

STANLEY PRIMARY SCHOOL

PUPIL PREMIUM

2017-2018

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 2017 and the academic progress of pupils in the School Year beginning September 2017.

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 Assistants 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 2017/18, the school has the following funds:

Number of pupils and pupil premium grant received	
Total numbers of pupils on roll (Jan 2017/18)	606
Total number of pupils eligible	168
Amount received per pupil	£1320 (LAC £1900) (Ever 6 Service children £300) (Post-LAC £1900)
Amount of funding received	£228,940

The following narrative describes how these monies are being used to enhance outcomes for pupils who are in 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 the time together with maths and English programmes designed to meet the needs of the pupils.

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. Full time additional support is also provided in the year group to meet individual needs.

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 two part-time Level 2 Teaching Assistants. 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 one full time Level 2 Teaching Assistants, who provides additional support in most subjects.

In Year 5 we employ one full-time Level 2 Teaching Assistant, providing intervention in

Maths and English for our most needy pupils, including those in receipt of the Pupil Premium.

In Year 6 we employ two additional teachers, 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 (SEND) 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 2017-18

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>£8042</p>	<p>The absence rate in school is now in-line with the local authority average, which remains slightly above the national rate of absence, however we will continue to strive to improve in this area by enhancing our buy-back from the local authority PWS next year.</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>	<p>a. Continue to employ our pastoral support worker to provide emotional support to pupils who are particularly vulnerable.</p> <p>b. Work with social services and any other relevant agencies to ensure families receive appropriate support and challenge where necessary.</p>	<p>£28,227</p>	<p>The proportion of vulnerable families in receipt of pupil premium has fallen significantly and we therefore need to continue to support with the strategies outlined.</p>
<p>Based on analysis of pupil needs the school provides speech and language therapy to a number of pupils, 40% of these are in the receipt of the pupil premium. 45%</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 provided by Shine therapy.</p>	<p>£1,500</p>	<p>The number of pupils receiving shine therapy remains broadly constant however several children including those in receipt of pupil premium have</p>

<p>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>concluded their therapy which has created space for more pupils to begin their therapy.</p>
<p>From analysis of school data good progress has been made in terms of reducing the attainment gap by the end of key stage 2 between PP children and non PP children nationally. The school will build upon its recent success to ensure that children in receipt of PP continue to attain and progress well.</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>Additional teaching (1.5FTE) is in place 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>£161,409</p> <p>£22,573</p> <p>£2310</p> <p>£850</p>	<p>At the end of key stage 2 the three year trend shows a positive impact in reading, writing , maths, grammar, punctuation and spelling and reading, writing and maths combined. There is also an improvement at the higher level in all subjects with the exception of maths and GPS.</p>

To facilitate the emotional well-being and support the social skills of our looked after children	Employ additional outside agency to work with specific groups of pupils	£5700	Although difficult to quantify, the programmes that pupils participated in were thoroughly enjoyed by all concerned.

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

Use of Pupil Premium Funding	
Teaching Assistant Support (65%)	161,409
Pastoral support (attendance)	8,042
Supporting pupil welfare	28,227
Shine speech therapy	1,500
Easter school	850
Additional teacher	22,573
Extra tuition	2,310
Emotional well-being	5,700
Total	230,611
Minus funding allocation	228,940
Shortfall to be met from budget	1,671