

Purbrook Infant School - Pupil Premium Funding 2016/17

BACKGROUND INFORMATION

The pupil premium is specific, additional funding provided to schools to support the education of pupils known to be eligible for free school meals (FSM), pupils in public care (looked after children or LAC) and pupils whose parents are serving in the armed forces (CIS). It was introduced in April 2011.

It is for schools to decide how the pupil premium is spent. However, schools are accountable for the use of this funding. From September 2012, schools have been required to publish online information about how they have used the pupil premium funding.

The Pupil Premium Grant (PPG) 2016-2017 provides funding for:

- Raising the attainment of disadvantaged pupils and closing the gap with their peers; and
- Supporting children and young people with parents in the regular armed forces

The PPG per pupil for 2016-2017 is as follows:

Disadvantaged pupils	Funding per pupil
Pupils in Year Groups R to 6 recorded as Ever 6 FSM Deprivation Premium	£1,320
Looked After Children Premium (LAC)	£1,500
Children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order (post-LAC)	£1,900
Service children	
Pupils in Year Groups R to 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence.	£300

The Pupil Premium for 2016-2017 will include pupils on the January 2016 School Census known to have been eligible for Free School Meals (FSM) in any of the previous six years, as well as those first known to be eligible at January 2016. It will also include those pupils recorded on the January 2016 School Census who were looked after immediately before being adopted on or after 30 December 2005, or were placed on a Special Guardianship or Residence Order immediately after being looked after (post-LAC). Ever 6 Service Child means a pupil recorded on the January 2016 census or has been flagged as a service child since 2011.

At Purbrook Infant School, we aim to provide all our children with the essential skills of communication, literacy and numeracy. However, we recognise that intrinsic to achieving academic success is the nurturing and development of positive self esteem, self-motivation, a desire to succeed and the resilience to do so. Highly specialised ELSA provision, which provides vital support for individual children and their families is supporting children in achieving improved attendance and punctuality. Individual children have highly personalised support programmes which includes personalised timetabling where appropriate and focused individual and group sessions to help them overcome the barriers that may prohibit them from coming into school ready to learn.

PURBROOK INFANT SCHOOL BUDGET

For the 2016-17 financial year, the school was allocated **£38,880** for Pupil Premium based on 29 FSM and 2 Service Family pupils. Additional funding of £9,125 has been received for Looked After Children (LAC) and Post Looked After Children (PLAC). A breakdown of the expenditure of this overall budget is as follows:

Pupil Premium / LAC & PLAC Expenditure 2016-17

Details of Expenditure	Expenditure	%	Funding 2016-17
PPF Funding allocation 2016-17			38,280
Funding 2016-17 Service			600
Funding 2016-17 LAC/PLAC			9,125
			48,005
ELSA Support and Training	5,136		
Year 2 Interventions	619		
Year 1 Interventions	1,883		
Year R Support	2,396		
Nurture Group	4,074		
After School Reading Support	260		
FFT Teacher & LSA Support	13,755		
Family Support Worker 1 PM	3,465		
Uniform/Transport Support	56		
Music Tuition FSM	297		
After School Clubs	1,125		
Yr 1 Additional Reading Support	8,954		
SEN Teacher Support and additional 1:1 personalised ELSA support provision	5,000		
Training (ELSA/ECC)	200		

(£47,169 total)

SENCO –teacher time

Since September our SENCO has not had a class responsibility. Some of her time is used to monitor and run specialised intervention programmes supporting children with fine motor development skills and reading and writing skills. Many PPF children benefit from these programmes which provide vital catch-up support to supplement provision in class.

A highly experienced teacher has also been non-class based over the year and has run catch-up and intervention groups for maths skills, specifically number and calculation, phonics and fine motor skills. Many PPF children have also benefitted from attending these sessions and have been able to secure vital skills to enable them to keep up with their peers in class.

IMPACT

Over the course of the year there is an increasing trend in the number of disadvantaged pupils on track to meet age-related expectations in key stage one in reading, writing and maths. Although end of key stage one currently data indicates lower percentages of disadvantaged pupils meeting age-related expectations in comparison with all pupils, almost all these pupils are on the SEN register and have highly specific learning needs.

Phonics data shows 77% of disadvantaged children achieving expected standards by the end of Year 1. With under half of these children on track at the beginning of the year this indicates a significant positive impact for this cohort. Outcomes for disadvantaged pupils in phonics at the end of year 1 shows a significantly improving 5 year trend.

By the end of Key Stage 1, the majority of disadvantaged pupils who were unable to meet the expected standard in phonics at the end of year 1 are well-supported to do so by the end the key stage unless they have very significant special educational needs.

At the end of the Early Years Foundation Stage although outcomes for disadvantaged pupils shows a significant percentage not achieving GLD, specialised language programmes have been developed in the course of the year through the Keep on Talking Project. Talk Boost interventions have been run by the HLTA and this intervention is now being followed up by the Language Link programme for identified children in Key Stage 1. With language delay identified as the primary barrier to meeting age-related expectations in other areas of learning, Keep on Talking project data shows these children making significant progress with their speech and language delay. Progress in these vital areas of learning has supported many disadvantaged pupils to be in a stronger position to catch-up their peers as they progress through KS1.

