

Lipson Vale Primary School receives a Pupil Premium Grant for each child who is entitled to free school meals (FSM) or who have been entitled over the last six years (Ever 6 FSM). The level of premium was set at £1320 per pupil in 2015-16. In addition to this a service premium is available for children whose parents are currently serving in the armed forces. This premium was set at £300 for 2015-16. Furthermore, an additional premium for LAC (Looked After Children) was available during 2015-16, known as Pupil Premium Plus, which is based on a needs basis, to be drawn down from the LA. The amount available was £1900 per pupil, which schools apply to the LA to access.

The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time

The strategy for where to target the spending of Pupil Premium is based on evidence from the Sutton Trust and the Educational Endowment Fund Toolkit, which reflects the latest research findings showing impact and value for money of a range of interventions and services used by schools nationally. Recent surveys highlight the fact that there is a strong correlation between low family income and poor educational outcomes. We believe that all children, irrespective of their personal circumstances, can and should succeed, and that this can be achieved through having high expectations, by being relentless in pursuing educational goals, and by ensuring that pupils are supported in both their academic work but also in their emotional development. The Pupil Premium helps us to achieve these goals and ensures that no child at Lipson Vale is disadvantaged.

Provision

The types of provision the Governors have considered include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher or HLTA (Higher Lever Teaching Assistant) focussed on overcoming gaps in learning
- 1:1 support
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Supporting the development of all pupils' emotional intelligences and their readiness to learn
- The purchasing of specialised resources for individuals and groups of pupils as recommended by specific agencies

Governors are committed to:

- Ensuring that the children who qualify for the additional premium are identified and their progress closely monitored
- Ensuring access to skilled staff to help develop academic, emotional and social skills
- Ensuring access to and maintenance of the school's Parent Support Advisor to give advice and guidance

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in Literacy and Numeracy. This may also involve emotional and social support and intervention.

Pupil premium resources may also be used to target able children on FSM to achieve L3 at the end of KS1 or L5 at the end of KS2

The Pupil Premium Grant (PPG) Allocation for 2015-16 was £181,260

The Governors targeted the PPG to.

- a) Support pupils with additional targeted phonics, reading and writing.
- b) To purchase additional resources to ensure that key objectives were met.
- c) The running of a breakfast club to support vulnerable children.
- d) Purchase IT equipment for use across the school.
- e) Provide HLTA support
- f) To provide support for children of service families (in addition to the above, a lead on HMS Heroes group and liaison with service families, membership of HMS Heroes and resources for the support of emotional and social intelligence)
- g) Subsidise school trips and residential

The impact of the PPG for 2015-16 was:

- a) Targeted pupils have made better progress in phonics, reading and writing (see data analysis for disadvantaged pupils below).
- b) Families benefiting from advice and support from PSA
- c) IT resources have improved access to the curriculum.
- d) Children have been invited to attend Breakfast Club and have had a guarantee of a breakfast/ preparation time each morning, avoiding lateness/ absenteeism, and have consequently improved attendance.
- e) 1:1 support has enabled off track pupils to close the gap and attain in line with expectations.
- f) Improved levels of confidence and self esteem because of support received through THRIVE.

The following data has been taken from the School Data Dashboard

<http://dashboard.ofsted.gov.uk/dash.php?urn=113298>

The DFE have termed Pupil Premium Grant entitled children as 'disadvantaged' for the purposes of data analysis. The intention of the PPG is to close the gap between the progress and attainment of pupils in receipt of the grant compared to those who do not, who historically achieve better. As a school we use the grant to support a variety of initiatives aimed at improving disadvantaged pupils' outcomes, be this emotional intelligences and self esteem or academic achievement. The data below shows the positive impact of these actions.

Key Stage 2 2015 results

	<u>PDP</u>	<u>PNDP*</u>	<u>PNA**</u>	<u>PNDNA***</u>	<u>ANA~</u>	<u>ADP~</u>	<u>ANDP~</u>	<u>ADPNA</u>
Reading L4+	94%	89%	91%	88%	92%	81%	89%	79%
Writing L4+	100%	97%	94%	92%	89%	75%	91%	83%
Mathematics L4+	89%	88%	91 %	86%	90%	70%	91%	80%

(PDP) Progress of Disadvantaged Pupils *(PNDP) Progress of Non Disadvantaged pupils ** (PNA) Progress as a National Average non-disadvantaged *** (PNDNA) Progress of Non Disadvantaged pupils as a National Average.

(ADP)~ Attainment of Disadvantaged Pupils (ANDP)~ Attainment of Non Disadvantaged Pupils (ANA)~ Attainment as a National Average~ (ADPNA) Attainment of Disadvantaged Pupils as a National Average.

