

Grange Farm Primary School

Pupil Premium Report – Autumn 2017



Introduction and Philosophy

In the 2016/17 financial year, 8 children in school were eligible for the Pupil Premium (2% of the school population). In the 2017/18 financial year, 12 of the 361 children in school were eligible for Pupil Premium which was an increase to 3% of the school population but this remains significantly below the national average.

Having a very small amount of children eligible for the Pupil Premium means that we look at each individually in terms of the support that we allocate to them and we have to be mindful of confidentiality when we report on this.

We use national research and analysis (e.g. the work of the Sutton Trust and the National Educational Trust) as well as our own internal analysis to determine the most effective use of these funds.

We are conscious that the Pupil Premium is intended to improve achievement of eligible pupils in English and Maths and, as such, we aim to ensure that the funding is used to improve these academic outcomes. However, in order for this to happen the conditions for learning (particularly those associated around self-esteem) need to be secure. Therefore, some of the Pupil Premium could be spent on more holistic interventions and strategies to ensure the development of the “whole child”.

Pupil Premium funding is intended to support those whose eligibility attracts it. However, some interventions and strategies have a positive effect that inevitably impacts on other children as we seek to support eligible pupils without excluding or isolating them by default. Furthermore, there are pupils in our school who are not eligible for the Pupil Premium but whose circumstances require support in ways that might be expected of someone who is eligible. In these instances, where appropriate (e.g. forming an intervention group around an eligible pupil), it makes sense to also support such pupils with similar needs.

The Previous Academic Year – September 2016 to July 2017

What was the school's pupil premium grant?

The school's Pupil Premium grant for the last academic year was £13098. Funding actually follows the financial year cycle which is different from the academic year cycle but we allocate proportions of each financial year's funding to the academic year cycle as this is easier to monitor and evaluate in terms of impact on attainment and progress.

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What were the main barriers to educational achievement faced by eligible pupils at the school?

This is often highly personalised to the pupils in question with trends difficult to identify within such a small group. However, some common themes in the last year included:

- Low baselines on entry
- Social/Emotional challenges
- Less potential to be supported in extra-curricular activities (certainly relative to other pupils in school)
- Other contributory factors (e.g. SEND)

How was the Pupil Premium be spent to address these barriers?

Pupil Premium funding was allocated to support pupils on two levels:

Personalised interventions including -

- 1:1 specific Reading, Writing and Maths interventions (e.g. Toe by Toe, Precision teaching, Pre-teaching, Inference / Deduction support, More Able Challenge tasks)
- Supporting children in taking part in extra-curricular activities that they would otherwise be unable to afford
- Development of a homework club

Generalised interventions including –

- Social/Emotional group interventions (e.g. Learning Mentor, Eco-Squad, Lunchtime clubs)
- Aspirational More Able Groups (aspiring to attain greater depth)
- Personalised Learning Continuing Professional Development for all staff

An appendix to the Pupil Premium report, shared with governors, details the amount spent on individual intervention and support strategies. Giving details of the breakdown of this is not possible in the publically available report as it can identify support given to individual pupils. However, spending over 2016/17 has been broken down into the following elements:

Direct Academic Intervention / Support	Focussed TA and teacher support	£1962 – 15%
Conditions for Learning Interventions / Support	Learning Mentor / Counsellor Support	£11136 – 85%

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How did we measure the impact the Pupil Premium makes?

We will use three main strategies:

- Analysis of pupil achievement data in Reading, Writing and Maths
- Case study discussions of each child, taking into account their development across the curriculum and also their social, moral, spiritual and cultural development
- Pupil interviews by governors, ascertaining the views of children eligible for the Pupil Premium and comparing them with those who are not

What do we know about the effectiveness of Pupil Premium strategy in 2016/17?

There were no children in Year 6 in the summer of 2017 who were eligible for Pupil Premium.

Across the rest of the school, group sizes are small which make generalisations difficult and potentially misleading. However, internal data suggests that children eligible for Pupil Premium in other year groups were as likely as their peers to be making expected progress and to be reaching expected levels of attainment in Reading, Writing and Maths. At times during the year, they were less likely to be making accelerated progress than their peers but this improved during the year, indicating that there was a positive impact being seen as a result of strategies being funded by the Pupil Premium.

Attendance of Pupil Premium children was in-line with the school in general in a very large majority of cases and case studies indicate effective social/emotional and practical support as required throughout the year.

The Current Academic Year – September 2017 to July 2018

What is the school's Pupil Premium grant?

The school projection for the grant for the 2017/18 academic year is £18040 which is based on known eligible pupils from the 2017/18 and 2018/19 financial years. Funding is allocated by financial year but we proportion this into academic years to make monitoring and evaluation of the impact of spending easier.

12 children (3% of the school population) were eligible in the 2016/17 financial year with 18 projected to be eligible for the 2017/18 financial year (4% of the school population). The school

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population is growing but the proportion of children eligible for Pupil Premium has increased at a faster rate over the last three years.

What were the main barriers to educational achievement faced by eligible pupils at the school?

Despite increasing numbers, the proportion of children eligible for Pupil Premium remains very low compared to national averages and, as such, we have to be careful in reporting on trends for such a small group.

However, common themes within the group include (similarly to previous years):

- Low baselines on entry
- Social/Emotional challenges
- Less potential to be supported in extra-curricular activities (certainly relative to other pupils in school)
- Other contributory factors (e.g. SEND)

What plans are in place to spend Pupil Premium in 2017/18?

- Focussed TA and teacher intervention for specific pupils (e.g. Toe by Toe, Precision teaching, Pre-teaching, Inference / Deduction support, More Able Challenge tasks)
- Contribution to additional opportunities in clubs and extra-curricular activities (e.g. Homework club and Forest School)
- Contribution to Social/Emotional Intervention Strategies (Learning Mentor / Counsellor)
- Contribution to peer to peer Continuing Professional Development work (releasing teachers for peer to peer paired observation and team-teaching)

When and how will we next review our Pupil Premium strategy?

- Reviewing the effectiveness of the use of our Pupil Premium funding is integral to our Monitoring and Evaluation cycle.
- Each term we will report to a named Pupil Premium governor on the progress of each child who is eligible across school. A summary of this will then be shared with the governing body, taking care not to breach confidentiality given the small numbers of children in the school who are eligible.
- This report will be reviewed each term and updated on the website.