HLTA Intervention Strategies

We now have three Higher Level Teaching Assistants (HLTAs) working across the school, supporting small groups and individuals with intervention strategies in speech and language, literacy, numeracy and emotional support. Intervention programmes are determined by careful, ongoing analysis of data and are specifically tailored to meet the needs of each cohort. Programmes are reviewed regularly, at least each term.

Clubs / Extra Curricular Opportunities

Children who show a specific talent or interest are offered opportunity to join clubs run both by the school and by outside providers. This enables the children to develop good self esteem and encourages a positive view of what school can offer to them generally. Clubs include sports, music and art.

IMPACT

The children thrive in smaller groups and engagement is good. Consequently children are making improved progress. In instances where specific individuals have significant learning needs, the engagement and success they experience through musical and sporting performances is vital to raising self-esteem. Musical and sporting clubs are run, led and managed by highly experienced teachers and as a consequence these clubs provide extremely valuable learning experiences.

The school is upheld for the excellence of music provision it offers; a significant factor being the high and sustained engagement of disadvantaged pupils.

FFT Reading

Intensive support is provided for children who are not at age related expectations.

IMPACT

Children who have had intensive reading support have made good progress and this has impacted positively on their progress in other areas of the curriculum too.

Speech and Language- Talk Boost and Language Link Programme

These programmes are designed to improve the language development of children who have poor language acquisition and understanding and as a consequence are not speaking fluently in full sentences and who have a highly limited vocabulary.

IMPACT

Children are making progress against the EYFS curriculum; they are developing vital language skills and are catching up. Improved language brings self confidence and therefore enables children to participate in and access more fully all areas of the curriculum.

In Key Stage One tracking of outcomes from children following the Language Link Programme shows them making significant gains.

Parent Support Adviser - home School liaison

The parent support adviser's role is to engage with the families of vulnerable pupils, including those receiving Pupil Premium. She is employed half a day a week to carry out this role.

IMPACT

These families feel well supported and better able to support and be involved with their child's learning at home. Pupil Premium parents are able to talk in confidence about any issue that they are worried about, ranging from family problems to financial issues. A relationship of trust is built up through this approach. Sometimes parents are offered parenting advice, ie Triple P course, and barriers to learning are being broken down or reduced.

Nurture Groups

Nurture groups run across the school each week, to support low self-esteem, and a range of behavioural issues. These are run by trained staff under the supervision of the SENCo.

IMPACT

Teachers report that on completion of the programmes the vast majority of pupils show a noticeable improvement in coping strategies within the classroom and the school environment generally. This is also shown through data gathered from Boxall Profiling.

Elsa Work

We have one fully trained ELSA. She works with individual pupils on a 1:1 basis to offer carefully tailored sessions for children who are in need of focused emotional support in order to support them in being emotionally ready to learn and interact with their peers and adults.

IMPACT

We have had great success with this. Often children need time to be listened to and to be given strategies to cope with particular difficulties they encounter which then help them to better engage in the learning process, avoid getting into trouble and consequently make improved progress. Specialised short or longer term programmes are developed for children as appropriate. The ELSA also has had a significant role in supporting individual and personalised provision for our Looked-After Children.

SUMMARY

Data Analysis

Phonics data shows an improving trend for disadvantaged pupils achieving expected outcomes by the end of Year 1. Any pupils not achieving this standard by the end of Year 1 are well supported to achieve the standard in phonics by the end KS1 unless highly significant needs prevent this from being achievable.

Progress data across Key Stage 1 in reading, writing and maths shows a steady trend of improvement in all three areas for disadvantaged pupils.

Where some cohorts such as EYFS and Year 2 (July 2017) have shown large numbers of disadvantaged pupils also having significant special education needs and recorded on the register, finer tracking in the pupils' greatest areas of needs shows significant improvements e.g. in language acquisition, reading skills, finer motor skills and in number and calculation work.

Attendance and Punctuality

We monitor the attendance and punctuality of all our pupils including PPF regularly. The AHT (Assistant Headteacher) has a significant role in rigorously tracking children who are persistently late or who have below than expected attendance. Communications (both written and verbal) are pursued with families and support provided as appropriate to bring about improvements.

Behaviour

We have had few incidents of violent behaviour. Those few incidents recorded have related to one Looked-After Child, one child with a statement and one child currently receiving intensive nurturing support. There has been one half day exclusion recorded. In each case the school has worked closely with child, their families and carers to review and adapt the support and provision they receive. Specialised support and provision is in place for all three children.

One further Looked After Child who has recently joined the school in Year R, not having previously been to school, has been provided with a personalised transition into school, a flexible and gradually increasing timetable and 1:1 support to enable him to begin to integrate with his peers and develop key social skills.

Parental Participation

The vast majority of our Pupil Premium parents attend parents' evenings. Some support their child's learning at home. Whole school and class events i.e. class assemblies, parent workshops, sports day, are also generally well attended. We also track all pupils' participation in home learning challenges with a specific focus on vulnerable pupils.