Progress at the end of KS2 in 2015 was good. Pupils that received the PPG (Disadvantaged pupils) made more progress than their non-disadvantaged counterparts in the school, and in all but maths more than the National average for all pupils, and in all subjects comparing like with like (PDP v PNDNA). Attainment of DP is below that of NDP. Progress data for KS2 shows that all pupils make similar to progress to all pupils nationally. The outcomes indicate that the work that is done in the school to close the gap is working and is benefitting disadvantaged pupils. The next challenge is to close the attainment gap so that both set of children do equally well in terms of end of key stage outcomes.

Key Stage 1 2015 results

	<u>ADP</u>	<u>ANDP</u>	<u>ANA~</u>	<u>Overall outcome L2+</u>
Reading	68%	83%	91%	83%
Writing	53%	76%	88%	88%
Mathematics	68%	83%	86%	93%

ADP: Attainment of Disadvantaged Pupils ANDP: Attainment of Non Disadvantaged Pupils ANA: Attainment as a National Average

Attainment outcomes for disadvantaged pupils in KS1 were below non-disadvantaged pupils, largely because the cohort had many challenging needs. Progress data for the school shows that all pupils made excellent progress from baseline (end of Foundation) to the end of KS1. 93% of pupils in reading made expected progress and 55% made more than expected, in writing 94% made expected progress and 61% made more than expected and in maths, 96% made expected progress and 54% made more than expected progress. This data shows that although attainment is still below non-disadvantaged, progress is good.

Pupil Premium 15-16 Year Financial Breakdown

Pupil Premium used for 15/16	Amount allocated to the intervention	Summary of intervention or action	Impact of provision (DP- Disadvantaged Pupils) NA- National Average
Teacher conferencing in Yr5 & 6	£10,750	Writing conferencing on a 1:1 basis	Specialist writing support has enabled targeted pupils, but specifically Pupil Premium Grant pupils to make accelerated progress and close previous gaps in their learning. In the KS2 SATs the Value Added score for the school in writing for DP was 0.6 points higher than NDP. 100% of DP made expected progress (2L progress), with 25% making 3L progress.

Higher Level Teaching Assistant x2	£29,060	HLTA working with a small group on a focussed intervention the core subjects of Maths and English	At both Yr6 and Yr2 targeted support has resulted in DP making accelerated progress, at least in line with NA, but also inline or above Non Disadvantaged pupils.
TA conferencing	£12,414	TA Writing Conferencing on a 1:1 basis	Targeted support enables off track pupils in Yr3 and Yr4 to receive expert 1:1 writing support. This has resulted in progress above age related expectations.
TA used to deliver intervention programmes	£38,280	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP is positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age related expectations.
Additional TA support 1:1 x2	£12,204	To support a two children on a 1:1 basis to enable them to access their learning in school	Additional support ensures that these vulnerable children have access to the curriculum and are successfully integrated into the life of the school.
Additional TA support to work with Y2 pupils	£9,000	To hear readers	Targeted reading support has resulted in off track pupils realigning.
Parent Support Adviser	£22,512	Supporting parents with strategies for managing vulnerable pupils and home situations.	This hugely successful role supports parents and pupils in accessing services, offering advice and help to ensure that the children are in school learning and developing.
TA for Inclusion Base	£13,124	To work with pupils out of the classroom	The development of emotional welfare/ intelligences is something the school takes very seriously. This helps ensure that vulnerable pupils have opportunities to work away from the classroom environment.
Outdoor Education TA + resources	£3,000	To support vulnerable pupils gain access to a variety of out of school/ and in school activities.	This targeted supports helps ensure that vulnerable pupils can access events like JTT and will have use of school resources so that they can

			safely participate. This has a big impact on the emotional welfare of some pupils.
Booster classes	£4,000	Spring Term to support pupils pre SATs	Targeted intervention to help vulnerable pupils do their best in the end of key stage tests.
Breakfast club	£5,000	Pupil Premium children every morning	Targeted support which ensures that vulnerable children are invited to attend breakfast club and have a good start to the day. This has improved the attendance of these children.
Excellence Cluster	£8,450	Learning Mentor, Counsellor, MAST for vulnerable children to support and improve confidence	Targeted support aimed at addressing emotional welfare needs. A learning mentor and school counsellor are able to work with specific children to work through issues that are barriers to their learning.
THRIVE	£8,135	Implementation and training of THRIVE across the school.	Targeted, vulnerable children are supported in addressing issues relating to emotional intelligences and readiness for learning. This has resulted in children engaging in their learning and an increased capacity for resilience.
SENDCo release	£4,000	Enables the school SENDCo to support DP and their families throughout the year.	Parents and pupils benefit from this support, helping to establish a closer relationship built on trust and cooperation.
Residential/clubsubsidy	£1,156	To build self esteem, resilience, knowledge and social skills	Targeted support is available to help vulnerable pupils attend clubs and residential. This has a huge impact on their self esteem and self confidence.
Music lesson subsidy	£75	Subsidy for DP to enable them to access all music provision across the school	Pupils benefitting from this support have increased levels of confidence as a result.
ICT Support	£100	Clicker 6 software	ICT support has given children with poor literacy skills increased access to the English curriculum, increasing confidence and resilience.
Total spent	£181,260		

