



SIBFORD GOWER ENDOWED PRIMARY SCHOOL PUPIL PREMIUM STRATEGY & IMPACT

Report to Parents for period September 2016 to August 2017

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

Principles

At Sibford Gower Endowed Primary School:

We work hard to ensure that teaching and learning opportunities meet the educational 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.

Whilst 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 or opportunities funded/part-funded through Pupil Premium Grant.

Overview of 2016-17 cohort

There were two Pupil Premium pupils **exiting KS1** in this academic year, and no Pupil Premium pupils **exiting KS2**.

	Ever FSM children	Post LAC	Children from Service families	Total
No. of eligible pupils	9 (15 EOY)	1	0	15
Pupil premium funding received £	£12,106	£475	0	£12,581
Total £	£12,106	£475	0	£12,581

These figures are based on 7 months as a % of £11,800 to April 2017 and 5 months as a % of £13,675 from April 2017.

Barriers to learning applicable to the 2016-17 Pupil Premium cohort

This is a varied cohort in terms of attainment, background and learning need. All of these children are subject to one or more of the barriers to learning listed below. 50% of this cohort joined the school after the beginning of their Reception year, with 20% of them joining in 2016-17. 43% are also on the SEN register and experiencing SEN that are a significant barrier to learning. This is reflected in the attainment score, even though yearly progress for the majority of these children was expected or better.

1.	Gaps in learning for some pupils.
2.	Additional Special Educational Need.
3.	Behavioural/Emotional Needs
4.	Move from another school – disruption to continuity in learning
5.	Lack of access to cultural opportunities outside school.
6.	Lack of funding for resources, trips etc.
7.	Increased levels of anxiety around learning.
8.	Limited parental engagement/support
9.	Low rates of attendance

Provision:

One of the benefits of working in a small school is that we know our pupils well and are able to take an individualised approach to addressing any learning needs. This means that feedback to children about their learning is highly personalized and we are able to make informed judgements about whether and when particular children will gain/are gaining most benefit from individual and small group work or from a focus on inclusion.

In addition to a core focus on attainment and progress within the curriculum, with a particular focus on key skills and concepts, we also consider the other factors that may hinder/support a child's development as a learner.

Some support is aimed at improving the well-being and engagement of specific pupils in response to their identified needs, as well as developing social skills such as collaborative working through learning approaches such as Forest School, as we believe that this has a positive impact on wider learning outcomes.

Throughout the school, we have a developing focus on developing a growth mind-set in our pupils, through Building Learning Power, which develops their ability to better understand themselves as learners and to recognise the ways in which they can develop as learners.

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.

In academic year 2016 -17, Pupil Premium funding was used in the following ways:

In line with what we know about the positive impact on attainment of investment in high quality staffing, the main focus for Pupil Premium spending was on additional staff hours and training to provide impactful additional support within the classroom and through focused interventions by:

- The funding of specific Intervention Teaching Assistants in Key Stage 1 and Key Stage 2.
- The part funding of TA hours to work with Pupil Premium pupils in both Key Stages, ensuring sufficient TA support in KS2 where there were clusters of PP pupils with additional needs.

- Through the above, the provision of small group and 1 to 1 personalised learning programmes to meet the needs of individual children, either by the TA or the class teacher, which has focused on aspects of literacy and numeracy, as well as behaviour support.

In addition to this, funding has been used for:

- Additional ARCH reading/speaking & listening support for individuals.
- To cover the costs of any training needs identified to support the learning of FSM individuals/groups so that additional support is skilled and purposeful.
- 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.
- Play Therapy to support with emotional and behavioural needs.
- Financial support to ensure access to educational trips where it was judged that this would have a beneficial impact on the learning and engagement of the individual.
- To purchase new school uniform for PP pupils where this would have caused financial hardship for families.
- To fund access to an activity Summer Club for siblings in a family where this was identified through a support assessment as likely to be beneficial.

