



Pupil Premium Summary/ Review

2016-17

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A short summary regarding the projected spending and resources to support children entitled to additional funding through the Pupil Premium Grant

PPG

About Pupil premium at Flitwick Lower School:

Pupil premium funding has been in place since 2011. It is designed to support those children who are deemed to be from disadvantaged situations. Money is given to the school to enable them to target support to improve outcomes for this group of pupils. The funding is triggered in the following ways:

- For children who are currently eligible for free school meals, or who have been in the last 6 years (sometimes called Ever 6)
- For children who are currently in the care of the Local Authority
- For children who have a parent working in the armed forces.

The funding **for 2016 to 2017 is £1320** for Free School Meal Children and £1900 for Looked After Children, or children subject to a Special Guardianship Order.

The Government does not dictate how the Pupil Premium funding should be spent, but does expect that the money should be directed towards ensuring those entitled to Pupil Premium attain as well their peers.

Our Pupil Premium Policy states that.....

The needs of those in receipt of Pupil Premium will be analysed and funding will be used appropriately to meet the needs of this group of pupils. Each child in receipt of Pupil Premium has a different set of needs and these will all be taken into account.

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.

The funding will be used to promote the achievement and progress of these pupils in order to narrow and close the gap between their achievement and their peers.

As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and those who are not.

We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

- Every child identified in our school with an entitlement to Pupil Premium is **unique**. This means we have carried out **needs analysis** for **each individual child** to ensure that the **provision we put in place, using Pupil Premium funding, is targeted** to ensure we are supporting each one of them in a way that suits them best.

How Flitwick Lower will be supporting Pupil Premium Children

- We will inform families who attract the pupil premium funding of the content of this statement and work with them to contribute to influencing the provisions available so that they have the greatest impact on attainment
- All pupil premium pupils will have barriers to learning analysis completed by the SLT and class teacher to fine tune the provisions for each individual need.
- All pupil premium pupils will have attendance monitored ½ termly. If it falls below 95% the Head Teacher will contact the family and work with them to improve attendance.
- All pupil premium pupils are tracked on an individual basis using classroom monitor. This is reviewed at least half termly. Any child at risk of not meeting their annual attainment and progress targets will have specific, relevant intervention. Teacher will report the progress of pupil premium pupils in Maths and English through staff development meetings and pupil progress meetings.
- Our assessment, tracking and monitoring systems allow us to identify any child or groups of children who may not be making sufficient progress and then ensure that additional intervention or support is put in place to accelerate progress.
- Our Pupil Progress meetings allow us to discuss children's progress in detail and ensure provision is matched to their individual needs. These meetings discuss focus on academic and pastoral issues.
- All pupil premium pupils will be discussed thoroughly at transition meetings during the summer term.
- Pupil premium pupils not enrolled on trips and activities will be contacted to ensure parents are aware of the funds available.
- The Head Teacher, alongside the designated Governor monitors the effectiveness of the pupil premium spend using the provision maps and interventions and report these to the Governing Body.

Summary

- Pupil premium pupils do not yet make sustained progress and attainment in Maths and English.
- Our belief is that all pupil premium pupils can progress as well as their peers.
- We are developing a systematic method for evaluating the effectiveness of interventions to maximise the benefits.
- All teachers have access to prior attainment. This will ensure they plan effectively for good progress
- This year we have focused on developing talk for writing and increasing the level of challenge within the curriculum.
- Governors are working with parents to identify ways to enhance parental engagement to improve the outcomes for pupils.

