



Pupil Premium funding September 2016/17

What is the Pupil Premium?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.

Why was it introduced?

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend Pupil Premium as they see fit we are required to publish online information about how we have used the funds and the impact it is having.

Funding

For the financial year 2016/17 we have been allocated £166,320, however we estimate a claw back of £9,240 when the funding is re-aligned. We have planned to spend £157,080. The percentage of our pupil known to be eligible for Pupil Premium is: 52.4%. The national percentage is 26.6% in the Primary Sector.

Number of pupils and Pupil Premium			
Total number of pupils in school excluding Nursery		227	
Total number of pupils eligible for PP		114	
Amount of PPG received per pupil		1,320	
Estimated amount of Pupil Premium due		£150,480	
Summary of Pupil Premium			
Spending Objectives: <ul style="list-style-type: none"> To improve Teaching and Learning at Knutton St Mary's C of E (VC) Primary School To improve attainment by Closing the Gap Broaden the opportunities and experiences available to pupils To ensure that improvements are sustainable 			
Pupil Premium spend			
Item/Project	Cost	Rationale	Impact
SENCO CPD and SENCO Time	9,079	Ensuring individual needs and barriers to learning are identified, targeted and monitored for impact	Appendix i
Pupil premium TE (TLR)	6,848	Pupil Premium Champions – EYFS, SEN. Maths and English to meet children's needs through implementing and monitoring PP interventions.	Appendix ii
Deputy Non –contact time	6,229	To develop leadership capacity to accelerate progress and raise attainment.	Pupil progress meetings have taken place termly between teachers and SLT. Barriers to learning identified and individual action plans for interventions put in place.
PP TA's afternoons	19,568	Ensuring individual needs and barriers to learning are targeted and monitored for impact.	
Additional TA Interventions SW	18,045	To support PP SEND children - allowing quality interventions to accelerate progress.	Provision overviews in place for PP children. Regular phase meetings to discuss best practise.
Home School Link Worker - fulltime addition to Inclusion team	14420	Overcome any barriers to improve attendance in line with NA. Work alongside families to engage with the school.	Due to the expansion of the inclusion team regular and robust pupil progress meetings and data tracking systems, children's needs are met an early stage. PP children on our safeguarding list have received intervention and support from the inclusion team. Early help offered to PP families. See HSLW records. Safeguarding training provided for all staff.
Additional LTS (Behaviour etc)	2,493	Ensuring individual needs and barriers to learning are identified.	Any child experiencing challenging circumstances which may have a negative impact on their school experience has had the opportunity to work through their experiences.
Breakfast club salaries	5,100	To offer a nourishing breakfast prior to the	PP children regularly attend

and Resources		school day, encouraging children to be in school, on time and ready to work. Impact on children's learning and behaviour.	breakfast club. See breakfast club file for a further breakdown.
Afterschool Home work and booster clubs	5,500	Offer the children enriched learning experiences. To have a significant impact on children's confidence, behaviour and learning outcomes..	The attendance of our children at after school provision has impacted on confidence, motivation, enthusiasm and the desire to achieve well.
TA's RWI time	5,500	Enabling all children to receive phonics teaching at their own stage, in a focused small group.	Appendix iii
TA's Intervention Booster Group work	7,051	Smaller class sizes. Appropriate interventions. Children to progress at a more rapid pace impacting on their SATs results and confidence greatly.	Appendix iv
Premier Sport after school clubs	8,930	Providing a variety of activities, sports and play techniques to inspire children to be active.	The attendance of our children at after school provision has impacted on confidence, motivation, enthusiasm and the desire to achieve well.
CPD	8,000	High quality training for all staff to impact strongly on the children's learning.	See CPD logs for specific development training. Quality first teaching is monitored regularly as part of the whole school monitoring and evaluating cycle. Effective feedback is given and strengths and action points identified. Action points are followed up as part of the next round of the monitoring cycle. SLE specialist support within school is used effectively to support where needed. Regular updates of best practise given by the SENCO.
SLE EYFS (Rec) Training and support	5,100	Staff to receive high quality CPD to be actively engaged to ensure high quality provision.	Weekly support from Trust SLE has had positive impact on the whole setting. CPD for staff and EYFS Lead. Current judgement good.
Counsellor	4,500	To support any children experiencing emotional difficulties to help them access the curriculum and take an active part in school life.	This has supported our children's emotional well-being and ensured that any child experiencing challenging circumstances which have a negative impact on their school experience, had the opportunity to work through their difficulties and received regular input to enable them to be successful in school.
Forest Schools	3,120	To enrich the learning experience for our KS2 children.	This has given the opportunities for the children to develop social skills, team building and personal independence.

