

**Pupil Premium Grant Expenditure Report 2015 - 2016**  
**Firs Lower School**

**National Context Pupil Premium Grant (PPG) 2015-2016**

The department for Education (DfE) published the Pupil Premium Grant (PPG) 2014-2015. PPG will be paid pursuant to Section 14 of the Education Act 2002 and, in accordance with Section 16 of that Act; the Secretary of State lays down terms on which the pupil premium grant (PPG) is allocated to schools. It says: The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated.

The guidance explains: The grant does not have to be completely spent by schools in the financial year beginning 1 April 2014; some or all of it may be carried forward to future financial years.

**The Pupil Premium per pupils for 2015-16 is as follows:**

Type of Pupil Premium per pupil

- Pupils recorded as Ever 6 FSM £1,320
- Looked After Children £1,900
- Service Children £300
- Children adopted from care under the Adoption and Children Act 2002 and;
- Children who have left care under a Special Guardianship or Residence Order £1,900

**The Department for Education's Pupil Premium Funding 2015-2016**

In the current academic year, the Government has increased the Pupil Premium funding in schools across England to £2.5 billion. Thus, in 2015 -2016, schools will receive £1320 per pupil of primary-school age and £935 per pupil of secondary-school age.

With regards to children who are 'looked after', the allocation per pupil is £1900. It has been agreed in Central Bedfordshire that each school will receive £1500 of this amount each year for an identified child; the remaining £400 will be held by Central Bedfordshire's Virtual School for 'Looked After' Children and will be managed by the Head teacher of the Virtual School; the 'top sliced' funding will be used directly to support

intervention for those 'looked after' children most at risk of under-achievement or disengagement from learning.

#### **Ever 6 FSM**

The Pupil Premium for 2015-2016 will include pupils on the January 2015 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2014. For the purposes of these grants conditions, "Ever 6 FSM" means those pupils recorded on the January 2014 School Census<sup>2</sup> who were recorded as known to be eligible for Free School Meals (FSM) on any of the termly censuses since Summer 2008, including the January 2014 School Census. Each pupil will only be counted once: for example, if a pupil on the January 2014 Census is recorded as known to be eligible for FSM and was recorded as known to be eligible for FSM on the Summer 2013 and Autumn 2013 Censuses, they will be counted as one Ever 6 FSM pupil for calculating allocations for the PPG in 2015-2016.

#### **Children adopted from care**

The Pupil Premium for 2015-2016 will include those pupils recorded on the January 2015 School Census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after (known as post-LAC for the remainder of this document). A child should be recorded as such where the parent or guardian of the child has informed the school that the child has been adopted from care or has left care under a Special Guardianship or Residence Order.

#### **Ever 4 Service Child**

For the purposes of these grant conditions, "Ever 4 Service Child" means a pupil recorded on the January 2015 census who was eligible for the Service Child premium in 2011-2012, 2012-2013 or 2013-2014, as well as those recorded as a Service Child for the first time on the January 2014 Census. Each pupil will only be counted once: for example, if a pupil on the January 2014 Census is recorded as a Service Child in January 2014 and on the January 2013 Census, they will only be counted as one Ever 4 Service Child for calculating allocations for the PPG in 2014-15. The grant will be allocated as set out in sections A, B and C below. Where National Curriculum Year Groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded on the January 2014 Census.

#### **Vision**

Our school uses income from Pupil premium towards our vision of 'Working together to achieve our best' for the whole school, with all staff and

Governors fully committed to providing outstanding education and excellent pastoral care for the whole community. We are passionate about learning and the education of our children and we therefore strive for continuous growth and improvement in order to make these the best they can be. We are therefore committed to delivering an exciting, challenging curriculum made accessible to all in a supportive and inclusive environment. In turn, we believe that this will enable every child to understand the importance of learning and instil in them a love for learning that is lifelong.

In order for all of our children to reach their full potential we must maintain our high expectations with regards to their academic development, as well as the social, emotional, physical and behavioural aspects of their growth; we will work tirelessly in order that there is fair and equal opportunity for all, regardless of ages and stages of development possible in order that these children are not disadvantaged by their personal circumstances.

### **Principles**

- We ensure teaching and learning opportunities meet the needs of all the children
- We ensure appropriate provision is made for pupils who belong to vulnerable groups
- In making provision for socially disadvantaged pupils we recognise that not all children who receive Free School Meals (FSM) will be socially disadvantaged
- We also recognise that not all children who are socially disadvantaged are registered to qualify for FSM.
- Pupil Premium funding will be allocated following a learning needs analysis which will identify priority support which could be group or individually based.

### Pupil Premium Grant 2015-2016

Pupil Premium Grant 2015-2016	
Total number of pupils on roll	289
Total number of pupils eligible for PPG	25 / 8.6 %
Total number of service children	0
Total number of Looked After Children	2
Total Pupil Premium Grant	£29,460 (Based on census information and VS)

### How did we spend our Pupil Premium grant?

Pupil Premium Grant Funding Allocation – Impact report 2015 - 2016			Financial breakdown
Initiative / Actions	Information	Impact / Evidence	Cost
<p><b>Academic – Small group / 1:1 / in class support</b></p> <p>Increasing learning time Individualising phonic and literacy support - menu of small group and 1 to 1.</p> <p>Narrowing the gap between Ever 6 and Non</p>	<p>Tailored support Intervention groups One to one teaching Small group work</p> <p>Employing a member of staff to provide 1:1 additional support for RWI.</p> <p>Employing a teaching assistant to work alongside the teacher and SENCO to improve</p>	<p>All pupils met their individual half termly targets and have made progress.</p> <p><i>Reception</i> 25% have made a GLD, 75% did not – of these all made good academic progress and are achieving in line with expectations in the RWI programme. Those who did not make a GLD in Reception were emerging within the Personal, Social and Behavioural aspects of development.</p>	<p>£14,483.50</p>