1. Summary Information

School	Flitwick Lower School				
Academic Year	16-17	Total PP budget	£33,700	Date of most recent PP Review	Oct 16
Total number of pupils	272	Number of pupils eligible for PP	25	Date for next PP Strategy Review	Feb 17

2. Previous years attainment

	Pupils eligible for PP			Pupils not eligible for PP		
	Reading	Writing	Maths	Reading	Writing	Maths
% achieving ARE or above in YEAR 4 (9 pupils)	67%	22%	33%	80%	67%	69%
% achieving ARE or above in YEAR 3 (12 pupils)	75%	42%	58%	81%	63%	70%
% achieving ARE or above in YEAR 2 (6 pupils)	33%	33%	50%	84%	80%	84%
% achieving ARE or above YEAR 1 (2 pupils PP)	50%	50%	%0%	71%	46%	78%
% achieving GLD in Foundation	0 (1 eligible)			74%		

3. Barriers to future attainment (for pupils eligible for PP)

In school barriers (issues to be addressed in school, such as poor language skills)	
A	High expectations by all staff
B	Poor speech and language skills
C	Behaviour and social care
D	Detailed analysis of Pupil Premium provision vs impact
External barriers (issues which also require action outside school, such as low attendance rates)	
E	Low parental engagement / home learning
F	Lateness and attendance for some families

4. Outcomes (Desired outcomes and how they will be measured)

		Success criteria
A	High expectations by all staff for all pupils	INSET, monitoring and planning, team meetings and training events.
B	Interactive teaching approaches that focuses on the needs of pupils with poor speech and language skills as well as enhancing the outcomes for all pupils	Appropriate resources, differentiation, challenge for all, training with speech and language specialists.
C	To further enhance the learning environment to support pupils with increasing challenging behaviours.	Appropriate resources, nurture room and strategies
D	To have a more robust system for monitoring pupil premium provision spends and impact.	Provision mapping, tracking tools, analysis cycle

5. Planned Expenditure

Academic Year	2016-17				
i Quality of teaching for all					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	Review
High Expectations for all	Inset training / staff development, modelling effective practice, peer to peer and lesson study approaches Focus during the year on 'Higher Expectations' Quality CPD for TA's	Excellence for all pupils Data analysis from 2015-16	Monitoring, feedback and evaluation cycle Pupils progress meetings and staff development meetings	SLT CT	Ongoing
Interactive teaching approaches that focuses on the needs of pupils with poor speech and language skills as well as enhancing the outcomes for all pupils	Talk for all groups Language groups Pre and post teaching interventions Modelling language at all times. Training from Speech and Language specialists to support the teaching staff in developing strategies	Previous year's data Monitoring over the previous year. Teachers feedback and analysis of provision	Monitoring, feedback and evaluation cycle. Reviewing of provision mapping	SENCo	½ termly monitoring
Effective provisions	Staff to fine tune provision map to plan appropriate provisions Staff to review provisions ½ termly Review the current approach to intervention and support for PP pupils and compile a list of key interventions and strategies to support these pupils	Previous years data and strategies SENCo reviewing of provision mapping Progress of pupils	Monitoring of provision mapping Pupil progress tracking	SENCo HT Phase leaders CT	Begin Oct 16 – ongoing ½ termly
To further enhance the learning environment to support pupils with increasing challenging behaviours	Implementation of nurture environment to support children's emotional wellbeing Training for key members of staff to support pupils in school Availability of professional services to provide counselling	Teaching and learning monitoring Without this provision pupils will not be able to access the school curriculum	Discuss pupils regularly Share good practice Monitoring of provision mapping Individual pupil reviews		Oct 16 Ongoing

ii Targeted Support					
Individualised understanding of PP children	Barriers to learning analysis completed Transition meetings between years and across schools Find out information regarding context and background. Detailed tracking sheets so staff can track and access historic data and measure progress	To better understand the strengths and barriers to learning that pupils have in order to provide effective provisions. Clear starting points to track against outcomes	Discuss PP regularly and share good practice	HT Gov CT	Sept 16
Higher Parental Engagement	Parents invited to contribute to pupils provisions via letter or face to face meetings	Parental survey to support their pupils	Pupil premium set up meetings following pupil progress meetings	Govs	Spring 17
Higher Parental Engagement	Funding places at After school club/ breakfast club for vulnerable pupils, school trips and residential trips. Introduce specific focus clubs to support learning. Homework club, maths clubs,	Previous years data and feedback	Parents contacted individually to support learning and availability of learning experiences inside and outside school	HT CT	Ongoing
iii Other approaches					
Individual resources and support	ICT resources to provide secure structure and intervention programme for children with specific needs across the school. Specific focus on Learn Pad Education to support Pre and post learning activities.	Data analysis of individual needs and family needs in relation to supporting pupils outside of school. Motivation and stimulus within school.	Tracking of pupils, increase in attainment/ progress of learning	CT HT Phase and curriculum leaders SENCo	Ongoing reviews
Individual resources and support	Reading intervention delivered to clearly identified small groups of children throughout the school	Data analysis of individual needs and family needs in relation to supporting pupils	Tracking of pupils, increase in attainment/ progress of learning	CT HT Phase and	Ongoing reviews

