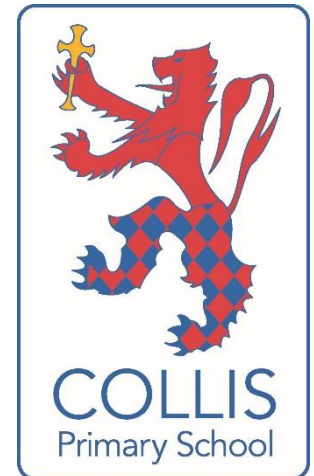


PUPIL PREMIUM IMPACT 2016 – 2017



'To value and inspire'

PUPIL PREMIUM IMPACT 2016 – 2017

This document shows the impact of our spending plan for the Pupil Premium Grant (PPG) for the 2016 – 2017 academic year.

We identified the key barriers to learning for our PPG funded children as:

- Social and emotional needs which affect pupils' learning;
- The number of pupils who are in receipt of the PPG and also on the SEN register for cognition and learning in a range of subject areas;
- Access to extra-curricular activities - educational experiences such as trips and music lessons;
- Parental engagement with school; supporting children's learning at home;
- Attendance and punctuality issues.

The needs of each individual are different and, therefore, support for the children is tailored accordingly. The spending plan was adjusted, as necessary during the course of the year, to meet the identified needs of eligible pupils. We aim to remove these barriers to learning through the development areas identified below. All priorities are vital in raising attainment for our pupils and are, therefore, not placed in order of importance.

Category	Priorities
A	To support pupils' social and emotional provision through access to appropriate interventions.
B	To improve attainment and progress in reading and writing for pupils entitled to the Pupil Premium.
C	To improve attainment and progress in maths for pupils entitled to the Pupil Premium.
D	To identify specific barriers to learning and social and emotional development for individual pupils and find ways of overcoming these barriers.
E	To provide financial support for trips, extra-curricular activities and other school costs and opportunities.

F	To work closely with families to improve attendance and punctuality. To develop parents' skills and knowledge for supporting children's progress.
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In 2016 – 2017, the Pupil Premium Grant was used to fund a range of interventions and activities for children which effectively supported pupils' progress and their social and emotional development. In addition to this, the wide range of enrichment activities enhanced and developed children's learning, social skills and self-esteem.

STRATEGY/PROVISION	AIMS AND EXPECTED OUTCOMES	PRIORITY FOCUS (See Pupil Premium Report)	COST	IMPACT
1:1 teaching to support progress and attainment of learners who are working below the level of their peers	To support the learning of children who are working below the level of their peers, focusing on the development of key skills in English and mathematics.	B, C	£6,452	All year groups: PPG children made at least expected progress with the majority exceeding progress expectations.
Teacher-led support to target key areas of learning such as spelling, phonics, or maths.	To improve progress and attainment of individuals and groups of children in English and mathematics through: • Writing groups • Comprehension activities • Maths groups • Phonics • Spelling groups	B, C	£12,120	All year groups: PPG children made at least expected progress with the majority exceeding progress expectations.
Teaching Assistant time in all year groups	To support groups and improve learning outcomes in a range of curriculum areas including: • Phonic intervention groups • 1:1 reading • Spelling groups	B, C	£27,000	All year groups: PPG children made at least expected progress with the majority exceeding progress expectations.

	• Handwriting and fine motor control development • Maths support • Speaking and listening activities • Reading comprehension groups • Read, Write Inc • English support groups			
Provision of breakfast for all pupils entitled to the Pupil Premium	Research from the Education Endowment Foundation shows that provision of a nutritious breakfast has positive effects on children's health, attainment and behaviour. Breakfast will be offered to all pupils entitled to the PPG from June 2017.	A, B, C	£4056.22	There has been a positive impact on the children. It has enabled children to be at school on time, ready to start learning at 8.50. It also has allowed them to focus and concentrate better during morning sessions.
Financial support for the Year 6 school journey, trips and visits.	To ensure all pupils have equal opportunities to attend visits and trips enabling them to develop social skills and experience a wide range of activities.	E	£1,910	All children thoroughly enjoyed school journey summer 2017.
Provision of free places for a range of extra-curricular clubs including: • Holiday clubs • Sports clubs • Art clubs • Language clubs • Theatre lessons • Horse riding – in school provision • Music lessons	To encourage participation of pupils in wider school life and experience a range of additional opportunities. These opportunities will increase pupil's confidence, self-esteem and enable them to develop a positive sense of self. We aim to ensure that: • All PPG pupils have access to free teacher led after school clubs;	E	£3,000 £4,901	Children enjoyed attending a range of extra-curricular clubs with their peers. Plan to continue next year with even more variety eg. Swimming. Also look at providing instruments for children wanting music lessons. Look into Holiday clubs as some places were not taken up.

