



# Proposed Use of Pupil Premium: 2017 – 2018

## Pupil Premium Background

Pupil premium grant (PPG) is a fund that was introduced under the last government. It is aimed at raising attainment for children classed as ‘disadvantaged’. It is a direct result of disadvantaged children traditionally underachieving when compared with other groups of children. The aim of the grant is to try and accelerate the progress, and, therefore, the attainment of these disadvantaged pupils so that their performance moves in line with other pupils. This is known as ‘diminishing the difference’ and the government are committed to this to help improve the life chances of children from underprivileged backgrounds. This under-achievement occurs both nationally and within schools.

The grant is currently paid to schools for two groups of children: those who have been registered on the FSM register within the last six years (‘Ever 6’); and children who have been in local authority care for one day or more.

## Funding Allocation

In the 2017 to 2018 financial year schools will receive £1,320 for each pupil in reception to year 6 who was registered as eligible for free school meals any point in the last 6 years. Schools will also receive £1,900 for each pupil who has left local authority care: they have now been adopted; there is a special guardianship order; there is a child arrangements order; or there is a residence order.

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn’t go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

If children who attract the funding leave within the academic year, the percentage of the fund remaining goes with them. In real terms this means there are potential ‘claw backs’ on school budgets so that the ‘receiving’ school is properly remunerated for the education of the child. Obviously, this can mean in year increases or, indeed, decreases in school budgets, which schools will have already committed to spending. For schools with high levels of mobility, i.e. Beavers, there could significant budget implications over the course of a school year.

Beavers Community Primary School’s current allocation stands at £265,900.00. This amount is subject to change for the reason outlined above.

## Summary of Planned Pupil Premium Expenditure

<b>Planned Expenditure</b>	<b>Cost</b>
<i>Staffing to accelerate progress and raise the attainment of disadvantaged pupils</i>	£83,192
<i>Interventions targeting disadvantaged pupils</i>	£119,326
<i>Community/parental initiatives targeting disadvantaged pupils</i>	£63,382
<b>Total planned expenditure</b>	<b>£265,900</b>

## Staffing to Accelerate Progress and Raise Attainment of Disadvantaged Pupils

Action	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
<b>Additional part-time Y6 teacher</b>	Enables small group teaching in maths and English, which allows disadvantaged pupils to make accelerated progress and therefore close the attainment gap. Vindication is evident in the success of this approach for disadvantaged pupils over the past 4 years.	Y6	£22,306	End of KS2 targets in reading, writing, grammar and maths are met. Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.	Year group meetings. Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Additional part-time Y2 teacher</b>	Enables small group teaching in maths and English, which allows disadvantaged pupils to make accelerated progress. Vindication is evident in the success of this approach for disadvantaged pupils over the past 4 years.	Y2	£22,306	End of KS2 targets in reading, writing, grammar and maths are met. Insignificant gap between PPG pupils when compared with their peers within the school and PPG pupils nationally.	Year group meetings. Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Additional EAL support</b>	In an increasing overall school population there are 66% EAL pupils (an increase of 3% over the past 4 years). Many of these pupils attract pupil premium funding. There is a need to raise their basic standard of English so that the progress and attainment in maths and English is accelerated.	Y2 → Y6	£22,354	Disadvantaged EAL pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally.	Inclusion meetings. Pupil progress meetings. Transitional matrices. EAL leader tracking data. Feedback to governors through HT termly report to governors.
<b>Cover for pupil progress meetings</b>	Ensure quality pupil progress meetings can occur ½ termly. Allows in depth professional discussion between SLT and class teachers about disadvantaged pupils and the progress they are making. Ensures disadvantaged pupils are appropriately placed in intervention groups, which can also be monitored.	YR → Y6	£4,600	Disadvantaged pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally. Disadvantaged pupils are placed in the appropriate intervention groups.	Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors. Intervention groups. Book scrutiny.
<b>Additional SEND release time</b>	Ensure the needs of disadvantaged SEND pupils are promptly addressed.	YN → Y6	£11,626	Disadvantaged SEND pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally.	Inclusion meetings. Pupil progress meetings. School data. Feedback to governors through HT termly report to governors.
<b>Planned expenditure on staffing to accelerate progress and raise the attainment of disadvantaged pupils</b>					<b>£83,192</b>