ATTEND (attendance support)	3,000	To provide quality support to address attendance	See attendance file. Strong links ensuring families are being supported where needs being identified
DC Pro (Pupil progress tracking system) Perspective Lite Fisher Family Trust	1,800	Children who are making little or no progress will be identified early and appropriate next steps will be put in place.	CPD for all staff. Robust tracking systems established.
Assessment resources	3,000	Children who are making little or no progress will be identified early and appropriate next steps will be put in place.	CPD for all staff. See data appendices.
Rewards (Attendance etc)	1,000	To motivate and reward positive behaviour for learning.	This has engaged the children and encouraged them to take responsibility for their own actions - see behaviour logs.
Enrichment (Trips/theatre visits)	3,000	Educational visits will have a significant impact on children's confidence, behaviour and learning outcomes across the curriculum as they are allowed to explore the world in new ways that otherwise may be restricted.	Funding has ensured that all children regardless of personal circumstances have had equal access to wider experiences.
Improvements to learning areas	7,000	High quality resources to ensure children with a variety of learning styles make good progress. Resources match the needs of the children.	See data appendices to review impact. Recommendations from specialist and Sutton Trust taken on board.
Additional Accelerated Reader resources	3,000	Children will progress at a more rapid pace – impacting on their learning outcomes and confidence greatly.	See appendix 2
RWI resources	2,500	To enable RWI programme to be implemented across the school. Allow the children to build their own phonetically decodable library at home.	See appendix 3
School Council	400	Children will have a say in their learning and school life. Children will feel safe.	The council meet regularly to discuss whole school development issues. The school now has a pupil parliament where children meet with other trust schools to talk about improvement at trust level.
Parental engagement	500	Provision of refreshments and materials.	Parent workshops and celebrations to support our families to be able to support their children to achieve and to celebrate successes too.
	154683		
Summary			
Total spend			154683

Appendix

i. PP/SEN Progress

Reception	None	Expected	Accelerated
Mathematics			
Pupil Premium (7)		2 28.6%	5 71.4%
SEN (2)			2 100%
Reading			
Pupil Premium (7)	1 14.3%	2 28.6%	4 57.1%
SEN (2)		1 50%	1 50%
Writing			
Pupil Premium (7)		2 28.6%	5 71.4%
SEN (2)			2 100%
Year 1			
None	Expected	Accelerated	
Mathematics			
Pupil Premium (18)	14 77.8%	4 22.2%	
SEN (2)	2 100%		
Reading			
Pupil Premium (18)	13 72.2%	5 27.8%	
SEN (2)	2 100%		
Writing			
Pupil Premium (18)	13 72.2%	5 27.8%	
SEN (2)	2 100%		
Year 2			
None	Expected	Accelerated	
Mathematics			
Pupil Premium (20)	18 90%	2 10%	
SEN (3)	2 66.7%	1 33.3%	
Reading			
Pupil Premium (20)	16 80%	4 20%	
SEN (3)	2 66.7%	1 33.3%	
Writing			
Pupil Premium (20)	17 85%	3 15%	
SEN (3)	2 66.7%	1 33.3%	
Year 3			
None	Expected	Accelerated	
Mathematics			
Pupil Premium (17)	2 11.8%	14 82.4%	1 5.9%
SEN (5)	2 40%	3 60%	
Reading			
Pupil Premium (17)	1 5.9%	16 94.1%	
SEN (5)		5 100%	
Writing			
Pupil Premium (17)	1 5.9%	16 94.1%	
SEN (5)		5 100%	

Year 4	None	Expected	Accelerated
<i>Mathematics</i>			
Pupil Premium (19)	2 10.5%	16 84.2%	1 5.3%
SEN (3)	1 33.3%	2 66.7%	
<i>Reading</i>			
Pupil Premium (19)		14 73.7%	5 26.3%
SEN (3)		3 100%	
<i>Writing</i>			
Pupil Premium (19)		16 84.2%	3 15.8%
SEN (3)		3 100%	
Year 5	None	Expected	Accelerated
<i>Mathematics</i>			
Pupil Premium (13)	1 7.7%	9 69.2%	3 23.1%
SEN (3)		2 66.7%	1 33.3%
<i>Reading</i>			
Pupil Premium (13)		12 92.3%	1 7.7%
SEN (3)		3 100%	
<i>Writing</i>			
Pupil Premium (13)		11 84.6%	2 15.4%
SEN (3)		3 100%	
Year 6	None	Expected	Accelerated
<i>Mathematics</i>			
Pupil Premium (14)		9 64.3%	5 35.7%
SEN (1)		1 100%	
<i>Reading</i>			
Pupil Premium (15)	1 6.7%	10 66.7%	4 26.7%
SEN (1)		1 100%	
<i>Writing</i>			
Pupil Premium (15)	1 6.7%	9 60%	5 33.3%
SEN (1)		1 100%	

