

IMPACT OF PUPIL PREMIUM FUNDING 2016-17

What is it?

The Pupil Premium funding is allocated to schools for the specific purpose of boosting attainment of pupils from low income families. Funding is based on any pupil who has registered for a free school meal at any point in the last 6 years, children that have been in care for more than 6 months and children whose parents are currently serving in the armed forces. The service premium is designed to address the social and emotional well-being of these pupils.

The Pupil Premium grant is additional to main school funding.

Objectives for Pupil Premium in Monkshouse School:

1. We will ensure that the additional funding reaches the Pupil Premium (PP) pupils and that it makes a significant impact on their education and lives.
2. The Pupil Premium funding will be used to provide additional educational support to improve the progress and raise the standard of achievement for these pupils.
3. The funding will be used to diminish the difference between the achievement pupils in receipt of Pupil Premium funding and their peers.
4. Monkshouse School will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and their peers.

Accountability

The Headteacher and Governing Body agree a plan for the spending of Pupil Premium funding to guide its use and ensure that represents value for money. The Headteacher, Leadership Team, designated Pupil Premium Governor and Curriculum and Standards sub-committee will regularly and rigorously monitor, evaluate and review the strategies put in place for Pupil Premium spend and report to the Governing Body on its impact.

Pupil Premium Grant for 2016 – 17

Statistics:

- In Monkshouse School 16% of pupils were in receipt of Pupil Premium funding – significantly lower than national;
- Each entitled pupil received £1320 pa and services pupils receive £300;
- In 2016-17 Monkshouse School received £68,640 Pupil Premium funding and £1200 service children's funding.

Strategy for using the funding

The school looked carefully at the needs of the pupils and decided to use the funding in the following ways during 2016-17:

- 1:1 Verbal feedback time (focussed feedback to help the children to develop and consolidate learning)
- Development of social/communication skills/Talk Time (EYFS/KS1)
- Scooping (short follow up sessions in the afternoon for children who struggle with concepts in the morning)
- Reading group support (Reading Stars)
- Pre-teach – particularly for writing (enabling pupils to more easily access learning)
- Additional TA support for specific pupils/groups of pupils (allowing greater access to learning)
- Focussed skills sessions (for small groups of children with specific need eg handwriting/punctuation etc)
- Support for children with behavioural/social and emotional issues (giving support and strategies to enable them to stay in the classroom and access learning)
- Provision of a homework club 2 nights a week
- Outdoor learning sessions (to develop confidence, team work, initiative, personal achievement)
- I pads for homework clubs
- Subsidies for before and after school provision, uniform and enrichment activities.

Pupil Premium Impact 2016-17

KS2 SATS (Y6) – 3 pupils (2 SEND) – 1 AGD across the board, 1 expected across the board, 1 working below, but with a score of 98 in reading and maths (100 expected).

KS1 SATS (Y2) – 12 pupils (2 SEND 1 could not access) 75% achieved expected in Reading and Writing (80% and 71% non PP) and 83% in Maths (87% non PP)

Y1 Phonics screening – 7 pupils – 1 was disapplied from test the other 6 achieved pass rate - 86% (non PP 79% - including 3 pupils disapplied from the test)

Reception – 5 pupils (1 complex SEND on part time timetable/1 attendance issues) 3/5 achieved - GLD 60% (non PP 62%)

Progress across the school

We would expect pupils to make at least 6 Scholar Pack points over the course of the year.

| Reading | Y1 (7 - 3 SEND) | Y3 (7 – 3 SEND) | Y4 (8 – 4 SEND) | Y5 (14 – 6 SEND) |
|---------------|-----------------|------------------|-----------------|------------------|
| Pupil Premium | 5.71 | 6.0 | 6.75 | 5.92 |

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|--------|------|------|------|------|
| Non PP | 6.35 | 6.68 | 6.71 | 6.61 |
|--------|------|------|------|------|

Y1 – Of the 7 pupils 2 made 7 points, 2 made 6 points and 2 made 5 points (SEND), 1 made 4 points.

