

Pupil Premium Strategy Statement (DRAFT)

March 2017

Summary Information

Academic Year	2016/2017	Number of eligible pupils	73
Funding (financial year 2016/2017)	£99,293	Date of most recent PP review	March 2017
Funding (financial year 2017/2018)	£96,320	Date for next internal review	July 2017

Pupil Premium is funding that is based on the number of pupils receiving free school meals. Historically, pupils receiving FSM make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. The purpose of the Pupil Premium is to target support to 'narrow the gap'. At January 2017, there were **73** pupils eligible for PP funding, equating to **28%** of the number on roll.

What the school aims to achieve from the Pupil Premium funding

To close any in-school gaps in attainment and progress rates between pupils receiving funding and those who do not and ultimately to ensure that the attainment and progress rates of pupils receiving pupil premium funding is at least in line with that of all non-disadvantaged pupils nationally.

Identified barriers to achievement for those eligible for PP funding

Assumed main barrier	Strategies to breakdown the barrier
Low aspirations and expectations – limited focus on importance of a good education	<i>Regular in-school activities to promote learning with parents; story cafes, parents into class etc.</i>
Narrow experience of life outside of school and locality. Low participation in wider aspects of school life and other activities beyond school.	<i>Provide extracurricular activities; Bury Festival, ballet, theatre etc. School contribution towards extracurricular activities.</i>
Limited experience of reading and books	<i>Reading loyalty scheme. Intensive phonics in EYFS/KS1. Language Link interventions (TAs).</i>
Limited language development	<i>Intensive phonics in EYFS/KS1. Language Link interventions (TAs).</i>
Low prior attainment	<i>TA led afternoon interventions; CatchUp, Language Link, CLIC maths etc. Intensive phonics in EYFS.</i>
Disengagement with learning and reluctance to take risks. Limited concentration and weak behaviours for learning.	<i>GLADE hand scheme to reinforce positive learning behaviours. Rewards for success.</i>
High probability of SEN	<i>Additional release for Inclusion Leader to target support on vulnerable pupils.</i>
Lack of engagement in home/school learning.	<i>Regular in-school activities to promote learning with parents; story cafes, parents into class etc. Incentives to reinforce home reading.</i>
Involvement in early help and/or social care (TAC/CIN/CP)	<i>Family Support Worker to work with vulnerable families.</i>

How the impact will be measured

Glade do scheduled termly reviews as part of the school's annual assessment calendar, analysing attainment and progress of children eligible for pupil premium compared with the national picture for disadvantaged and non-disadvantaged children. At Glade we also compare the pupil premium group with those that are not eligible to help identify any further trends or barriers.

Current attainment (Y6 SATs 2016)

	<i>Pupils eligible for PP</i> <i>8 pupils – Y6 2016</i>	<i>Pupils not eligible for PP</i> <i>(national average)</i>
% achieving EXS+ in Reading	50%	71%
% achieving EXS+ in Writing	88%	79%
% achieving EXS+ in Maths	38%	75%
% achieving EXS+ in R/W/M	38%	60%

Pupil Premium are compared against national non-Pupil Premium

Pupil Premium spending: 2016/2017

The academic year 2016/2017 is split across 2 financial years; 2016/2017 and 2017/2018. Each year has a separate PP allocation. The allocation for the financial year **2016/2017** was **£99,293**. The allocation for the financial year **2017/2018** is **£96,320**.

Financial year 2016/2017		
Item	Estimated cost	Objectives
Additional teaching staff	£62,162	To provide support in class and through interventions to support disadvantaged pupils. In class coaching develops teaching and provides support for those most vulnerable to underachievement. Smaller groups also enable higher achieving children to benefit from a lower teacher: pupil ratio.
Teacher and TA led intervention support:	£16,180	To provide individual and small group support both in class and out of class. This includes the provision of additional staff in Reception to ensure that children get the best possible start to school, irrespective of their 'starting points'. Language Link, Catch Up, CLIC maths, RWI, bespoke support.
Family Support Worker	£7,670	To work with those pupils and families who require additional support in relation to pastoral matters.
Additional EYFS TA support	£7,481	To address low on-entry levels and to support the acquisition of appropriate language, based on analysis of on-entry language difficulties.
Speech & Language Therapist	£4,800	Qualified SALT to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class.
Milk	£1,000	Milk is provided for pupils in receipt of free school meals.

