



Whitmore Primary School and Nursery Pupil Premium Grant Report

Pupil Premium Grant Funding

The Pupil Premium Grant is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is a grant which is allocated to schools based on the number of children entitled to free school meals, children who are looked after and service family children.

At Whitmore Primary School and Nursery we believe that teaching and learning opportunities must meet the needs of all the pupils to ensure we provide the very highest standards of education for every child. It is also our belief that we want to provide children with opportunities they may not always have, particularly for those children who may be socially disadvantaged. We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals therefore we endeavour to fund support for any pupil or groups of pupils the school has identified as being socially disadvantaged.

How are schools held accountable?

However the Pupil Premium is spent, what is clear is that the benefits must be quantifiable. New measures have been included to capture the achievement of Pupil Premium pupils in the performance tables. Schools will also be expected to publish online details of their Pupil Premium allocation and their planned spend for the year ahead. They will also have to publish a statement for the previous year confirming Pupil Premium allocation, spend and the impact this had.

The Ofsted inspection framework will have a particular emphasis on how well gaps are narrowing both within the school and in comparison to national trends with specific reference to children eligible for the Pupil Premium. Schools need to know that, in assessing their performance Ofsted will be looking forensically at how well their Pupil Premium pupils do.

| Number of Pupils & Pupil Premium Grant (PPG) received | | | |
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| Total number on role | 557 | | |
| Total number of pupils eligible for Pupil Premium Grant | 181 | | |
| Amount Pupil Premium Grant received per pupil | £1320 | | |
| Total amount of Pupil Premium Grant received | £238,920 | | |
| Objectives of spending Pupil Premium: | | | |
| <ul style="list-style-type: none"> that the gaps between Pupil Premium children and their peers are closing in reading, writing and maths across the school for progress and attainment that KS1 phonics tests in Y1 and retakes in Y2 are improved from the previous year's results that end of KS1 results are improved from the previous year's results for reading, writing and maths that end of KS2 results are improved from the previous year's results for reading, writing and maths that attendance for all pupils is in line with the National Average | | | |
| Record of Pupil Premium Grant spending by item/project 2016-2017 | | | |
| Item/Project | Cost | Objectives | Outcomes |
| Attendance and Admissions officer | £20,202 | Attendance and punctuality improves Parental support increases | <i>Overall attendance for 2016/17 attendance was 95.1% compared to 2015/16 which was 96.3%.</i> |