The Pupil Premium Grant (PPG) Allocation for 2016-17 is £192,400

The Governors have targeted the PPG to:

- a) Provide support for pupils to ensure that age related expectations are met in reading, writing and maths at the end of KS1.
- b) Provide support so every child is a reader by six.
- c) Provide support to extend more able children in reading, writing and mathematics.
- d) Provide 1:1 support for writing and maths Booster/ Conferencing.
- e) Ensure quick access for all children to develop emotional and social intelligence via learning mentors, counsellors, PSA etc.
- f) To purchase additional resources to ensure that key objectives are met.
- g) 1:1 support via HLTA (higher level teaching assistant) targeted intervention.
- h) Support pupils develop emotional resilience and increase their capacity to learn using THRIVE as a tool.
- i) Provide children with opportunities to engage in Forest School activities and develop their emotional wellbeing and improve readiness to learn.

Pupil Premium 2016-17 Year Planned Spend

Pupil Premium used for 2016-17	Amount allocated to the intervention	Summary of intervention or action	Anticipated Impact of provision (DP- Disadvantaged Pupils) NA- National Average
Teacher conferencing in Yr5 & 6	£10,750	Writing conferencing on a 1:1 basis	Specialist writing support has enabled targeted pupils, but specifically Pupil Premium Grant pupils, to make accelerated progress and close previous gaps in their learning. We anticipate that this will happen again next year.
Higher Level Teaching Assistant x2	£30150	HLTA working with a small group on a focussed intervention the core subjects of Maths and English	At both Yr6 and Yr2 targeted support has resulted in DP making accelerated progress, at least in line with NA, but also inline or above Non Disadvantaged pupils.
TA conferencing	£13038	TA Writing Conferencing on a 1:1 basis	Targeted support enables off track pupils in Yr3 and Yr4 to receive expert 1:1 writing support. This should result in progress above age related expectations.
TA used to deliver intervention programmes	£40250	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in

			each core subject, progress is above age related expectations. We are anticipating a similar outcome in the future.
Additional TA support 1:1 x2	£12,700	To support two children on a 1:1 basis to enable them to access their learning in school	Additional support ensures that these vulnerable children have access to the curriculum and are successfully integrated into the life of the school.
Parent Support Adviser	£23160	Supporting parents with strategies for managing vulnerable pupils and home situations.	This hugely successful role supports parents and pupils in accessing services, offering advice and help to ensure that the children are in school learning and developing.
TA for Inclusion Base Provision of Forest School	£13,662	To work with pupils out of the classroom	The development of emotional welfare/ intelligences is something the school takes very seriously. This helps ensure that vulnerable pupils have opportunities to work away from the classroom environment. The introduction of Forest School should continue to develop the emotional intelligence of pupils.
Outdoor Education TA + resources	£4,200	To support vulnerable pupils gain access to a variety of out of school/ and in school activities.	This targeted supports helps ensure that vulnerable pupils can access events like JTT and will have use of school resources so that they can safely participate. This has a big impact on the emotional welfare of some pupils.
Booster classes	£5,500	Spring Term to support pupils pre SATs	Targeted intervention to help vulnerable pupils do their best in the end of key stage tests.
Breakfast club	£5,000	Pupil Premium children every morning	Targeted support which ensures that vulnerable children are invited to attend breakfast club and have a good start to the day. This has improved the attendance of these children.
Excellence Cluster	£8,450	Learning Mentor, Counsellor, MAST for vulnerable children to support and improve confidence	Targeted support aimed at addressing emotional welfare needs. A learning mentor and school counsellor are able to work with specific children to work through issues that are

			barriers to their learning.
THRIVE	£8,965	Implementation and training of THRIVE across the school.	Targeted, vulnerable children are supported in addressing issues relating to emotional intelligences and readiness for learning. This has resulted in children engaging in their learning and an increased capacity for resilience.
SENDCo release	£15228	Enables the school SENDCo to support DP and their families throughout the year.	Parents and pupils benefit from this support, helping to establish a closer relationship built on trust and cooperation.
Residential/ club subsidy	£999	To build self esteem, resilience, knowledge and social skills	Targeted support is available to help vulnerable pupils attend clubs and residential. This has a huge impact on their self esteem and self confidence.
Music lesson subsidy	£248	Subsidy for DP to enable them to access all music provision across the school	Pupils benefitting from this support have increased levels of confidence as a result.
ICT Support	£100	Clicker 6 software	ICT support has given children with poor literacy skills increased access to the English curriculum, increasing confidence and resilience.
Total spent	£192,400		