll	231
Number of pupils eligible for PPG	48
Estimate amount of PPG	<b>£25,025</b>
<b>Estimate amount of PPG for Academic Year 2015/16</b>	
PPG from 01/09/2015 – 31/03/2016	£37,831
PPG from 01/04/2016 – 31/08/2016	£25,025
Total PPG received for Academic Year 2015/16	<b>£62,839</b>

**Nature of support 2015/16**

Focus on learning in the curriculum	83%
Focus on enrichment beyond the curriculum	2%
Focus on social and emotional support	8%
Focus on families/community	7%
<p><b>Curriculum Focus:</b></p> <p>Increase % of children working at age related expectations in reading, writing and maths. Narrow the gap between PP children and non-PP children.</p>	

## Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Summary	Objective	Outcome
Maths/English booster sessions (LA and HA)	£3,053	<p>Booster groups in writing and maths for HA pupils in Year 6. These sessions occur 4 x per week for 1 hour.</p> <p><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></p> <p>(<a href="http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf">http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf</a>)</p>	To provide extra challenge for HA pupils. Development of maths and English skills through gap analysis, addressing misconceptions and SATS revision.	<p><i>Expected outcome: Increased attainment and progress in English and maths at the end of KS2.</i></p> <p><b>ATTAINMENT:</b> The average scaled score in reading and maths was above the national average (104.9 compared to 102.7). The % achieving the expected standard + (R, W &amp; M) is above the national average (59% compared to 50%).</p> <p><b>PROGRESS:</b> KS2 progress is above the national average in reading and maths (+1.5 compared to 0).</p>
1:1 tuition – Reading/ Writing/Maths	£8,428	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.	<p><i>Expected outcome: All pupils to make at least expected progress in English/maths</i></p> <p>100% of PP pupils who have a statement or EHCP and received 1:1 tuition made expected progress in reading, writing and maths.</p>

## Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Summary	Objective	Outcome
Success @ Arithmetic: Number Sense	(£15,793	<p>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.</p> <p><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></p> <p>(Every Child Counts - Edge Hill University)</p>	To develop children's understanding of the number system and develop fluency with number facts.	<p><u>Expected outcome:</u> At least 80% of children to gain an increase in their maths age of at least double the length of the intervention using a standardised test.</p> <p>100% of pupils who received this intervention made the expected progress in their maths age.</p>
Success @ Arithmetic: Calculation		<p>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.</p> <p><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></p> <p>(Every Child Counts - Edge Hill University)</p>	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.	<p><u>Expected outcome:</u> At least 80% of children to gain an increase in their maths age of at least double the length of the intervention using a standardised test.</p> <p>86% of pupils who received this intervention made the expected progress in maths.</p>
First Class @ Number 1&2		<p>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.</p> <p><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></p> <p>(Every Child Counts – Edge Hill University)</p>	To build learners' confidence in number. To provide challenge and support at appropriate levels.	<p><u>Expected outcome:</u> At least 80% of children to gain an increase in their maths age of at least double the length of the intervention using a standardised test.</p> <p>Over 3 months of the intervention taking place, 70% of pupils who received this intervention made 6 months progress in their maths age. 85% of pupils made 3 months progress in their maths age.</p>

## Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Summary	Objective	Outcome
SNAP on 2 Maths	As above (£15,793)	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.	<u>Expected outcome:</u> <i>At least 80% of children to make more than the expected progress in maths over the period of the intervention.</i>  57% of pupil who received this intervention made more than the expected progress and 100% of pupils who received the intervention made at least the expected progress.
Other Maths/English booster sessions (LA and HA)		Booster groups in writing and maths for HA or LA pupils in Years 3, 5 & 6. These sessions occur 2-3 x per week for 1 hour. <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> ( <a href="http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf">http://dera.ioe.ac.uk/4859/1/nlns_booster025100.pdf</a> )	To provide extra challenge/support for HA/LA pupils. Development of maths and English skills through gap analysis and addressing misconceptions.	<u>Expected outcome:</u> <i>Increased attainment and progress in English and maths.</i>  100% of pupils who received this intervention made the expected progress in maths. 73% made more than the expected progress.  80% of pupils who received this intervention made the expected progress in English. 50% made more than the expected progress.

## Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Summary	Objective	Outcome
Inference Training	As above (£15,793)	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/SEN D%20Inference%20Training.pdf)	To improve children's reading comprehension.	<u>Expected outcome:</u> <i>At least 80% of children to make more than the expected progress in their reading assessment.</i>  89% of children who received this intervention made more than the expected progress in reading. 100% made the expected progress.
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 &lt;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.	<u>Expected outcome:</u> <i>At least 80% of children to progress by two bands on the phonics assessment.</i>  87% of children who received this intervention made at least 2 bands progress.
Additional TAs	£23,368	Additional TAs to support children during lessons.	To develop growth mindsets and encourage independence. Small group support and development of English and Maths.	<u>Expected outcome:</u> <i>To increase the progress of pupils within classes where progress was below previously. (6 steps is expected).</i>  Increase of progress in year 5 – average progress was 6.6 steps for reading, writing and maths.

## Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Summary	Objective	Outcome
Staff Development	£1,462	<p>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.</p> <p>Intervention training courses this year include:</p> <ul style="list-style-type: none"> <li>- FFT Wave 3</li> <li>- Inference Training</li> <li>- Success@ Arithmetic: Number sense</li> </ul>	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.	<p><i>Expected outcome: 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.</i></p> <p>This has included training to run interventions for teachers and teaching assistants, such as: Inference Training, First Class @ Number 2, Deeper reading journeys.</p> <p>Analysis of Summer term interventions shows that, when looking at the whole school, 73% of these were successful.</p>
Enrichment activities	£2,332	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.	<p><i>Expected outcome: Improvement in children's life experiences and aspirations.</i></p> <p>This funding gives PPG children experiences which they would not have otherwise have had due to parental funding and ensures that all children gain the same experiences to support their learning.</p> <p>This year we have funded children's after school club sessions, swimming sessions and school trips.</p>

## Record of Pupil Premium Grant spending by item/project 2015/16

Item/Project	Cost	Summary	Objective	Outcome
Social and Emotional support	£4,834	The school have a trained Emotional Literacy Support Assistant (ELSA). In years 1-6 for children who experience difficulty expressing their emotional needs and require support for their social development. <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> (Elsa Network)	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.	<u>Expected outcome:</u> An improvement in children's emotional wellbeing based on their personal targets.  100% of pupils with ELSA made progress against their personal targets.
Home School Link Worker	£4,398	The school have employed a Home School Link Worker (HSLW) to provide support for young people and their families. The HSLW also provides social and emotional support for the children in these families.	Raise attainment by reducing the effect of family-based barriers to learning such as: parenting and behaviour management; health issues; attendance and punctuality; housing.	<u>Expected outcome:</u> Engaged parents working with the school to improve outcomes for children in their learning and emotional well-being.  The HSLW has worked with families to provide help, support and advice at challenging times and has resulted in an improvement in parental involvement with the school. They have referred pupils and families to agencies such as Surrey Family Mediation Services, The Family Support Programme, Surestart and The Parenting Puzzle which have proven to boost pupil's self-esteem and class involvement and as a result, their academic achievement.
	<b>£63,668</b>			



<b>PPG Received 2015/16</b>	<b>£62,839</b>
<b>PPG Brought forward from 2014/15</b>	<b>£1,161</b>
<b>Total PPG 2015/16</b>	<b>£64,000</b>
<b>Total PPG Expenditure 2015/16</b>	<b>£63,668</b>
<b>PPG Remaining</b>	<b>£332</b>

## Impact of Pupil Premium Spending 2015/16

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 2015/16, 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.

### Performance Analysis of PPG pupils at end of KS2 2016

	PPG school	PPG national
% achieving expected standard in reading	80%	53%
% achieving expected standard in writing	60%	64%
% achieving expected standard in maths	60%	57%
% achieving expected standard in R, W & M	60%	39%
% achieving expected standard in SPAG	60%	61%
PPG children progress measure in reading	0.15	-0.72
PPG children progress measure in writing	-2.34	-0.26
PPG children progress measure in maths	0	-0.52

### Narrowing the Gap between PP and other children

	Reading	Writing	SPAG	Maths
<b>2015/16*</b>	-2	-9%**	-1	-3.3
<b>2014/15</b>	-2.6	-2.4	-2.5	-2.6
<b>2013/14</b>	-1.5	0.5	-0.7	-0.9
<b>2012/13</b>	-6.7	-11	-10.6	-7.4

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

\*\*2016 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%