	Beanstalk volunteer group to support specific learners with reading	outside of school. Motivation and stimulus within school.		curriculum leaders SENCo	
Individual resources and support	Phonics intervention delivered to clearly identified small groups of children throughout the school, significant focus on children in Key Stage 1 Specific intervention programme for groups of learners	Termly analysis of phonics. Lessons from last year's pilot programmes	Increasing fluency in phonics Tracking of programmes and application in work	CT HT Phase and curriculum leaders SENCo	Ongoing reviews

6. Review of expenditure			
Desired outcome	Chosen action approach	Impact on progress and attainment	Next steps
Quality of teaching for all	Nurture environment Provision mapping for key skills	YR 1 (5) – Reading 60% ARE , Writing 40% ARE, Maths 60% ARE Progress is in line with non PP pupils	YR 1 pupils – additional support for key pupils to develop phonics
Targeted support	Tracking of individuals	YR 2 (2) – Reading and writing 100%GDS 100% ARE Progress is good – 1 child did not achieve GLD and is at GDS in Reading and Writing 1 achieved GLD but is now GDS in reading and writing YR 3 (4) Reading 50% ARE, Writing 25% ARE, Maths 75% ARE YR 4 (13) Reading 85% at ARE, Writing 46% at ARE, Maths 77% ARE 100 % of pupils made expected progress or above from the end of year 2 –year 4	Develop the level of challenge for more able PP pupils to ensure they continue to exceed expectations. Reading champions to help support additional reading within school to bridge the gap with home. Writing - develop resilience in writing through small group interventions and reviewing purposes for writing. Review attendance for some individual pupils – some links to the underperformance of some.

		Progress is evenly match with non PP pupils for all year groups. Attainment is slightly lower but attainment gaps are not widening.	
	Higher parental engagement	All parents attended parents evenings and action some of the targets set. Not all parents actively reading and supporting at home regardless of the intervention from school.	
	Individual resources and support Phonics intervention s	75% of PP pupils achieved the expected standard	1 child needs additional intervention and learning pack to support phonics teaching

7. Additional detail /information related to the impact of actions 2016-17

P4C training for staff, beginning to impact on the resilience of some pupils
Significant funding for PP YR 4 pupils attending Grafham – residential trip
Funding towards afterschool clubs available and shared with parents but not all taking up offer.

Governance of Pupil Premium:

The provision for children in receipt of Pupil Premium is monitored by the designated Governor for Pupil Premium, currently Lisa Swannell. The governor scrutinised the policy in action and ensures the school is using the funding as effectively as possible.



INCOME

PPG grant 2016-17 (30 pupils)	£33,700
SEN top up grant	£40,840
BEP funding (1 to 1) for 1 pupils	£2,680

The current breakdown of spending relating to the above budgets is

RESOURCE	COST	
Statement staff – 6pupils	£76,568	
Staff supporting child statemented and funding not yet received	£27,731	
1 x PPG receiving 1 :1 support within school	£12,995	
HLTA to deliver interventions PP	£20,164	
Teacher to deliver interventions and enrichment of the curriculum	£34,310	
TA budget to deliver small group/ 1 to 1 and in class support for PP and SEND pupils	£ 91,619	
Resources purchased to support PPG including CPD / access to clubs / out of school learning / Milk	£4,162	
Total	Expenditure	Income
	£ 267,549	£76,864

