



## SIBFORD GOWER ENDOWED PRIMARY SCHOOL PUPIL PREMIUM STRATEGY & IMPACT

### Report to Parents for period September 2015 to August 2016

	Ever FSM children	Children Looked After	Children from Service families	Total
No. of eligible pupils	<b>9</b> (12 by year end)	<b>0</b>	<b>0</b>	<b>9</b> (12 by year end)
Pupil premium funding received £	<b>£10,670</b>	<b>0</b>	<b>0</b>	<b>£10,670</b>
Total £	<b>£10,670</b>	<b>0</b>	<b>0</b>	<b>£10,670</b>

These figures are based on 7 months as a % of £13,200 to April 201 and 4 months as a % of £11.880 from April 2016.

### Principles

#### At Sibford Gower Endowed Primary School:

We work hard to ensure that teaching and learning opportunities meet the needs of all pupils.

We monitor the attainment and progress of all children, including those who belong to statistically vulnerable groups. This includes assessing and addressing the needs of socially disadvantaged pupils including those children who have, or have previously had, free school meals (FSM).

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.

Pupil premium funding will be allocated to address the needs of our FSM pupils. Children other than those identified on the FSM register may also benefit from inclusion in group interventions.

#### Provision:

All our targeted work in 2015-16 through the pupil premium was aimed at accelerating progress and moving children to at least age related expectations and/or closing the attainment gap between themselves and their peers.

Our internal school tracking (based on teacher assessment) shows the following;

Of those KS1 & 2 pupils benefiting from Pupil Premium funding who were with us for a measurable period of the academic year, **including those with additional SEN needs** (10 pupils), the following progress measures apply,

Reading: 90% made expected+ progress, with 30% making good progress.

Writing: 80% made expected+ progress, with 40% making good progress.

Maths: 70% made expected+ progress, with 10% making good progress.

Of those pupils benefiting from Pupil Premium funding who were with us for a measurable period of the academic year, **excluding** those with additional SEN needs (8 pupils), the following progress measures apply,

Reading: 87.5% made expected+ progress, with 12.5% making good progress.

Writing: 75% made expected+ progress, with 37.5% making good progress.

Maths: 75% made expected+ progress, with 12.5% making good progress.

Attainment against Age Related Expectations (ARE) – **based on teacher assessment.**

	Pupils in KS1 &2 achieving at least expected levels for their year group.		
	Reading	Writing	Mathematics
Pupil Premium – incl. SEN (11 pupils)	82%	64%	73%
Pupil Premium - no SEN (9 pupils)	89%	78%	89%
All pupils ( 97)	85%	76%	83%

Attainment against Age Related Expectations (ARE) – **based on SATs scores.**

	Pupils in KS1 &2 achieving at least expected levels for their year group.		
	Reading	Writing	Mathematics
Pupil Premium – incl. SEN (11 pupils)	73%	64%	64%
Pupil Premium - no SEN (9 pupils)	78%	78%	78%
All pupils ( 97)	86%	78%	87%

There were two Pupil Premium pupils (one of whom was SEN) exiting KS2 in this academic year.

There was one Pupil Premium pupil exiting KS1.

**OFSTED FEB 2013**

***'Pupil premium funding is used sharply to close the gap between the attainment of the very small number of eligible pupils and others. Consequently, by Year 6, these pupils are attaining as well as others in English and mathematics as measured by their average points scores in end of year national testing. There has been an increased focus in the current year on giving more support to eligible pupils in Key Stage 1. This is proving effective in ensuring that the gap is being closed even earlier.'***

In academic year 2015 -16, Pupil Premium funding was used in the following ways:

- Provision of small group interventions with experienced staff, focussing on developing key skills. This has focused on aspects of literacy and numeracy, as well as behaviour support.
- 1:1/ small group support with teachers/ appropriately trained Teaching Assistants/TAs.
- The funding of specific Intervention Teaching Assistants in Key Stage 1 and Key Stage 2.
- Additional TA hours in KS2 with primary support focus determined by Pupil Premium.
- 30 hours of TA time to accompany a group including FSM pupils to attend a series of Forest School workshops aimed at raising self-esteem, social skills and pupil engagement.
- To provide access to school trips and after school clubs where it was felt this would have a beneficial impact on the learning of individuals.
- To provide access to additional reading support through the ARCH charity.

- Training for staff in specific interventions identified as appropriate to address the needs of specific PP funded pupils.
- The purchase of ipads prioritised for FSM pupils, with specific apps identified to engage pupil interest, foster independence and address individual learning need by focusing on the identified 'next steps' in learning for individual pupils.

Action	Cost
Allocation & training of staff for Pupil Premium support	£ 6,306
Purchase and set up of ipads for Pupil Premium use	£2,365
Financial support for trips and access to Clubs	£100
Residential Visit Support	£716
Arch Reading Support (PP%)	£1,120
Additional staff allocation for Forest Schools workshops.	£240

### Planned Expenditure 2016-17

Possible barriers to learning applicable to the current 2016-17 Pupil Premium cohort	
This is a small and varied cohort in terms of attainment and background. None of the possible barriers apply to all of them and it is important not to be too specific so that individuals cannot be identified.	
1.	Gaps in learning for some pupils.
2.	Lack of funding for resources, trips etc.
3.	Additional support needed for the completion of homework.
4.	Increased levels of anxiety around learning for some.
5.	Specific SEN needs for some.
6.	Lower attendance rates for some.
Desired outcomes	
1.	Gaps in learning are addressed so that future learning is secure.
2.	Improved rates of progress, particularly in literacy & numeracy.
3.	Increased levels of engagement in learning and wider opportunities
4.	Improved well being
5.	Increased attendance rates, as appropriate

Research shows that investment in staffing has the biggest impact upon Pupil Premium students. It is for this reason that we are continuing to fund existing staff with a large proportion of this funding.

We measure the impact of Pupil premium funding allocation by closely monitoring and tracking the impact of specific interventions and/or additional support on learning so that we can be confident that we are using our funding in the most effective way. Where the evidence indicates that a particular approach may not be benefiting a pupil or group of pupils, we adapt our approach accordingly. Some support is aimed at improving the well-being and engagement of specific pupils in response to their identified needs, as we believe that this has a positive impact on learning outcomes.

**For the financial year 2016-17, our Pupil Premium Allocation is £ 11,880**

**It is intended that the proportion of this funding so far unspent will be used in the following ways:**

- The continued part funding of a specific intervention Teaching Assistant in Key Stage 1.
- The part funding of an Intervention/Pupil Premium support Teaching Assistant in KS2

- Additional TA hours to work with Pupil Premium pupils in both Key Stages for specific periods.
- Through the above, the provision of small group and 1 to 1 personalised learning programmes to meet the needs of individual children.
- Additional ARCH reading/speaking & listening support for individuals.
- The purchase of further educational apps to provide and support independent access to activities intended to address specific learning needs, aimed at accelerating learning.
- Financial support to ensure access to e.g. educational trips or music lessons, where it is judged that this will have a beneficial impact on the learning of the individual.
- To cover the costs of any training needs identified to support the learning of FSM individuals/groups.
- To fund 'Forest Schools' training for one of our Teaching Assistants (in addition to training two teachers) to facilitate purposeful, ongoing outdoor learning with a focus on Pupil premium pupils.

Although we are continuously reviewing the effectiveness of elements of this strategy, it will next be **formally** reviewed in September 2017.