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| <p>This member of staff works closely with parents and vulnerable children throughout the school. Supporting the involvement of parents in their child's learning and engagement within the school.</p> | | <p>Raised aspirations</p> | <p><i>PP children's attendance for 2016/17 was 93.7% compared to 2015/16 when it was 94.7%</i> <i>Improvements in attendance through incentives such as badges and non uniform days improved 100% - 144 children achieved 100% for the year compared to 153 the previous year. There were 107 holiday requests last year that were not authorised. This number was 61 in 2015/16. This has had a huge impact on our overall attendance figure as no holidays are authorised.</i></p> |
| <p>Support staff to support with social and emotional development</p> <p>2 SEN LSAs who have experience of children with social, emotional and behavioural difficulties.</p> | <p>£21,241</p> | <p>Children are more settled and class therefore raising attainment and progress. Children's social and emotional well-being improves. Children's learning behaviour improves.</p> | <p><i>Behaviour incidents reduced from 14 children being excluded for a fixed period in the Autumn term to 5 children by July 2017.</i> <i>Pupil surveys show that 76% of children say that adults deal with inappropriate behaviour and 68% of children say behaviour is good in class. In 2015/16 there were only 48% of children who thought that poor behaviour was dealt with and 52% of children thought behaviour was good in class.</i></p> |
| <p>LSA support in Y6 afternoons</p> <p>LSAs run intervention groups with individuals and small groups to accelerate learning and close gaps in knowledge.</p> | <p>£7,227</p> | <p>Attainment and progress improves in reading, writing and maths - SATs Gaps are diminished</p> | <p><i>In school data for PP, Non PP and All children in the Autumn term</i> <i>Reading:</i> <i>All – 43% / PP -37% / Non PP -52%</i> <i>Writing:</i> <i>All – 25% / PP – 20% / Non PP – 32%</i></p> |
| <p>Additional Teacher in Y6 mornings only.</p> <p>Children able to be taught in smaller groups, enhanced targeted teaching.</p> | <p>£21,533</p> | <p>Attainment and progress improves in reading, writing and maths - SATs Gaps are diminished</p> | <p><i>Maths:</i> <i>All – 27% / PP – 23% / Non PP – 32%</i> <i>SAT data:</i> <i>Reading:</i> <i>All – 46% / PP – 37% / Non PP -58%</i></p> |
| <p>Easter & Saturday School</p> <p>3 members of staff who will tutor small groups of children to accelerate progress and improve attainment.</p> | <p>£3,825</p> | <p>Attainment and progress improves in reading, writing and maths - SATs Gaps are diminished</p> | <p><i>Writing:</i> <i>All – 44%/ PP – 37% / Non PP -58%</i> <i>Maths:</i> <i>All – 34% / PP -31%/ Non PP-38%</i></p> |
| <p>Additional staff for PP reading and Y6 booster in the afternoons.</p> <p>1 LSA who works with PP children across the school – reading. 1 LSA working with children in Y6.</p> | <p>£14,470</p> | <p>Attainment and progress improves in reading, writing and maths - SATs Gaps are diminished</p> | <p><i>Gap data: PP and Non PP</i> <i>Reading:</i> <i>Autumn term 15% / SAT 21% increase of 6%</i> <i>Writing:</i> <i>Autumn term 12% /SAT 21% increase of 9%</i> <i>Maths:</i> <i>Autumn term 9% / SAT 7% decrease of 2%</i></p> |

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| | | | Gaps have not decreased for reading and writing but have for maths. |
| Counsellor Works with children and their families to provide professional support and guidance | £13,200 | Children's social and emotional well-being are improved. Support for vulnerable families to develop skills. | <i>There are 12 children who the councillor works with. Out of those 12 children, all of them have improved their behaviour both in and out of the classroom. In the Autumn term 9 children had been given a fixed term exclusion compared to July when only 2 of them had been given a fixed term exclusion.</i> |
| 2 x Additional MDAs To support behaviour and well-being during lunchtime | £4,464 | Improved behaviour at lunchtime, children settled quickly after lunch. Issues are addressed and dealt with swiftly. | <i>There were 124 sanctions given across the school in September 2016. In July this was reduced to 46. In the pupil surveys 48% of the children said the behaviour was good at lunchtime compared to 23% the previous year.</i> |
| Additional leadership Additional Assistant Head who is responsible for Inclusion, SEND pupils and CP/Safeguarding lead. | £54,981 | Early identification and support given to vulnerable pupils whether CP or SEND. Improved outcomes for children both academically and socially and emotionally. | <i>There are currently 6 CP cases, 5 on CIN plans and 5 working with family solutions. Referrals are acted on swiftly – the same day- and are often dealt with quickly, in some cases social workers have contacted within 48 hours. There are support plans for parents put in place where school and social care work closely together. 4 EHCP referrals were made last year, there are currently 70 children on the school's SEN list – 17 high need, 41 ASI and 12 children have EHCPs. All EHCPs that have been applied for have been granted – the majority of children have been given a high amount/ hours that reflects the school's growing number of high needs pupils.</i> |
| Behaviour support Behaviour support consultant who works with staff and children to improve extreme behaviour. | £23,430 | Behaviour and Learning behaviour improves. Staff more confident and able to deal with extreme behaviour effectively. Academic outcomes improved. | <i>Behaviour incidents reduced from 14 children being excluded for a fixed period in the Autumn term to 5 children by July 2017. Pupil surveys show that 76% of children say that adults deal with inappropriate behaviour and 68% of children say behaviour is good in class. In 2015/16 there were only 48% of children who thought that poor behaviour was dealt with and 52% of children thought behaviour was good in class.</i> |

