



Pupil Premium Summary / review

2018 - 19

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 2018 to 2019 is £1320** for Free School Meal Children and £2,300 for Looked After Children, or children subject to a Special Guardianship Order. Children with a parent in service receive £300

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 $\frac{1}{2}$ 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	18-19	Total PP budget	£27,470	Date of most recent PP Review	Oct 18
Total number of pupils	254	Number of pupils on roll eligible for PP	12	Date for next PP Strategy Review	Feb 19

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 (2 pupils)	100	50	100	90	80	86
% achieving ARE or above in YEAR 3 (1 pupil)	100	100	100	65	55	70
% achieving ARE or above in YEAR 2 (5 pupils)	80	60	80	83	81	85
% achieving ARE or above YEAR 1						
% achieving GLD in Foundation (2 pupils)	0			77%		

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	Gaps in attainment with a particular focus on writing
B	Lower attainment in writing
C	Access to appropriate interventions
External barriers (issues which also require action outside school, such as low attendance rates)	
	Parental Engagement
F	

4. Outcomes (Desired outcomes and how they will be measured)		
		Success criteria
A	Individualised understanding of PP children Teachers to be fully aware of previous attainment levels – tracking sheet Clear understanding of the ‘gaps’ in learning and provision specifically matched to individual needs – analysis of classroom monitor (summative from previous year) and use of provision mapping tool Planning and provisions based around the KPIs – use of classroom monitor and teaching and learning tools	Clear understanding of each PP child Rigorous monitoring and use of data focusing on attainment. Improved attainment at each PPM. Phase leaders to monitor and support Use of classroom monitor as both an assessment and

	High expectations across all areas of the school for all abilities of children Effective and timely feedback	planning tool. SDM Use of marking and feedback policy – monitoring and evaluation cycle
B	To ensure all provisions in place are SMART and effective. Clear planning in place for provisions. Detailed analysis of Pupil Premium provision impact. To develop the role of the intervention To increase the use of research based provisions within the school – specially within writing and phonics	Monitoring of provisions on provision mapping tool Phase leaders to share effective provisions being used. Training opportunities and planning time given To introduce a phonics and writing research based approach
E	Low parental engagement / learning at home Ensure to be clear on their role in supporting their children at home. Clear expectations regarding home learning – parents to be given clear guidelines on how to support their children with their learning at home Parental workshops planned to support /upskill parents Implement structured conversations with parents.	Parents clear about their role in supporting children Workshops specific to the needs of the children on role. Structured conversations in place to support the teaching and learning around the family

5. Planned Expenditure

Academic Year	2018-19
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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
Clear understanding of the 'gaps' in learning – analysis of classroom monitor	Teachers to access the attainment and progress from the previous year to identify 'gaps' in learning in order to quickly and effectively set up provisions.	'Gaps' in learning not being identified quickly enough and some use of ineffective provisions in the previous year. To ensure all provisions being	To ensure specific provisions are created quickly with a clear focus on 'gaps' in learning.	SLT	

		used are effective			
High quality teaching of phonics and writing across the school	Teacher to review approaches to writing and phonics to ensure they match the need of the children Implement No nonsense spelling across the school to develop spelling knowledge	Writing is lower for the pupils across the school. Analysis of work shows that spelling is preventing children from achieving ARE and/or GDS	Training for all staff on the approaches to teaching Monitoring across the school	KT , CLLD group	
ii Targeted Support					
Clear planning in place for provisions which is analysed and reviewed on provision maps	Class teacher's to provide planning for provisions that are being led by LSAs) indicating the entry and exit level, session learning objectives, activities to be carried out and resources to be used.	Some use of ineffective provisions last year. To ensure that leading LSAs are clear on the expectation and outcome of the provision.	Discussions with LSAs carrying out provisions. Phase leaders to monitor that planning is being provided	CT PL SLT	
Home learning procedures to be clear to parents and children	Make the purpose of homework explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area. Sett learning that includes a variety of tasks with different levels of challenge Ensure that the focus is upon the quality of piece and not necessarily the quantity. Providing feedback on learning that is specific and timely.	To consolidate learning from school To create opportunities for learning to be shared with parents To help support developing specific skills such as reading and spelling	Clear guidelines and timetable set for homework/learning logs Good examples of work done at home to be valued and shared with the rest of the class – learning displays Learning walks to monitor	Phase leaders	
iii Other approaches					
Phase leaders to know the PP children within their phase.	Phase leaders are clear on the PP children in their Phase though drop-ins and learning walks.	Phase leaders need to have a clear understanding of all children within their phase particularly vulnerable children in order to analyse and explain data.	PL to report on PP children's data first in PPMs.	Phase leaders SLT	

6. Review of expenditure

Desired outcome	Chosen action approach	Impact on progress and attainment	Next steps
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Clear understanding of the 'gaps' in learning – analysis of classroom monitor	Upgrading of Classroom monitor	All staff report that they are now more confident in tracking the data of pupils and quickly analysis the areas they are weaker in and provide timely interventions.	We will continue to provide this facility to track pupils.. it gives a quick and effective measure of progress against other groups. Cost:
High quality teaching of phonics and writing across the school	Nonsense spelling purchased to support in Lower Key Stage 2 and Year 2 Intervention groups support by SENDCo and experienced TA's		

7. Additional detail /information related to the impact of actions 2018-19

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Governance of Pupil Premium:

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

INCOME

PPG grant 2018-19 (12 pupils) £ 24,740

SEN top up grant £46,672

BEP funding

The current breakdown of spending relating to the above budgets is

RESOURCE	COST
Statement staff – 6 pupils	£79,170.33
Staff supporting pupils without additional funding	£ 26,810.40
HLTA to deliver interventions PP	
Teacher to deliver interventions and enrichment of the curriculum	
	£11,529.46

TA budget to deliver small group/ 1 to 1 and in class support for PP and SEND pupils		
Resources purchased to support PPG including CPD / access to clubs / out of school learning / Milk	£27	
Total	Expenditure	Income