

Pupil Premium Grant expenditure: Report to parents: Academic Year 2016/17

As a school we access additional funding according to the number of children on the school roll who are or who have been: eligible for Free School Meals, are from traveller families, are Service Children or are Children in Care; over a period of the last six years. We are required to report to parents how this money is spent and the impact on the children's experiences at school and their achievements. This report is also available on our website.

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	283
Total number of pupils eligible for PPG (Sept 2016 to July 2017)	75
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£99,000

Nature of support 2016/17

During the 2016/17 academic year, at every Governors meeting, appropriate uses for Pupil Premium are routinely discussed. Narrowing the gap in children's academic achievement and removing barriers to learning and future success is the aim of the grant.

As a school we seek to remove barriers to learning by ensuring all children have access to the support they need to engage fully with school and to make the most of the opportunities on offer.

For some children this means we address their well-being needs through employing staff to provide the curriculum in a supportive way such as Nurture Group or Forest School. For other children who need access to emotional support or interventions we use small social groups and 1:1 support.

Access to wider opportunities is provided by subsidising or paying for places at Before and After School clubs, the Year 4 Kilve Residential, swimming and school trips. We know that for some of our children these are the activities that make a real difference to their enjoyment and engagement with school.

Good school attendance is vital to academic success and so we introduced an Attendance award in 2013 which we have continued. Every child who has 100% attendance in a term will have their name entered into a draw. Subsequently, attendance has improved from 93.8% to 95.1%.

Closing the gaps in academic success is achieved through employing additional teachers and support staff in the classes for small group targeted teaching.

We believe all of the expenses listed below are worthwhile uses of the grant as they have a positive impact on the welfare and academic and social progress of the child:

Supporting Kilve Court residential stay - £795

Offering one free place at Before School club - £570

Supporting After School Clubs - £563

Nurture provision costs - £29,476

Supporting school trips - £168

Forest School provision costs for full year - £7,104

Administration of PPG - £2,962

Attendance incentives - £95

Play Leaders - £4,188

Pupil milk - £684

Hardship fund - £215

Targeted Teacher and LSA support - £51,344

Subsidising Free School Meals - £836

Curriculum focus of PPG spending 2016/17

Children will continue to be supported in small groups for phonics, reading writing and maths in all Key Stages through the employment of extra teaching assistant support so that the work can be closely targeted to the children's needs. These teaching assistants are also offering a range of interventions around helping children who may need support with a particular aspect of the curriculum eg. handwriting, spelling, reading etc.

We are continuing to employ extra teachers and specialist support staff to offer literacy and maths targeted work in KS1 and KS2.

In Foundation Stage the teachers have identified the children who need additional support to make good progress in the Reception Year. Most of their additional support is offered at the point of delivery of their curriculum and within their learning environment.

Some children will continue to be offered opportunities to access the curriculum through alternative curriculum provision such as our KS1 Nurture Group, Forest School and allotment visits. These alternative provisions support the vulnerable child's emotional welfare and help to develop social skills at the same time as helping them to develop their learning.

The cost of curriculum trips are subsidised in the Summer term through the Pupil Premium Grant and also the Vallis School Association. These trips are highly engaging experiences that bring a topic and learning to life as well as broadening children's experiences of travelling beyond Frome and the immediate neighbourhood.

As part of our Healthy Schools commitment we have a Play Policy that encourages well being at playtime and also opportunities to be active. We have used our PPG money to employ extra supervisory staff so that our two Play Leaders can set up and supervise a more active lunchtime play. We have also set up an additional playground with a higher ratio of adults to children which supports those who find playtimes difficult.

Measuring the impact of PPG spending

The children's progress in reading, writing, maths and social or physical skills is discussed and evaluated in termly Pupil Progress Meetings. If children are not making progress they may access some additional support or a specific intervention to address their need. If they do not make progress as a result of an intervention then the activity is changed; this includes our children who access interventions as a result of the Pupil Premium Grant.

The PPG has also ensured that a higher number of children have been able to access Before and After school clubs and our residential trip to Kilve Court.

In 2016 our data analysis shows that children accessing the PPG made equal or better progress in maths and writing, particularly in years 2, 3 and 4 (see table below).

Comparison of % of PPG and Non PPG pupils achieving Age-related standards in different groups for each cohort- 2016 data

The difference in performance between PPG children and Non PPG children is diminished in maths in Years 2,3 and 4 and in writing in Years 2 and 3.

		Non PPG	PPG	Difference diminished Y=Yes
EYFS	52	39	13	
GLD		77%	38%	
Literacy	% Exp+	84%	42%	
Maths	% Exp+	85%	54%	
YEAR One	55	45	10	
Reading	%ARS+	58%	10%	
Writing	%ARS+	49%	10%	
Maths	%ARS+	62%	20%	
YEAR Two	60	43	17	
Reading	%ARS+	65%	41%	
Writing	%ARS+	47%	41%	Y
Maths	%ARS+	51%	35%	Y
YEAR Three	55	36	19	
Reading	%ARS+	75%	68%	Y
Writing	%ARS+	64%	53%	Y
Maths	%ARS+	75%	63%	Y
YEAR Four	58	40	18	
Reading	%ARS+	88%	61%	
Writing	%ARS+	80%	56%	
Maths	%ARS+	85%	67%	Y