Financial year 2017/2018		
Item	Estimated cost	Objectives
Additional teaching staff	£47,319	To provide support in class and through interventions to support disadvantaged pupils. In class coaching develops teaching and provides support for those most vulnerable to underachievement. Smaller groups also enable higher achieving children to benefit from a lower teacher: pupil ratio.
Additional SENCo support	£12,172	To provide support for pupils and staff in improving outcomes for pupils with SEN. At January 2017, 41% of those on the SEN register were eligible for PP.
Family Support Worker	£8,250	To work with those pupils and families who require additional support in relation to pastoral matters.
Speech & Language Therapist	£4,800	Qualified SALT to support those children with communication difficulties. The SALT provides one to one support for pupils as well as guidance for school staff on ways to support vulnerable pupils in class.
Milk	£1,000	Milk is provided for pupils in receipt of free school meals.
Extra-curricular support	£1,000	To enable pupils to access extra-curricular activities.
Teacher and TA led intervention support: Language Link, Catch Up, CLIC, RWI etc.	£21,500	To provide individual and small group support both in class and out of class. This includes the provision of additional staff in Reception to ensure that children get the best possible start to school, irrespective of their 'starting points'.
Reading incentives	£500	To encourage and motivate pupils in reading widely at home.

Analysis of the impact – EYFS (Summer 2016)

	PSED1	PSED2	PSED3	CL1	CL2	CL3
Pupil Premium (14)	100%	93%	86%	79%	86%	86%
Non PP (43)	98%	93%	88%	95%	86%	74%
No. of children diff.	1	0	1	7	0	5

	PD1	PD2	Reading	Writing	Maths 1	Maths 2
Pupil Premium (14)	86%	100%	79%	64%	86%	86%
Non PP (43)	91%	95%	86%	70%	91%	86%
No. of children diff.	2	2	3	3	2	0

Each child in the PP group is worth **7.1%**. Each child in the non-PP group is worth **2.3%**

Analysis of the impact – Y2 SATs (Summer 2016)

	Reading (EXS+)				Writing (EXS+)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	8	63%	78%	-15%	8	50%	70%	-20%
All	33	76%	74%	+2%	33	67%	65%	+2%
Diff.		-13%	+4%			-17%	+5%	

	Maths (EXS+)							
	Number	School	National	Diff.				
PP	8	88%	67%	+21%				
All	33	88%	73%	+15%				
Diff.		-	-6%					

Reading: Pupil premium is 15% lower than national non-PP
Pupil premium is lower than non-PP

Writing: Pupil premium is 20% lower than national non-PP
Pupil premium is lower than non-PP

Maths: Pupil premium is 21% higher than national non-PP
Pupil premium is the same as non-PP

Gap analysis: In Reading, the school's PP is 15% lower than national non-PP.
In Writing, the school's PP is 20% lower than national non-PP.
In maths, the school's PP is 21% higher than national non-PP.
There were 8 children in the PP group, making each child worth 12.5%
There were 25 children in the non-PP group, making each child worth 4%.

Pupil Premium are compared against national non-Pupil Premium

Analysis of the impact – Y6 SATs (Summer 2016)

	Reading (EXS+)				Writing (EXS+)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	8	50%	71%	-21%	8	88%	79%	+9%
All	29	41%	66%	-25%	29	79%	74%	+5%
Diff.		+9%	+5%			+9%	+5%	

	Maths (EXS+)				Read/Write/Maths (EXS+)			
	Number	School	National	Diff.	Number	School	National	Diff.
PP	8	38%	75%	-37%	8	38%	60%	-22%
All	29	52%	70%	-18%	29	31%	53%	-22%
Diff.		-14%	+5%			+7%	+7%	

Reading and RWM scores will increase due to one child (non-PP) having a grade increase under remarking.

Reading: Pupil premium is 21% lower than national non-PP
Pupil premium is higher than "All"

Writing: Pupil premium is 9% higher than national non-PP
Pupil premium is higher than "All"

Maths: Pupil premium is 37% lower than national non-PP
Pupil premium is lower than non-PP

Read/Write/maths: Pupil premium is 22% lower than national non-PP
Pupil premium is higher than non-PP

Gap analysis: In Reading, the school's PP is 21% lower than national non-PP.
In Writing, the school's PP is 9% higher than national non-PP.
In maths, the school's PP is 37% lower than national non-PP.
In "RWM", the school's PP is 22% lower than national non-PP.
There were 8 children in the PP group, making each child worth 12.5%
There were 21 children in the non-PP group, making each child worth 4.8%
There were 29 children overall, making each child worth 3.3%
Non-PP children did worse than PP children in the Y6 SATs tests.
PP children did well in comparison, but this is mainly because non-PP did poorly in the tests.

Pupil Premium are compared against national non-Pupil Premium