



Pupil Premium Summary

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 $\frac{1}{2}$ 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 | 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 |
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6. Review of expenditure

| Desired outcome | Chosen action approach | Impact on progress and attainment | Next steps | Cost |
|-----------------|------------------------|-----------------------------------|------------|------|
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7. Additional detail /information related to the impact of actions 2016-17

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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 Lisa Swannell. The governor scrutinised the policy in action and ensures the school is using the funding as effectively as possible.



INCOME

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|-----------------------------------|---------|
| 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 |