See the termly club timetable for more details of our extensive extra-curricular provision.	The school funds free places at privately run clubs where appropriate and possible.			
Targeted play therapy for individuals and groups of children.	Play therapy is provided by an external specialist for vulnerable individuals with specific needs. The play therapy aims to: - Provide a safe, secure environment where children can express themselves through play; - Provide opportunities for children to explore their feelings and emotions; - Develop early skills such as fine motor control, social skills, negotiating and compromising.	A	£3,300	Feedback from the teachers is that the children who attended the sessions they could see an improvement in their behaviour at lunch and break times with a decrease in incidents as they became more able to deal with any difficulties that arose in the playground.
Read Write Inc	To develop phonic knowledge, reading skills and writing skills for 4 to 7 year olds who are learning to read and for 7 to 8 year olds needing to catch up.	B	£2,771	6/9 passed the phonics screening in year 1. Intervention will continue in Year 2.
Nurture groups –including ELSA trained member of staff	To support pupils' social and emotional development - Nurture groups – time to discuss concerns, feel safe and secure - Construction club – lunchtime provision for pupils who find the playground difficult - Craft club – lunchtime provision (as above) and an opportunity to talk in a safe environment	A	£2,416	Vulnerable children enjoy their lunch times and have opportunity to talk to someone in a safe and secure environment.

	• Fun friends – nurture provision for pupils in Reception			
Provision of touch typing lessons	To teach children the valuable skill of touch typing. Touch typing is known to benefit reading, spelling, comprehension and vocabulary. It also supports the needs of children who find handwriting difficult.	B	£540	Children have become more competent at typing and are using it more often and confidently within the classroom.
Provision of places in Forest School club.	To provide opportunities for children to achieve and develop confidence, resilience, independence and self-esteem through hands-on learning in our nature area.	E	£2190	Children thoroughly enjoy this club and teachers have noted a development in confidence, self-esteem and independence.
Training for staff who are supporting PPG learners with specific difficulties.	Training courses and consultation sessions for staff as required. For example: • Educational Psychologist support • Specialist training courses e.g. dyslexia, Down's Syndrome • Occupational health advice	D	£115	Staff are more confident working with children with specific difficulties.
Funding staff release for planning meetings	Pupils not making expected progress are identified termly. Appropriate interventions and provision are identified through Pupil Progress meetings and Individual Support Plan meetings.	D	£1,000	Class teachers attend termly pupil progress meetings and this provides a time to identify needs for individuals. This information is fed into planned interventions.
Working with families to improve attendance and punctuality	Supporting families through meetings with staff members, senior leaders and the Education Welfare Officer to identify ways of supporting families.	F	/	Attendance has improved for individuals with EWO involvement
Kip McGrath	1:1 tuition for vulnerable children	B	£1,780	Children have made positive progress - see below.

Speech and Language Therapy	Tailored support for individuals.	B	£666 £240	Children have benefitted and this will continue next year.
Occupational therapy	Tailored support for individuals.		£800	Children have benefitted and this will continue next year.
		TOTAL	£75257	
		BUDGET RECEIVED	£75,602	

PROGRESS OF CHILDREN ENTITLED TO THE PUPIL PREMIUM (Years 1 – 5 2017)

Overall pupils in Years 1 – 6 made positive progress in reading, writing and maths.

Children in Years 1 – 5 were assessed using a system of 'steps' based on the Target Tracker assessment scheme. Expected progress from July 2016 to July 2017 is 5 steps. The table below shows the progress of children from July 2016 to July 2017 (Years 2 – 6). In Year One, progress was measured from Autumn (2) to Summer (2).

Progress of pupils entitled to the Pupil Premium from July 2016 – July 2017						
	Number of pupils entitled to PPG	READING	WRITING	MATHS	Average of subjects (Pupil Premium)	Average of subjects (All pupils)
Year One	9	5.3	5.2	5.1	5.2	5.2
Year Two	11	7.3	6.8	6.7	6.9	6.7
Year Three	5	5.2	5.2	5.2	5.2	5.8
Year Four	9	4.5	3.5	5.1	4.4	5.9
Year Five	6	6.2	5.0	5.6	5.6	6.2

See below for progress of Year 6 pupils.

