



Stebbing Primary Pupil Premium Report 2016-2017



PUPIL PREMIUM REPORT 2016-2017

Stebbing Primary

The Pupil Premium was introduced in April 2011, and is paid to the school by means of a specific grant based on the school census figures for pupils registered as eligible for free school meals (FSM) and for pupils who have been registered for free school meals at any point in the last 6 years (known as Ever 6 FSM). For “looked after children” the Pupil Premium is calculated using the Children Looked After data return. There is also a premium for children whose parents are currently serving in the armed forces.

The Pupil Premium is additional to main school funding and is used by the school to help ‘close the gap’ in attainment. This is achieved by addressing any underlying inequalities between children by ensuring that funding benefits the pupils who need it most, so that there is a significant impact on their education and their lives. As a school we decide how the allocated pupil premium funding should be spent. All schools are required to report on the amount of funding received and how it is being used.

Please see below how Stebbing Primary have used their pupil premium funding for this academic year.

Number of children on roll: 124	
Total number of pupils eligible for Pupil Premium Grant (PPG): Service (2) FSM (9) Ever6 (14)	25
Total amount of Pupil Premium Grant received for those eligible:	Currently received £14,000 this financial year
Total amount of Pupil Premium Grant received for service children:	£600

At Stebbing Primary:

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Identified barriers to educational achievement:

Stebbing Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

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- Access to language –in particular books, ensuring a variety of texts
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also require SEN support or EHC Plans for cognition and learning
- Social and emotional well-being of PPG Pupils.
- Confidence and self-esteem issues
- Developing children's independence, promoting the importance of independent learners..

Rationale for expenditure:

- As identified in the 2015-16 end of Year results, accelerated progress is required for PP pupils currently in Year 5 in all areas of learning. Allocation of additional TA hours to provide further support to Year 5 children to support in all core areas of learning.
- We have 1 Forest School Leader and another currently completing her training. Our leaders run nurture groups twice a week enabling children in receipt of pupil premium to attend these sessions to develop both socially and emotionally and improve their attitude to learning. It gives them wider experiences enabling them to develop in different ways.
- Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.
- Enable children to have a greater access to a wider range of reading materials.
- We are working to improve the emotional health and well-being of our PPG children. Specific children have been identified as needing specialist counselling services and play therapy. Where funding is not available for this PPG money has been used to enable PPG pupils to access these sessions.

Key expenditure – how the allocation will be spent

£2,450 still be allocated in spring term 2017. Currently looking at additional strategies for year 5 (drama club, fruit and veg stall, massage therapy)

Area of spend	Focus	Total allocation
SATs Booster group sessions	Improved English and Maths outcomes for year 6	£500
Dedicated KS2 PP support staff	English and Maths and wider roles within school	£10,400
Scaffolding training and MITA project work to utilise support staff and ensure children are developing independent learning skills.	To ensure children become more independent and know other resources they can turn to for support	£750 + overtime of up to £500 for 5 staff members
Forest School sessions	PSHCE and developing maths and speaking and listening skills through real-life context	£10,000
Funding for extra-curricular music lessons/clubs and swimming sessions in school	Personal and social and wider experiences	£2500
Additional funding for reading materials	English and improving reading attainment	£500
Funding for school trips and residential trips	Personal and social and wider cultural experiences	£1500 (TBC)
Funding for Counselling, Learning Mentor Time and Play therapy and extra learning mentor to be trained. Additional behaviour therapy training (when available)	Personal and social and well-being	£2500

Area of spend	Intended outcomes – why these approaches were taken	Actions
SATs booster sessions and buddy system	<ul style="list-style-type: none"> ● Year 6 TA to support the class teacher in delivering booster sessions after school to enable children to have another opportunity to reteach key skills. ● Pre-teaching of key skills. ● Closing the gap for those children who are near expected. ● Enabling PP children who are close to attaining greater depth more opportunity to revisit key concepts to deepen their understanding. ● An opportunity to have another adult to talk to informally about their learning in year 6 and any difficulties they feel they want to overcome. ● To ease anxiety and ensure children feel well-prepared for the tests. ● In response to our data last year, use the buddy to mentally prepare children and enable them to develop key test-taking skills. 	<ul style="list-style-type: none"> ● Weekly booster sessions ● Children to have more practice of SATs style questions ● Regular meetings with their adult buddy ● Dedicated times to talk
TA support with year 5 children everyday Scaffolding and MITA training	<ul style="list-style-type: none"> ● 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) ● Support within lessons to improve understanding of learning in reading, writing and maths ● Consolidation of learning completed in classes – time for practice and application of skills ● Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points. ● Re-teaching of any previously taught concepts that have not been fully grasped or understood. 	<ul style="list-style-type: none"> ● Mini one plans completed and shared with the teacher. ● Observations of targets and one-plan outcomes made regularly through the week to enable evidence to be gathered to show progress. ● Staff to have a greater awareness of gaps in learning and how to continue to make more progress to close the gap. ● Children to be regularly discussed during initial part of staff meeting (weekly when appropriate) ● SENCO to conduct observations of support staff to look at scaffolding techniques used during sessions.