Action	Cost
Allocation & training time of staff for Pupil Premium support	£ 9,801
Arch Reading Support	£840
Forest School Leader training	£637
Play Therapy	£240
Financial support for trips and access to Clubs	£184
Uniform Cost support	£110
Summer Hub Access	£110
Total	£11,922

Impact

Our school tracking and data analysis shows the following;

Of those KS1 & 2 pupils benefiting from Pupil Premium funding, **including those with additional SEN needs** (6 pupils), the following **progress measures** apply,

Writing: 78.5% made expected/+ progress, with 29% making better than expected progress.

Reading: 78.5% made expected/+ progress, with 36% making better than expected progress.

Maths: 78.5% made expected/+ progress, with 29% making better than expected progress.

Of those pupils benefiting from Pupil Premium funding **excluding those with additional SEN needs** (8 pupils), the following **progress measures** apply,

Reading: 75% made expected+ progress, with 37.5% making better than expected progress.

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

Maths: 75% made expected+ progress, with 25% making better than expected progress.

Attainment against Age Related Expectations (ARE)

	Pupils in KS1 &2 achieving at least expected levels for their year group.		
	Reading	Writing	Mathematics
Pupil Premium – incl. SEN (14 pupils)	50%	43%	36%
Pupil Premium - no SEN (8 pupils)	75%	75%	62.5%
All KS1/KS2 pupils	84%	78%	78%

Planned Expenditure 2017-18

Identified barriers to learning for 2017-18 cohort	
The cohort of children remains substantially unchanged from the previous year. It is a varied cohort in terms of attainment, background and learning need. All of these children are subject to one or more of the barriers to learning listed below. 50+% of this cohort joined the school after the beginning of their Reception year, with 20% of them joining in 2016-17. 43% are also on the SEN register and experiencing SEN that are a significant barrier to learning.. This is reflected in the attainment score, even though yearly progress for the majority of these children was expected or better.	
1.	Gaps in learning for some pupils.
2.	Additional Special Educational Need.
3.	Behavioural/Emotional Needs
4.	Move from another school – disruption to continuity in learning
5.	Lack of access to cultural opportunities outside school.
6.	Lack of funding for resources, trips etc.
7.	Increased levels of anxiety around learning.
8.	Limited parental engagement/support
9.	Low rates of attendance
Desired outcomes	
1.	Gaps in learning are addressed so that future learning is secure.
2.	Improved rates of progress and attainment, particularly in literacy & numeracy.
3.	Increased levels of engagement in learning, across and beyond the wider curriculum
4.	A positive attitude towards learning, with children showing greater independence and awareness of themselves as learners (effective meta-cognition).
5.	Improved well-being
6.	Increased attendance rates, as appropriate
7.	Increased aspiration.

Our pupil premium allocation for academic year 2017-18 currently anticipated to be £13,675. Combined with any 'carry-over' from 2016-17, it is intended that this funding is spent in the following ways:

- The funding of specific Intervention Teaching Assistants in Key Stage 1 and Key Stage 2.
- The part funding of TA hours to work with Pupil Premium pupils in both Key Stages, ensuring sufficient TA support in KS2 where there were clusters of PP pupils with additional needs.
- Additional TA hours to provide learning support/booster work for specific periods of time
- Through the above, the provision of small group and 1 to 1 personalised learning programmes to meet the needs of individual children, either by the TA or the class teacher, which has focused on aspects of literacy and numeracy, as well as behaviour support.
- ARCH reading/speaking & listening support for individuals.
- To cover the costs of any training needs identified to support the learning of FSM individuals/groups so that additional support is skilled and purposeful.
- To fund 'Forest Schools' cover, as needed, to release one of our trained Forest School Leaders to facilitate purposeful, ongoing outdoor learning with a focus on Pupil premium pupils.
- Play Therapy to support with emotional and behavioural needs.
- Financial support to ensure access to educational trips where it is judged that this will have a beneficial impact on the learning and engagement of the individual, e.g. the residential trip.
- To purchase new school uniform for PP pupils where this would cause financial hardship for families.
- The purchase of further educational apps to provide and support independent access to activities intended to address specific learning needs, aimed at accelerating learning.
- The purchase of any additional resources identified as appropriate to meet the needs of Pupil Premium pupils, including access to services and additional tuition.

Although we are continuously reviewing the effectiveness of elements of this strategy, it will next be **formally** reviewed in **September 2018**.