

STANLEY PRIMARY SCHOOL

PUPIL PREMIUM

2016-2017

Explanatory note.

Whilst the Pupil Premium funding is allocated to schools each financial year (i.e. April to April) schools are required to report on how these funds have been allocated each School Year and the impact that this has had on the attainment and achievement of pupils.

This report therefore relates to the allocation awarded in the Financial Year beginning April 2016 and the academic progress of pupils in the School Year beginning September 2016.

The Pupil Premium is a fund that is additional to the School's delegated budget. The Premium is allocated to children on the following basis:

- Any child who has been entitled to free school meals in the last 6 years
- Any child who has been in Local Authority care (Looked After Children) for more than six months
- Children of service personnel

The fund is predominantly used to raise attainment through a variety of intervention programmes that are described below. Positive behaviour is also promoted and supported through this fund. In each year group we employ a variety of intervention strategies to support the children's learning details of which are outlined later in this document.

The bulk of our Pupil Premium is spent on enhancing our staffing structure through the employment of Teaching Assistants (Levels 2, 3 and 4) who work with our most needy pupils, including those in receipt of the Pupil Premium and one full time teacher to ensure that class sizes in year 6 are greatly reduced to allow a better pupil teacher ratio for all children including those in receipt of the Pupil Premium.

Progress of all pupils is reviewed on a regular basis at meetings attended by the Class Teachers, Teaching Assistants, Inclusion Manager (SENCo), the Level 4 Teaching Assistant for SEN, the Headteacher and the Deputy Headteacher. At these meetings the progress of all pupils is reviewed with particular emphasis on those in receipt of the Pupil Premium and, where necessary, resources are redirected according to need.

Pupil Premium at Stanley Primary School

At Stanley Primary School we are constantly looking for strategies that will have the maximum impact on the learning outcomes for children, whilst providing the best value for money. The Pupil Premium is a valuable resource and we strive to use this money wisely.

Barriers to learning for pupil premium children in Stanley Primary school

Our knowledge of our children in receipt of pupil premium indicates that the following barriers are experienced by some, if not all at certain periods in their primary education at Stanley.

- Attendance at school
- Speech and language proficiency
- Early reading and mathematical skills
- Support for reading
- Emotional resilience

For the financial year 2016/17, the school has the following funds:

| Number of pupils and pupil premium grant received | |
|--|-------------------------------------|
| Total numbers of pupils on roll (Jan 2016/17) | 603 |
| Total number of pupils eligible | 184 |
| Amount received per pupil | £1320 (£300 for "Service" families) |
| Amount of funding received | £244,800 |

The following narrative describes how these monies have been used to enhance outcomes for Pupils who are receipt of the Pupil Premium.

In our Reception classes we employ a minimum of three full time Teaching Assistants to support all our children for the majority of the time, whilst running specific programmes, such as SALLEY (Structured Activities for Language and Literacy in Early Years), for part of this time.

In Year 1 we have Level 3 Teaching Assistants who, in addition to their in-class support, provide specialist programmes to enhance the progress of the most needy pupils including those in receipt of the Pupil Premium. This includes ELS (Early Literacy Support), additional Letters and Sounds groups and Maths and English booster groups.

In Year 2, we have a number of Level 2 and Level 3 Teaching Assistants who in addition to their class based duties, provide intervention in Maths and English for our most needy pupils, including those in receipt of the Pupil Premium. Teaching Assistants also provide Letters and Sounds groups, which benefit all children.

In Year 3, we have Level 2 Teaching Assistants, one of whom is full time. Maths and English booster groups are provided for those identified in need of further support. Pupils in receipt of the Pupil Premium regularly attend and benefit from these programmes.

In Year 4 we have three Level 2 Teaching Assistants, one full time, who provide additional support in Maths and English.

In Year 5 we employ one Level 2 Teaching Assistant and one Level 3 Teaching assistant, both full time, who in addition to their class based duties, provide intervention in Maths and English for our most needy pupils, including those in receipt of the Pupil Premium.

In Year 6 we employ an additional teacher, plus two Level 2 Teaching Assistants. Thus class sizes are reduced and extra support is provided in Maths and English and all pupils including those in receipt of the Pupil Premium are in smaller classes than would otherwise have been the case.

The three Level 4 Teaching Assistants (SEN) and Learning Mentor report directly to the SENCo. They provide specialist support to our most needy pupils, many of whom are in receipt of the Pupil Premium.