	<ul style="list-style-type: none"> ● Priority reading with TAs/volunteers if pupils are unable to read at home ● Pupils who are on SEN register and in receipt of PP have their individual targets and one-plans reviewed regularly by the teaching staff and SENCO. SENCO is always available to attend any one-planning meetings to further support. ● SENCO carefully tracks PP children and those with SEN to ensure we are closing the gap. ● To monitor the support being offered and the effectiveness of interventions. 	<p>strategies, next steps, resources</p> <ul style="list-style-type: none"> ● Clear communication between teachers and TAs – expectations within lessons ● TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning ● Close communication between TAs, teachers and Head of School to track pupils with concerning attendance and/or punctuality. Head of School to address concerns with parents and develop action plan as necessary
Forest School sessions	<ul style="list-style-type: none"> ● Children will develop their social and emotional maturity ● Greater confidence to try new things ● Access to learning in different ways ● Learn new skills supported closely by adults where necessary. ● Train another forest school leader to provide further sessions 	<ul style="list-style-type: none"> ● Weekly nurture group sessions ● Time for Forest school leaders to plan and assess learning ● Dedicated time to prepare engaging activities which link directly to the children's needs ● Continue to develop and improve the area by continuously assessing what other activities and provision can be planned.
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> ● Social skills and more varied experiences are developed through participation in a range of clubs provided by the school or external providers ● Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities ● Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> ● Annual analysis of number of pupils who have taken part in clubs (TLM) ● Staff to talk to children/parents about possible interests and available clubs ● Office staff to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Reading materials for key stage 2	<ul style="list-style-type: none"> ● A wide variety of texts chosen to support children's interests. ● More engagement from children ● PP children to have more awareness for different authors and styles and be able to talk more fluently about their author preferences and reasoning behind this. 	<ul style="list-style-type: none"> ● Develop an enthusiasm for reading. ● More time to read texts of their choosing. ● Library club to begin in spring term run by children in year 6 (ppg) to give them ownership and an enthusiasm for reading...guiding

		others and sharing their experiences and expertise (teaching others often consolidates their own thinking).
Funding for school trips and residential	<ul style="list-style-type: none"> • Educational trips enable children to gain real-life experiences and bring learning to life. • Pupils are able to participate fully in school trips and residential trips • Range of skills developed including, emotional and social development, and links to SMSC. 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • Office staff to liaise with parents and HOS regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate

Funding for dedicated play therapy, Counselling and Learning Mentor for vulnerable pupils	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom • To support pupils with developing coping strategies for dealing with anxiety and stress 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct EHWP programmes • Train another learning mentor to be able to work with more children in school • Attend refreshers training for trained learning mentors (when available) • Attend behaviour and self-harm training (when available) • Regular opportunities for professionals to feedback to relevant staff and parents
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How will the school measure the impact of the Pupil Premium?

- To monitor progress and attainment, new measures have been included in the performance tables and the data analysed. This will capture the achievement of pupils covered by the Pupil Premium.
- Pupil Premium and its impact will be reviewed during Pupil Progress meetings and any amendments will be taken forward to the review meeting.
- Leadership review meetings will take place at each milestone (approximately every 7 weeks) following Pupil Progress Meetings to review the impact of the PP Grant. At each milestone, the school will review the impact of actions taken and will plan for how the grant will be specifically allocated over the next phase.
- When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.
- Pupil Premium Grant and the impact of this is a regular item on the Full Governing Body Meeting Agenda and Pupil and Community committee meeting
- Meetings will be planned with the Pupil Premium Governor to fully inform them of the progress/impact of the Pupil Premium Grant.

Designated staff member in charge:

Mrs Karen Wallace and Miss Lucy Mawson

Nominated governor:

Mr Richard Foot

Date of next Pupil Premium Strategy Reviews:

28th November 2016 , 6th February 2017, 20th March 2017, 22nd May 2017, 10th July 2017

These reviews will take place during our Leadership meetings and our nominated Governor is invited to attend all reviews.