ii. All/PP progress

Reception	None		Expected		Accelerated	
<i>Mathematics</i>						
All Pupils (40)			20	50%	20	50%
Pupil Premium (7)			2	28.6%	5	71.4%
<i>Reading</i>						
All Pupils (40)	1	2.5%	19	47.5%	20	50%
Pupil Premium (7)	1	14.3%	2	28.6%	4	57.1%
<i>Writing</i>						
All Pupils (40)			17	42.5%	23	57.5%
Pupil Premium (7)			2	28.6%	5	71.4%
Year 1	None		Expected		Accelerated	
<i>Mathematics</i>						
All Pupils (31)	3	9.7%	22	71%	6	19.4%
Pupil Premium (18)			14	77.8%	4	22.2%
<i>Reading</i>						
All Pupils (31)	1	3.2%	20	64.5%	10	32.3%
Pupil Premium (18)			13	72.2%	5	27.8%
<i>Writing</i>						
All Pupils (31)	2	6.5%	18	58.1%	11	35.5%
Pupil Premium (18)			13	72.2%	5	27.8%
Year 2	None		Expected		Accelerated	
<i>Mathematics</i>						
All Pupils (38)			34	89.5%	4	10.5%
Pupil Premium (20)			18	90%	2	10%
<i>Reading</i>						
All Pupils (38)			30	78.9%	8	21.1%
Pupil Premium (20)			16	80%	4	20%
<i>Writing</i>						
All Pupils (38)	1	2.6%	31	81.6%	6	15.8%
Pupil Premium (20)			17	85%	3	15%
Year 3	None		Expected		Accelerated	
<i>Mathematics</i>						
All Pupils (33)	3	9.1%	26	78.8%	4	12.1%
Pupil Premium (17)	2	11.8%	14	82.4%	1	5.9%
<i>Reading</i>						
All Pupils (33)	2	6.1%	31	93.9%		
Pupil Premium (17)	1	5.9%	16	94.1%		
<i>Writing</i>						
All Pupils (33)	2	6.1%	30	90.9%	1	3%
Pupil Premium (17)	1	5.9%	16	94.1%		
Year 4	None		Expected		Accelerated	
<i>Mathematics</i>						
All Pupils (32)	4	12.5%	27	84.4%	1	3.1%
Pupil Premium (19)	2	10.5%	16	84.2%	1	5.3%
<i>Reading</i>						
All Pupils (32)	1	3.1%	24	75%	7	21.9%
Pupil Premium (19)			14	73.7%	5	26.3%
<i>Writing</i>						
All Pupils (32)			26	81.3%	6	18.8%
Pupil Premium (19)			16	84.2%	3	15.8%

Year 5		None	Expected	Accelerated		
<i>Mathematics</i>						
All Pupils (24)	1	4.2%	17	70.8%	6	25%
Pupil Premium (13)	1	7.7%	9	69.2%	3	23.1%
<i>Reading</i>						
All Pupils (24)			22	91.7%	2	8.3%
Pupil Premium (13)			12	92.3%	1	7.7%
<i>Writing</i>						
All Pupils (24)	2	8.3%	17	70.8%	5	20.8%
Pupil Premium (13)			11	84.6%	2	15.4%
Year 6		None	Expected	Accelerated		
<i>Mathematics</i>						
All Pupils (26)			21	80.8%	5	19.2%
Pupil Premium (14)			9	64.3%	5	35.7%
<i>Reading</i>						
All Pupils (27)	1	3.7%	17	63%	9	33.3%
Pupil Premium (15)	1	6.7%	10	66.7%	4	26.7%
<i>Writing</i>						
All Pupils (27)	1	3.7%	18	66.7%	8	29.6%
Pupil Premium (15)	1	6.7%	9	60%	5	33.3%

iii Phonics

Disadvantaged Pupils Comparison (% of children at expected or above)

		September 2016	February 2017	July 2017
Year 1	Disadvantaged	25	82	88
	Non Disadvantaged	25	73	75
Year 2	Disadvantaged	44	68	67
	Non Disadvantaged	75	91	79

iv Year 6 All/PP progress

Year 6		None	Expected	Accelerated		
<i>Mathematics</i>						
All Pupils (26)			21	80.8%	5	19.2%
Pupil Premium (14)			9	64.3%	5	35.7%
<i>Reading</i>						
All Pupils (27)	1	3.7%	17	63%	9	33.3%
Pupil Premium (15)	1	6.7%	10	66.7%	4	26.7%
<i>Writing</i>						
All Pupils (27)	1	3.7%	18	66.7%	8	29.6%
Pupil Premium (15)	1	6.7%	9	60%	5	33.3%