In addition to the support outlined above, the school has implemented the following pupil premium strategy. See the table outlined below:

Pupil Premium Strategy 2016-17

| What do we want to change? | What action are we taking to effect this change, using PP funding? | Cost | What is the impact on attainment and progress? |
|--|---|----------------|---|
| <p>Based on an analysis of persistent absence we know that almost half of the persistently absent children are in receipt of pupil premium. We want to reduce both the number of persistently absent pupils across the school and the proportion that are in receipt of pupil premium.</p> | <p>Continue to employ a pastoral support worker who works with the Local Authority Pupil Welfare Service and the Assistant Headteacher to provide both support and challenge to pupils that are persistently absent.</p> | <p>£8,281</p> | <p>The school persistent attendance figures for children in the receipt of pupil premium in 2015/16 was 17.2%. This dropped to 11% in the academic year 2016/17 thus children are attending better and this will inevitably have a positive impact on attainment as demonstrated by the end of key stage 2 results.</p> |
| <p>Based on an analysis of vulnerable families we know that 64% are in receipt of the pupil premium. We want to ensure that emotional support is offered to our most vulnerable pupils, including those in receipt of pupil premium.</p> | <ul style="list-style-type: none"> a. Continue to employ our pastoral support worker to provide emotional support to pupils who are particularly vulnerable. b. Work with social services and any other relevant agencies to ensure families receive appropriate support and challenge where necessary. | <p>£29,290</p> | <p>The annual survey of parents indicates that children are happy and enjoy coming to school. This is an indication that the school's support programmes are having a positive impact on pupil well-being which in turn will inevitably have a positive impact on standards.</p> |
| <p>Based on analysis of pupil needs the school provides speech and language therapy to a number of pupils, 50% of these are in</p> | <p>Children will receive speech and language therapy based on their assessed needs either as an individual or as part of group therapy. This provision will be</p> | <p>£1,500</p> | <p>50% of the children in receipt of pupil premium have been discharged from the speech and language support service as they</p> |

| | | | |
|---|--|--|--|
| <p>the receipt of the pupil premium. 75% of the pupils that receive individual therapy are in receipt of pupil premium. We want to improve children's speech and language skills rapidly.</p> | <p>provided by Shine therapy.</p> | | <p>have made good progress and are no longer in need of support.</p> |
| <p>From analysis of school data, gaps exist in the performance of our children in the receipt of pupil premium across all subjects when compared to children not in receipt of the pupil premium. We would like to close the gap between the performance of PP children and non PP children</p> | <p>An element of pupil premium funding that is proportionate to the number of pupil premium children receiving support is used to fund teaching assistants to provide support within the classroom, including intervention groups.</p> <p>An additional teacher is in year 6 to ensure that all children including those that are pupil premium and the higher attainers receive more focused teaching as teaching groups are smaller in size and more clearly defined in terms of the ability range.</p> <p>All pupil premium children are offered and encouraged to have additional small group tuition based on their needs. This includes the more able.</p> <p>All pupil premium children are invited to attend an 'Easter school' which focusses on raising attainment in maths and English.</p> | <p>£191,630</p> <p>£19,278</p> <p>Extra-tuition £5,700</p> <p>Easter school - £850</p> | <p>The work of the teaching assistants throughout the school contributes to attainment and progress which is demonstrated by the following end of key stage 2 data.</p> <p>Pupils in year 6 make very good and occasionally outstanding progress. In reading the school is in the top 30% and in writing the top 31%. In mathematics the school is in the top 12% which is statistically significantly above the national average. The attainment of children in receipt of the pupil premium has also risen significantly, with a narrowing of the attainment gap between pupil premium pupils and those not in receipt of the pupil premium nationally. In reading the pupil premium children are close to the</p> |

| | | | |
|--|--|--|--|
| | | | <p>national average at the expected standard but below at the higher standard. In writing our pupil premium children perform in line with the national average at the expected standard but below at the higher standard. In mathematics our children exceed the national average for all children and equal the average for all non-pupil premium children at the expected standard. The school also exceeds the national average for all pupils at the expected standard and is close to the average for all non-pupil premium children.</p> |
|--|--|--|--|

The table below details the financial costs of the interventions described above:

| Use of Pupil Premium Funding | |
|--|----------------|
| Teaching Assistant Support (50%) | 191,630 |
| Pastoral support (attendance) | 8,281 |
| Supporting pupil welfare | 29,290 |
| Shine speech therapy | 1,500 |
| Easter school | 850 |
| Additional teacher | 19,278 |
| Extra tuition | 5700 |
| | |
| Total | 256,529 |
| Minus funding allocation | 244,800 |
| Shortfall to be met from budget | 11,729 |