## Interventions Targeting Disadvantaged Pupils

Action	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
<b>After school small group tuition</b>	Small group teaching ensures rapid progress in addressing specific gaps in learning. Disadvantaged pupils are given priority access to this intervention.	Y6	£5,000	Disadvantaged Y6 pupils make good or better progress. End of KS2 targets are met. Insignificant attainment gap between PPG pupils at end of KS2 when compared with peers both within the school and nationally.	Pupil progress meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Speech and Language interventions</b>	To improve speaking & listening skills in EYFS, KS1 & with identified KS2 disadvantaged pupils. This will enable the access the whole curriculum more effectively.	YN → Y6	£25,254	Identified pupils are able to articulate more clearly and make accelerated progress across the curriculum.	Inclusion meetings. Pupil progress meetings. Feedback to governors through HT termly report to governors.
<b>Nurture group</b>	To provide nurture for pupils vulnerable to exclusion so that they are able to be reintegrated to the school and access the curriculum more effectively.	KS1	£7,890	Pupils successfully reintegrated back into class.	Inclusion meetings. Meetings with outside agencies. HT report to governors.
<b>EAL interventions in YN, YR and Y1</b>	In an increasing overall school population there are 66% EAL pupils (an increase of 3% over the past 4 years). Many of these pupils attract pupil premium funding. There is a need to raise their basic standard of English so that the progress and attainment in maths and English is accelerated.	YN → Y1	£13,520	Disadvantaged EAL pupils make accelerated progress relative to their time of joining the school so that there is an insignificant attainment gap when compared with their peers within the school and nationally.	Inclusions meetings. Pupil progress meetings. Transitional matrices. EAL leader tracking data. Feedback to governors through HT termly report to governors.
<b>Y1 focussed afternoon interventions</b>	Small group interventions enable disadvantaged children to make accelerated progress in closing the gap and therefore achieve their targets in reading, writing, grammar & maths.	Y1	£11,477	Disadvantaged children achieve their targets in reading, writing, grammar & maths and there is an insignificant attainment gap when compared with their peers within the school and PPG children nationally.	Pupil progress meetings. Inclusion meetings. Transitional matrices. Feedback to governors through HT termly report to governors.
<b>Y2 focussed afternoon interventions</b>		Y2	£11,477		
<b>Y3, Y4 &amp; Y5 focussed afternoon interventions</b>		Y3 → Y5	£33,231		
<b>Y6 focussed afternoon interventions</b>		Y6	£11,477		
<b>Planned expenditure on interventions targeting disadvantaged pupils</b>					<b>£119,326</b>

## Community/Parental Initiatives Targeting Disadvantaged Pupils

Activity	Rationale	Target Pupils	Cost	Success Criteria	Monitoring & Evaluation
<b>Additional EWO support</b>	Due to the size of the school, the provision provided by the LA is not ample to ensure that attendance and punctuality is effectively followed up. Having children in school is central to them making good or better progress. Disadvantaged children have historically been some of the school's poorest attendees.	YN → Y6	£6,000	2015-16 school attendance figure is 96%+	School monitoring data. LA data on school. Raiseonline. HT report to governors.
<b>Community Cohesion</b>	The school sits in an area of high deprivation and this has an impact on many aspects of school life. To help ensure disadvantaged children are integrated fully into school life, and to help them accelerate their progress across the curriculum, the school has committed to providing extra community support.	YN → Y6	£36,823	Children and families from disadvantaged backgrounds have priority to and access: <ul style="list-style-type: none"> <li>• Enrichment programmes</li> <li>• After school clubs</li> <li>• Target family groups</li> <li>• Workshops with parents targeting underperforming groups</li> <li>• Food banks</li> <li>• Trusted point of contact at the school</li> </ul>	School progress data. Improved attendance. Register of clubs/workshops/activities. End of KS1 & KS2 assessments. HT report to governors.
<b>Welfare Liaison Officer</b>	Due to the historical poor attendance of some disadvantaged pupils there is a need to work with families & EWO to ensure that attendance improves to 95% for previously poor attenders.	YN → Y6	£7,349	2015-16 school attendance figure is 96%+	School monitoring data. ASP (Analyse School Performance) Inclusion meetings. HT report to governors.
<b>Family workshops</b>	Some disadvantaged pupils come from families with poor literacy and numeracy skills. There is a need to work with these families so that the children can receive more support in their learning beyond the school day.	YN → YR (Y1)	£3,490	EYFS data demonstrates that gap has closed between PPG pupils and non-PPG pupils, based on initial baseline assessment.	Analysed EYFS data. EYFS team meetings. LA & School data. HT report to governors.
<b>Cued articulation training and workshops</b>	Children from disadvantaged backgrounds are often behind their peers on entry to school. This means there is a need to enable parents to support their children in phonics acquisition.	YN → Y1 (Y2 and Y3)	£820	Children receive support at home. KS1 phonics targets are met.	Parents' evening. Pupil progress meetings. School progress data. Feedback to governors.
<b>Play leaders during lunchtimes</b>	Some children have poor quality life experiences/exposure to other activities outside of school. There is a need ensure these disadvantaged children enjoy an enriched lunchtime experience & return to afternoon class ready for learning.		£8,900	Lunchtime play is a positive experience for pupils Fewer lunchtime incidents requiring follow-up by SLT	Lunchtime incident books. Class behaviour logs.
<b>Planned expenditure on community/parental initiatives targeting disadvantaged pupils</b>					<b>£63,382</b>