



Ditton Infant School

Pupil Premium Grant Report 2015/16 outcomes & 2016/17 plan

Background to the Pupil Premium

The Pupil Premium is an allocation of funding, additional to the main school funding, which schools receive according to the number of children in specific groups. Schools receive Pupil Premium funding for:

- All children eligible for Free School Meals (FSM)
- All children who have been eligible for free school meals (FSM) at any point in the last six years (known as EverSix)
- All children in service families
- Children who have left local authority care due to one of the following:-
 - adoption
 - a special guardianship order
 - a child arrangements order
 - a residence order

Ofsted & School Governors

These two bodies ask for the following information:

- The level of pupil premium received by the school in the current financial year and the levels of funding received in the previous financial year.
- How the school has spent the pupil premium funds and why it has decided to spend it in that way? This incorporates whether the funding is targeted at the groups for whom it is intended.

What is Pupil Premium for?

The funding is aimed at aiding schools to help "close the gap". Why this is important is that children who are eligible for receipt of Pupil Premium have nationally and historically not performed as well as other children. Thus, the achievement and progress of children receiving Pupil Premium is generally lower than other children, so schools are charged with closing the gap in their performance. This support will vary according to need and to the child's relative progress and attainment, as well as their well-being. An unhappy child is less likely to make progress as a happy one. Therefore, the child's well-being is first and foremost in terms of support.

Support can be anything from a weekly "talk and draw counselling" session to address emotional issues; "Beam" activities to address gross motor skill and special needs; one-to-one tuition to focus on specific gaps in knowledge/understanding; group support to address social integration and communication matters, as well as many other varied interventions.

The funds that the school receives will be targeted towards the individuals based on a well-being assessment and a data analysis which is undertaken at least three times a year with the Senior Leadership team at a pupil progress meeting; at statutory meetings such as annual reviews, or more likely, at least six weekly review of the school's provision map of interventions.

2015/16 outcomes

What was the Impact of Year 2015-16 Pupil Premium?

In April 2015 the school received a total of £14520 for 11 children falling into the category of Pupil Premium. As in previous times the funding went towards additional staffing in YrR and a range of activities identified as supporting pupils and addressing the gap between their progress and that of children who are Non-Pupil Premium pupils.

July 16 outcomes for progress

EYFS progress (5 matched children)	Reading	Writing	Number
% of Pupil Premium Group making below expected progress	0%	0%	0%
% of Pupil Premium Group making expected progress	0%	0%	40%
% of Pupil Premium Group making above expected progress	100%	100%	60%
% of Pupil Premium Group meeting expected standard or above at the end of EYFS (ELG2+) (6 children matched for attainment)	50%	50%	66%

50% of Pupil Premium Group attained GLD (6 children matched for attainment)

83% of non-Pupil Premium Group attained GLD (54 children)

This EYFS data demonstrates that all children in the Pupil Premium group make above expected progress in reading and writing and 60% make above expected progress in number. This accelerated progress will help to ensure attainment gaps in school are closing.

Over KS1 progress (4 matched children in Yr2)	Reading	Writing	Maths
% of Pupil Premium Group making below expected progress	25%	75%	75%
% of Pupil Premium Group making expected progress	75%	25%	25%
% of Pupil Premium Group making above expected progress	0%	0%	0%
% of Pupil Premium Group meeting expected standard or above at the end of KS1 (GDS+) (6 children matched for attainment)	33%	16%	16%

25% of children in disadvantaged group had SEN (1/4) and 50% (2/4) were persistent absentees due to extenuating circumstances.

This shows us that we need to look at accelerating progress across reading writing and maths. The interventions planned for the coming year should support this. It was also clear from further investigation of "Pupil Progress Meetings", that we hold each long term, teachers' evidence shows us that "well-being" is an inhibiting factor to learning, and that we need to concentrate on improving all children's "well-being". This is now a discrete element of an Ofsted Inspection, but it is a vital part of our pedagogy and the staffing structure has been re-organised to reflect this. No child will learn if they are unhappy, so we work to ensure children are free from concerns, stress or concerns in school, so that their emotional and physical well-being is good. This is especially true of these specific Pupil Premium children.

In conclusion, the impact had success in the Early Years and we need to make greater progress in the coming year during KS1.

Pupil Premium Plan for 2016-17:

April 16

There are at the time of publication 13 children at Ditton Infant School in receipt of one form of pupil premium, which equates to a total sum of £17300 income to the school budget. This figure is gained through the following pupil profile:

Number of Pupils	Nature of Pupil Premium	Sum allocated per pupil for this category
7	Free School Meals	£1320
3	"Ever Six"	£1320
2	LAC/CiC	£1900
1	Service child	£300

How is this Money Going to be Spent?