Y3 – Of the 7 pupils 3 made 7 points, 1 made 6 points and 1(SEND) made 5 points, 1 (SEND)made 4 points and 1(SEND) new to the school in term 2 .

Y4 – 6 out of the 8 PP pupils made 6+ points, 5 making accelerated progress (7-9) 1 made 5 points and 1 made 4 points (SEND)

Y5 - Of the 14 pupils, 12 pupils, 1 new to school (4 terms) have made at least 6 points with 6 making 7+(7-9 points), 2 pupils (both SEND) made 4 points and 3 points.

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|---------------|-----------------|------------------|-----------------|------------------|
| Writing | Y1 (7 - 3 SEND) | Y3 (7 – 3 SEND) | Y4 (8 – 4 SEND) | Y5 (14 – 6 SEND) |
| Pupil Premium | 6.28 | 5.34 | 5.38 | 5.77 |
| Non PP | 6.1 | 6.18 | 5.9 | 5.82 |

Y1 – 6 of the 7 pupils made 6+ points, 3 making 7 points, 1 pupil made 5 points (SEND).

Y3 – Of the 7 pupils, 1 (SEND) is new to school and has made very little progress to date (1 point), 2 have made 6+ points, 3 (1 SEND) have made 5 points and 1 (SEND) made 4 points.

Y4 – 4 out of the 8 PP pupils made 6 points+, 1 making 8 points, of the remaining 4, 3 (all SEND – 1 dyslexic) made 5 points and 1 (SEND) made 2.

Y5 - Of the 14 pupils 1 pupil is new to the school is new to school, but has made 5 points over 4 terms, 7 pupils have made at least 6 points with 4 making 7+ (7 – 10 points), 3 pupils (2 SEND) made 5 points and 3 (all SEND/ handwriting/punctuation and spelling issues) made 3 points.

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|---------------|-----------------|------------------|-----------------|------------------|
| Maths | Y1 (7 - 3 SEND) | Y3 (7 – 3 SEND) | Y4 (8 – 4 SEND) | Y5 (14 – 6 SEND) |
| Pupil Premium | 5.29 | 5.83 | 5.37 | 5.85 |
| Non PP | 6.26 | 6.2 | 6.05 | 6.24 |

Y1 – 3 children made 6 points, 2 made 5 (1 SEND retention issues) and 1 made 4 points (SEND retention issues).

Y3 - 1 child, new to the school, has made 3 points in 3 terms, 5 children made 6 points, 1 (SEND) made 5 points

Y4 – Of the 8 children 6 made 6+ points with 3 making 7, the 2 remaining pupils (both SEND) made significantly below expected progress (2)

Y5 – Of the 14 pupils, 10 pupils have made at least 6 points with 4 making 7+ (7 – 10 points) 1 new to the school (4 terms), 2 pupils (1 SEND) made 5 points and 2 (both SEND) made 4 points.

The enrichment activities, outdoor learning opportunities and residential visits have provided meaningful opportunities for pupils to develop confidence, self-esteem, teamwork and give them a sense of personal achievement (the pupils speak very positively of these in interviews). Before and After School provision has been positively received by both parents and children and is a response to a need identified in a parent questionnaire. The Homework Club gives pupils additional support and access to school resources and enables pupils to complete and return homework in line with others.

Comments

40% of our Pupil premium pupils are on the SEND register. SEND progress is a focus for the school (although we have had 2 SEND audits 1 as part of the Peer Review Process and 1 by SLE to consider/review provision) and we constantly strive to look for ways to ensure additional support is fit for purpose.

Pupil Premium provision is reviewed after Pupil Progress meetings where consideration is given to any new ideas for additional/adjusted support. The progress of these pupils is discussed at the Governors' Curriculum/Standards sub-committee meetings and with designated Pupil Premium Governor.