<p>Ever 6 pupils in KS1 and KS2</p>	<p>outcomes in years 1 and 4.</p> <p>Employing a teaching assistant to support in class in year 1. Employing a teacher to provide in class, 1:1 and small group support in years 2 and 3.</p>	<p><i>KS1</i></p> <p><i>In year one</i> out of those pupils with no identified special educational needs 67% are at ARE in Writing, with 33% above ARE. In reading 100% are above ARE, and in numeracy 67% are at ARE in Writing, with 33% above ARE. All passed the Year 1 phonics check.</p> <p>Those pupils with identified special educational needs are below ARE in reading, writing and maths but have made good progress on P Scales.</p> <p><i>In year two</i> out of those pupils with no identified special educational needs 67% are at ARE in Writing, reading and numeracy, with 33% below ARE.</p> <p>Those pupils with identified special educational needs are below ARE in Reading, Writing and Numeracy but both are within the Year 2 NKPIs. These children passed the year 1 phonic test retakes this year.</p> <p><i>KS2</i></p> <p><i>In year three</i> out of those pupils with no identified special educational needs 25% At ARE in reading and writing, 75% are Below ARE but both are within the Year 3 NKPIs.</p> <p><i>In year Four</i> out of those pupils with no identified special educational needs 67% are below ARE in Writing whilst 33% are at ARE. In reading In reading 67% are at ARE in Writing whilst 33% are below ARE (of these they are within the year 4 NKPIs) In Numeracy 67% are below ARE, but within</p>	
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		the year 4 NKPIs, whilst 33% are at ARE. Those pupils with identified special educational needs are below ARE and have a high level of need requiring additional support. All have made good progress.	
<p><b>Pastoral support (SEMH)</b></p> <p>Minimising the impact of speech and communication barriers to learning in Reception</p> <p>Minimising the impact of social, emotional and behavioural barriers to learning.</p>	<p>Targeted support for pupils in reception. Communication and Language Time to Talk</p> <p>Targeted support for pupils in Reception and year 1 through dance and drama lunchtime sessions promoting listening and attention skills, problem solving and group work.</p> <p>Nurture, SEAL, Thera play and mentoring from Pastoral Support Leader and assistant. Focus on KS1.</p> <p>Specific 1:1 support for a pupil at unstructured times of the day.</p> <p>Targeted support for pupils in year 4 throughout the summer term from the Forest Owl. Sessions promoting listening and attention skills, problem solving and group work, cooperation and independence.</p>	<p><i>Reception</i> Those pupils in Reception who have participated in Time to Talk and Dance/Drama sessions have showed improved outcomes on the EYFS. 25% of the pupils have made expected progress, 75% are within the emerging range and have additional needs which have impacted on them.</p> <p><i>KS1 / KS2</i> Improved social and communication, confidence and Self-esteem, improves pupil engagement. Enhanced progress and attainment in core subjects (See analysis above) Further analysis of pupils accessing Nurture provision has shown an improvement through the use of Boxall profiles.</p>	£9704.50
Additional 1:1 Minimising the impact of	Targeted support for pupils with a high level of SEND needs to	Improved social and communication, confidence and Self-esteem, improves pupil	£2868

social, emotional and behavioural barriers to learning	support them with additional funding within the classroom and in the unstructured times of the day. (This is in addition to the funding received through SEND)	engagement. Enhanced progress and attainment in core subjects (See analysis above)	
Resources; Leadership – monitoring and evaluation	Ongoing rigorous monitoring and Data analysis drives Interventions. A programme of monitoring and evaluation of data Successfully carried out in Autumn, spring and summer.	Evaluation focusing on academic achievement and self- esteem as a consequence of intervention. In depth, data analysis drills down into individual achievement. Enrichment activities to ensure that pupils have access to additional support where needed. This data also identifies vulnerable pupils, gaps in learning and targets any non- movement in progress and attainment in terms of identified pupils who needed further support or challenge in order to achieve their potential. Successfully closing the gap for pupil premium children and improving outcomes in attainment and progress.	£155
Minimising the economic hardship- meeting pupils basic needs	Support provided either fully or partially for KS2 to attend the school residential trip which is part of the school's curriculum enrichment.	Promotes well-being of pupils and families. Pupils happy and confident coming into school and participate in all aspects of school life so they can fully Access the whole curriculum.  All pupils eligible for this were offered support. For two pupils who did not attend support was provided to fund some activities within school.	£1044
Music lessons Extending more able pupils- increasing targeted access to extra-curricular focused arts enrichment	Subsidise extra-curricular clubs- Peripatetic music lessons	Increases energy and enthusiasm for learning Improves listening skills and maintains high levels of focus and Concentration. Positivity and confidence shown by children in musical activities and performances,	£1,237.44

		particularly the music concert.	
Training Specific training; Thera play	To enable staff to promote and support pupils in order for them to make improved outcomes.	The results of the Thera play pilot study are not out until Oct 2016. Current feedback from Jigsaw (Outside Agency), parents and pupils is positive.	£120