The majority of the sum of monies spent in any year is in paying for staff. The team of individuals who provide the additional interventions that the pupils benefit from, and this is the case this year.

Strategy for Closing the gap	Cost	Intended Impact	Sutton Trust Research base	Actual Impact measure
Speech & language intervention	£1500	*GLD in Reading writing & maths and communication above the national and gap between PP and non-PP children narrows	EYFS early intervention 6+ months progress	To see gap narrow between PP & non-PP pupils in RWM, illustrated by in-year assessments.
Employ p/t "Inclusion Manager" to	£3000	*Gaps close in key areas for RWM and well-being needs are identified, supported and managed.	*Highly qualified senior staff member addressing the needs of the most vulnerable pupils. *Small group tuition +4 months	Gaps to narrow across the school. Identify and implement further strategies to further narrow gap.

lead on closing the gap in RWM across FS & KS1			progress impact. *Collaborative learning +5 months progress impact. *Feedback & metacognition +8 months progress on impact	
Deploy two Learning Assistants to specifically target well-being to address RWM gaps.	£6500	*Gaps close in key areas for RWM and well-being needs are identified, supported and managed.	*Highly qualified support staff members addressing the needs of the most vulnerable pupils. *Small group tuition +4 months progress impact. *Collaborative learning +5 months progress impact. *Feedback & metacognition +8 months progress on impact	Gaps to narrow across the school. Identify and implement further strategies to further narrow gap.
Reading: we will continue to narrow the gap.	£300	*embed Accelerated Reader and extend into Y1. LA to promote AR.		All pupils make at least expected progress at their level in Y1 & 2.
Maths / Writing: continue with early morning intervention to raise confidence	£800	Targeted pupils receive additional early morning "wake up" maths/ writing to cover gaps in learning and to give confidence to learners.		Pupils progress accelerated by having reinforcement of skills and gaps in learning/experience revisited.
Educational Visits & after school clubs: (universal offer)	£2200	*Aspiration is promoted. * children use these experiences to inform their learning back in the classroom. * greater opportunities for writing, improve writing outcomes for children.	*Mega cognition and self regulation +8 months progress impact. *Extended school time and arts participation +2 months progress impact.	*Increased engagement to improve pupil progress.
Specific & targeted interventions: BRP, phonics catch-up Rapid Phonics, Minute maths, daily reading, etc	£3000	*Individuals have specific needs identified, supported and met.		*Children will make significant progress in identified area of development.
Total	£17300			

Key to Abbreviations:

PP: Pupil Premium

EYS / FS: Early Years /Foundation Stage is the Reception age children 4-5 year olds.

KS1: the years one and two in school, children aged 5-7.

GLD: good level of development (level of attainment expected in reception Class)

RWM: Reading, Writing & Maths

AR: Accelerated Reader, an online resource that assesses children's understanding and comprehension of reading books.

BRP: Better Reading Partnerships, an intervention to aid reading improvement

LA: learning Assistant

2016/17 outcomes

EYFS outcomes

82% of cohort attained GLD

Although only 2/7 Disadvantaged children attained the GLD due to other factors (e.g. SEN) the data demonstrates the accelerated progress this group have made following bespoke interventions and Speech and Language support.

Wellbeing outcomes for YrR are reflected in the [Personal, Social and Emotional development strands](#)

A Boxall profile carried out on one child shows the vast improvement in the diagnostic profile.

Area	Number of matched Disadvantaged in the cohort (YrR)	% at Age Related Expectation or above	% making expected progress	% making above expected progress
Making relationships	7	71	83	33
Managing Feelings and behaviour	7	71	86	43
Self Confidence	7	71	71	43
Moving and Handling	7	71	100	71
Health and Self care	7	71	100	29
Speaking	7	86	100	57
Listening and Attention	7	86	100	43
Understanding	7	86	100	43
Reading	7	57	100	71
Writing	7	29	100	57
Number	7	57	86	43
Space Shape and measure	7	57	71	43

KS1 outcomes

50% of disadvantaged children in Yr2 were assessed as working at greater depth in reading and writing

In Year progress data for Yr2 disadvantaged - 100% made expected progress with a further 75% making above expected progress in reading and writing

Area	Number of matched Disadvantaged in the cohort (Yr2)	% at Age Related Expectation or above	% making expected progress over the Key Stage (1 child joined mid key stage)	% making above expected progress over the Key Stage (1 child joined mid key stage)
Reading	3	100%	100	67
Writing	3	100%	100	67
Maths	3	100%	100	33
% pass end of Yr2 for Phonics	4	100%		

Wellbeing needs are monitored using Leuven Scales - In Yr 2 the 4 disadvantaged children have now all been assessed as a 5 (on a 1-5 scale with 5 being the highest for Wellbeing) This has followed bespoke support from the team during years 1-2.