



## ST LEONARDS C.E. PRIMARY SCHOOL

### REPORT ON PUPIL PREMIUM GRANT 2016-2017

#### PUPIL PREMIUM

The Pupil Premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of pupils on roll known to be currently eligible for Free School Meals (FSM) or who have claimed within the last 6 years, as well as pupils who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to this funding. All schools are required to report on the amount of funding and how this is being used.

#### PRINCIPLES FOR USE OF PUPIL PREMIUM

- We ensure that teaching and learning opportunities meet the needs of all of the pupils in the school.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- We recognise that not all pupils who receive free school meals will be socially disadvantaged and will use the funding appropriately to ensure we maximise its impact. This may not mean however that all such pupils need additional targeted educational support.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.
- Pupil Premium funding is ring-fenced for specific expenditure to improve learning and outcomes for disadvantaged pupils and is separate from Main Budget funds.

#### PUPIL PREMIUM GRANT RECEIVED 2015-16

<b>Total number of pupils on roll (Based on Autumn 2015 Census)</b>	205
<b>Number of pupils eligible for pupil premium</b> 16% (Last Year 24%)	37
<b>Total Amount of Pupil Premium Grant Received</b> (£1320 per pupil / £1900 LAC pupil)	£49,420

## FOCUS OF PUPIL PREMIUM SPENDING 2016-2017

- To give more able children in year 6 additional support
- To give weekly speech and language support to disadvantaged children.
- To support children with all levels of EAL in small group intervention for our EAL pupils.
- To support children with social and emotional difficulties through intervention programmes administered by our learning mentor.
- To provide psychotherapy for disadvantaged children and their families and support them in areas of social, emotional and mental health.
- To ensure socially disadvantaged children are included in all after school clubs and trips.

## OBJECTIVES & SPENDING FOR 2016-2017

Support to be provided by the school for academic year 2016-2017:

### **Most Able Maths - £34.88 per hour**

- For 1 hour per day challenge the most able and most able disadvantaged to achieve the higher standard at end of KS2 test in mathematics

### **Learning Mentor - £18425.16 (P/A)**

- On a daily basis, run dealing with feelings and circle of friends groups for vulnerable children in KS1 & KS2

### **EAL Support - £35485.80 (P/A)**

- Support children in all year groups with early acquisition of English so that they make progress in their stage of English
- Liaise with families of EAL learners
- Develop Learning Village (ICT interactive support tool)
- SATs support groups for vulnerable children in Years 2 & 6

### **Speech & Language Support - £10140 (39 days per year)**

- 1:1 support for children with significant speech and language delay so that speech improves
- Staff training for teachers and TAs, including TAs responsible for children with EHCPs so that daily provision improves
- Parent support consultations so that they can support at home

### **Psychotherapy - £3,000 (6 sessions)**

- Support children who display EBD so that children's mental health is promoted and supported

## IMPACT OF SPENDING LAST ACADEMIC YEAR 2015-2016

**To ensure that disadvantaged pupils make progress broadly in line with pupils who have no FSM entitlement**

At end of KS2, disadvantaged pupils made better than expected progress in reading, writing and mathematics. Disadvantaged pupils also attained higher than disadvantaged pupils nationally in all three subjects. Most Able Disadvantaged (MAD) pupils achieved similarly to

MAD nationally in reading and maths, and significantly higher in writing. Reading, writing and maths combined scores show attainment in line with the same group nationally. MAD pupils achieved significantly higher than the same group nationally. Disadvantaged pupils achieved very highly in the Grammar, Spelling & Punctuation Test. At end of KS1, disadvantaged pupils generally achieved in line with the same group nationally (reading and maths, slightly below, writing above).

**To identify pupils entitled to pupil premium to give them the best possible chance of meeting age related expectations (ARE) each year and in standardised tests**

Higher Level Teaching Assistants (HLTAs) and a learning mentor have been deployed to run additional interventions so that the attainment gap does not widen between low attainers and those achieving ARE. These groups have targeted improvement in phonics, handwriting, reading comprehension, mathematics and social skills. Additional support was also given to those who were lower attaining through having English as an additional language. Reading and maths ARE results for each year were around the expected levels for all year groups. There was greater variation in writing and the school's EAL percentage is a significant factor here.

**To give disadvantaged children in the Early Years early additional support**

An HLTA is employed in the Early Years to provide high quality in class support. A Specialist Leader in Education (SLE) for Early Years has also been contracted to continue to support the team with developing outstanding provision so that all pupils have the best chance of achieving ARE from the earliest starting point. Additional support – see item below.

**To procure private speech and language therapy (SALT) to support early intervention**

The school procured SALT provision so that expertise was on site for one day every other week. This service also included training for teaching assistants and support assistants so that practice could be developed across the school and practised on a daily basis. Priority has been given to the youngest pupils so that early intervention has the best chance of securing accelerated progress. This provision is to be doubled from September 2016.

**To support children with behavioural needs and minimise risk of exclusion**

A learning mentor is employed to work with vulnerable, disadvantaged and behaviourally challenged children. A variety of nurture groups were employed as well as one to one support given. This included Thera-putty, lego therapy and dealing with feelings and circle of friends. The school has not issued a single fixed term exclusion in the last twelve months. Attendance for these pupils is significantly above that for the same group nationally and amongst the highest 10% of schools nationally.