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| <p>Enrichment for outdoor learning opportunities Y5 and small groups in Y4- Barry Howard Further develops and enriches children's experiences of the outdoor world and improved geographical skills.</p> | <p>£8,170</p> | <p>Team work, confidence and self-esteem skills are improved. Geography skills are improved. Attitudes to learning improved. Increased positive outcomes to learning in subjects other than English and maths.</p> | <p><i>Pupil survey showed that 82% of the pupils felt their self-esteem skills had improved and they felt more confident to have a go at things even when they might be difficult. This has been reflected in their increased positive approach to learning. Incidents of poor behaviour resulting in exclusion reduced from 7 children to 3 children.</i></p> |
| <p>Breakfast club</p> | <p>£24,000</p> | <p>Children in school on time everyday – attendance improves. Children start the day having had breakfast – more ready to learn. Improved outcomes for pupils.</p> | <p><i>Attendance for the year was ...% which is close to the national figure of 96%. Attendance rewards are supporting good attendance. The low cost of breakfast club- 30p daily- means that it has a high take up – 150 children average daily. Children are in classrooms on time ready to start learning.</i></p> |
| <p>Training and advisors to support quality first teaching. Teachers attending training courses. Advisors working with teachers in different capacities e.g. leadership, improving teaching scheme.</p> | <p>£10,000</p> | <p>Improved teaching skills leading to improved outcomes for pupils across the school. End of year data stronger than previous years. EYFS, Phonics, Y2 & Y6 SATs improved from previous year. Greater percentage of Good or better teaching.</p> | <p><i>Teaching profile in the school has improved, there are more teachers that are good or better than at the beginning of the year. 48% Autumn Term 2016 63% Summer term 2017</i></p> |
| <p>Resources and Equipment Assessment materials for every year group to support assessment in new banding system.</p> | <p>£8,000</p> | <p>Improved understanding across core subjects across the school. Improved progress and attainment. Improved understanding of assessment and improved test technique for children leading to improved results in tests.</p> | <p><i>Greater access to practical resources for manths and high quality texts to read has further developed children's understanding. Reading standards across the school: Y1 – 62% 2016/ 68% 2017 Y2 – 61% 2016 / 63% 2017 Y3 – 55% 2016 / 45% 2017 Y4 – 52% 2016/ 47% 2017 Y5 -45% 2016/ 53% 2017 Y6 – 38% 2016 / 46% 2017 Maths standards across the school: Y1-62% 2016/ 66% 2017 Y2 -61% 2016/ 56% 2017 Y3 – 44% 2016/ 45% 2017 Y4 – 41% 2016/ 47% 2017 Y5 – 45% 2016/ 53% 2017 Y6 – 53% 2016 / 34% 2017 In reading all year groups raised standards with the exception of Y3 & 4. In maths all year groups raised standards with the exception of Y6.</i></p> |

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| Support for school trips and visitors. | £1,500 | Broadening life experiences and raised aspirations, improved social independence skills and putting learning into context leading to better understanding and engagement. | <i>During 2016/17 the school supported trips for Year 1& 2 to Colchester castle. Year 3&4 to Tropical wings, 1 class visit to Asheldon and the Y6 residential to Liddington. We also had visits to the school for drama activities such as Pirate day in Ks1 and Stone Age day in Y3&4.</i> |
| Od Hoc funding e.g. uniform, equipment, school meals, additional tuition to close the gaps | £2,677 | Vulnerable families supported by school, children's self -esteem raised. Improved attendance and attainment. | <i>During the year we have given some families free school meals, uniform and paid for breakfast club for them. We have also supported families with trips including the residential trip in Y6.</i> |
| TOTAL | £238,920 | | |