The table shows that the majority of year groups exceeded expected progress. In Year 4, progress of this group was lower (in reading and writing) due to the high number of pupils with SEND in this group. With the exception of Year 4, progress of pupils entitled to the Pupil Premium was in line with progress for 'all' pupils demonstrating the positive impact of the Pupil Premium

ATTAINMENT OF CHILDREN ENTITLED TO THE PUPIL PREMIUM (Years 1 – 5 2017)

The chart below shows the percentage of pupils entitled to the Pupil Premium who achieved the nationally expected standard in July 2017. 27% of these pupils were identified with special needs and 25% spoke English as an additional language.

Percentage of pupils entitled to the Pupil Premium at the expected standard– JULY 2017			
	READING	WRITING	MATHS
RECEPTION (EYFS Profile)	60%	60%	60%
YEAR ONE	55%	44%	66%
YEAR TWO (SATs Results)	45%	36%	45%
YEAR THREE	40%	20%	40%
YEAR FOUR	22%	22%	22%
YEAR FIVE	68%	34%	34%
YEAR SIX (SATs Results)	70%	80%	40%

Attainment of this group was below the attainment of ‘all pupils’. This is due to the profile of this group. Attainment of Pupil Premium children in Yr 4 is particularly low due to the high number of pupils with SEND.

Raising attainment of pupils entitled to the Pupil Premium is a school priority and we continue to explore ways of enhancing provision for these pupils.

EYFS PROFILE

Percentage of Pupils entitled to Pupil Premium attaining the expected standard				
	COLLIS Pupil Premium	NATIONAL Pupil Premium	COLLIS All Pupils	NATIONAL All Pupils
Good Level of Development	50%	45%	87%	71%
Reading	60%	/	90%	77%
Writing	60%	/	89%	73%

Maths	60%	/	93%	12%
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10 pupils were entitled to the Pupil Premium in Reception. Five of these pupils (50%) attained a Good Level of Development. Performance of these children was below national and school results for all children but was slightly above the national average for disadvantaged children.

YEAR ONE PHONIC SCREENING

Percentage of Pupils entitled to Pupil Premium attaining the expected standard				
	COLLIS Pupil Premium	NATIONAL Pupil Premium	COLLIS All Pupils	NATIONAL All Pupils
Phonic Screening	67%	70%	88%	81%

9 pupils were entitled to the Pupil Premium in Year One. Six of these children (67%) met the expected standard in the statutory Phonic Screening test. This is below the national average for all pupils but is in line with the national average for disadvantaged children (70%).

YEAR TWO SATS

Percentage of Pupils entitled to Pupil Premium attaining the expected standard				
	COLLIS Pupil Premium	NATIONAL Pupil Premium	COLLIS All Pupils	NATIONAL All Pupils
Reading, Writing, Maths	40%	47%	69%	64%
Reading	45%	/	80%	76%
Writing	36%	/	73%	68%
Maths	45%	/	83%	75%

10 pupils were entitled to the Pupil Premium in Year Two. Four of the ten children (40%) attained the expected standard in Reading, Writing and Maths combined. Performance of these children was below national and school results for all pupils and was slightly below the national average for disadvantaged children nationally in Reading, Writing and Maths combined (47%).

YEAR SIX SATS

Percentage of Pupils entitled to Pupil Premium attaining the expected standard				
	COLLIS Pupil Premium	NATIONAL Pupil Premium	COLLIS All Pupils	NATIONAL All Pupils
Reading, Writing, Maths	40%	60%	81%	61%
Reading	70%	/	91%	71%
Writing	80%	/	88%	76%
Maths	40%	/	91%	75%

10 pupils were entitled to the Pupil Premium in Year Six. Four of the pupils attained the expected standard in reading, writing and maths. With the exception of one child, all children attained the expected standards in one or more subjects. Fewer children attained the expected standard in maths.

40% of the pupils attained the expected standard in Reading, Writing and Maths combined. This is below the national average for disadvantaged children (60%).

PROGRESS FROM END OF KS1 TO END OF KS2 FOR CHILDREN ENTITLED TO THE PUPIL PREMIUM (Year 6 2016)

PROGRESS SCORE – FROM KS1						
	All Pupils			Disadvantaged Pupils		
	READING	WRITING	MATHS	READING	WRITING	MATHS
COLLIS 2017	4.3	1.0	2.8	3.8	3.2	-3.4
COLLIS 2016	4.1	-1.5	1.2	3.3.	-0.2	-4.39

RICHMOND	2.3	0.2	1.8	/	/	/
NATIONAL	0	0	0	0	0	0

The national average progress score is zero. In reading and writing, progress of pupils entitled to the Pupil Premium was very pleasing and was well above the national average. Progress was not as strong in maths. All progress scores are above last year's scores.

For more information about the way the Pupil Premium is used at Collis Primary School, please see the *Pupil Premium Spending* document