

Review- Pupil Premium spending: Academic Year 2017 – 2018 REVIEW (28th June 2018)

Context: Schools receive a payment, or Pupil Premium, for disadvantaged children who are eligible for Free School Meals or have been eligible for Free School Meals within the last six years (FSM Ever 6). This payment has risen from £900 per pupil in 2013-2014, currently it stands at £1320 per pupil. Children who are looked after, or children from service personnel, are also allocated additional funding as part of Pupil Premium, but at present we do not have any children who meet this criteria. In addition Pupil Premium (Plus) funding is available to any child who has been in the care of the Local Authority or adopted from care. An annual payment of £1,900 per pupil is paid to the school for any eligible children who attend.

In 2017-2018, £105,600 in total has been allocated to Wrotham Road Primary School for our disadvantaged pupils. This is based on 80 children of our pupils considered to be eligible for FSM & Ever 6 or Pupil Premium Plus. The main barrier for learning this year is Speech and language development, including the need to support children new to the country with EAL. The next pupil premium review will be held in March 2018.

DfE Guidance states: ***Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.***

Activities selected	Cost (£)	Nature of impact	Number of pupils
Teaching Assistants/behaviour support / Learning mentor (Support staff delivering one-to-one and small group support in maths and English.) KS DG FB JS RW JB HLTA interventions	£15,000	Lower attainers make accelerated progress via targeted support. Planned intervention lessons timetabled to support students and to address underperformance; these allowed some of our vulnerable students to have extra study support. This to be continued next year. LM role was removed in Jan. MNP inc independence in children in accessing learning.	77
E-Learning intervention Purple Mash, Clicker (Resources have been acquired to allow personalised learning at school and at home).	£1500	Up to date relevant resources enable a greater depth and understanding. This has been very effective for targeted children and a noticeable impact in their writing. Book monitoring evidence.	30
HLTA / SLT boosters (MNP programme is aimed at tackling gaps in learning, as well as additional support to certain year groups through boosters).	£6,000	Lower attainers make accelerated progress via targeted support. HLTA provide targeted support though interventions planned on a term by term basis. Meetings are held to review the impact these are having every 6 weeks. SLT also provide team teaching support to assist TA's and teachers strategies. Booster lessons provided on the same day for MNP and this is monitored by maths lead.	52
Speech and language (specialist teacher to assess and deliver speech and language interventions and phonics in KS1)	£6,500	Targeted intervention devised to support language development and support curriculum learning. AW our speech therapist has made a huge impact with her focus children programmes are provided to the class teachers so they can implement on a day to day process. She provides assessments as necessary and bespoke training for teaching staff on a bi-weekly.	34
Speech and Language Link	£4500	Identify gaps in learning across the school and	52

		provide bespoke intervention material This has created early intervention and supports speech and lang therapy and HI support.	
Extended schools bursary (trips)	£16,000	All children are able to participate in wider curriculum learning and develop own breadth of experience. Greater opportunity for pupils to attend school trips particularly the year 6 residential. 4 pupils were supported in Year 6 this year plus children who are PP have their trips paid for by the school.	81
Bilingual support and 1:1 and small group therapeutic support	£11,000	Meets individual needs of our pupils. EAL dept. provide daily support for our EAL targeted families. EAL club at lunchtime for targeted KS1 pupils.	41
Numicon intervention – Across KS1 and KS2	£1,000	Lower attainers make accelerated progress via targeted support. VAK learning opportunities. Additional Numicon support is provided within the MNP programme top up of resources to be used in the classroom on a day to day basis.	56
Additional teachers in Years R,1,2,3,4,5,6	£60,000	Structured conversations create greater understanding of needs of identified children. Planned interventions. Review - Additional teachers were not available in Year 3 , 4 and 5 due to staff re structuring in January. But additional support continued with Year R, 1, Year 2 and Year 6	62
1:1 hot readers	£3,000	Targets lower ach readers to accelerate progress. This has had a huge impact on the confidence of focus children. AB is currently looking at providing audio story book for EAL children so they are exposed to the spoken language in books- this to be implemented next year.	24
Breakfast and afterschool club provision (A number of PP and non PP pupils have their fees waived in order to promote a positive, healthy start to the day. Pupil Premium pupils are supported when there is most need for them to participate in the wider, extra-curricular activities).	£4,000	All children are able to participate in wider curriculum learning and develop own breadth of experience. Breakfast club / afterschool club has had a positive impact on attendance especially some of our vulnerable PP pupils who were constantly late .	13
CAT Test and Assessments Puma and Pira (Identifies styles of learning, identifies low and high achievers, supports monitoring of progress and standards, provides an additional measure to triangulate teacher judgements and provides and indicator of outcomes at the end of KS2).	£3,500	Targeted intervention devised to support curriculum learning. CAT tests are referred to by the CT through the year to look at the potential for certain children. Intervention are then provided based on this data.	KS2 pupils

Ed Psychologist		To support teachers in identifying and overcoming barriers of targeted pupils and families. Designing and implementation of targeted therapeutic plans .	42
Flo (attendance)	£13,000	Continue with home visits to support disadvantaged students to attend school/lessons. Attendance has really made a huge improvement over the last year additional prizes and opportunities are provided to encourage attendance every day. Therefore this will continue.	
Leaning Mentor		Launch further rewards and incentives linked to attendance in weekly assemblies	
		Learning mentor left and was re-deployed as a TA in the school. Her role has not been replaced.	
		Ed Psych service could not cope with additional demands placed upon it and therefore service was postponed by Kent.	
Total	£145,000		

*Quality First Teaching, which impacts on the progress of pupils, by employing additional practitioners in years R,1,2, 3,4,5 and 6. The impact of this ensures that the children have highly focused objective led learning, high demands of pupil involvement and engagement with their learning, high levels of interaction, an appropriate use of teacher questioning, modelling and explaining, an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups and a professional, skilled expectation that pupil will accept responsibility for their own learning and work independently.

What are the specific needs of the most disadvantaged children?

- Poor attendance
- Lack of wider world experiences
- Difficulties in communication- speech and language problems
- Lack of confidence to take risk within learning
- Lack of educational aspiration within the most disadvantaged children.

Barriers To Achievement 2017-2018

The main barriers to educational achievement that the disadvantaged children in our school face include the following possibilities:

- • Low income
- • Unsettled family arrangements
- • Inappropriate or inadequate housing
- • Emotional instability of family member(s)
- • Terminal illness or decreasing health of adults in the home
- • Children are young carers
- • Parents may not have had a successful or enjoyable education
- • Siblings may have had disrupted educational experiences
- • Safeguarding concerns
- • Attendance