

Lipson Vale Primary School receives a Pupil Premium Grant for each child that is entitled to free school meals (FSM) or has been entitled over the last six years (Ever 6 FSM). The level of premium remained at £1320 per pupil in 2016-17 and 2017-18. 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 2016-17 and has not changed. Furthermore, an additional premium for LAC (Looked After Children) was available during 2016-17, 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. This remains the case for 2017-18. 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 GDS (Greater Depth) at the end of KS1 or GDS at the end of KS2

The Pupil Premium Grant (PPG) Allocation for 2016-17 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 2016-17 was:

- a) Targeted pupils have made good 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

<https://www.analyse-school-performance.service.gov.uk/School/Details/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 2016-17 results

Progress data: Progress quintiles Q1-5 (1-100 where 1 is the top percentile/ Q5 80-100, Q4 60-79, Q3 59-40, Q4 39-20 and Q1 19-1). Disadvantaged represents PPG children.

	Reading		Writing		Mathematics	
	2016	2017	2016	2017	2016	2017
All	Q2:36	Q4:75	Q2:31	Q2:39	Q2:36	Q2:33
Disadvantaged	Q3:41	Q4:78	Q3:57	Q3:49	Q2:27	Q2:32

Progress of school disadvantaged (SD) versus national disadvantaged (NAD), national average for non-disadvantaged (NA):

Reading	Writing	Mathematics
SD/ NAD/ NA	SD/ NAD/ NA	SD/ NAD/ NA
-2.99/ -0.26/ +0.33	-0.19/ -0.81/ +0.17	+0.83/ +0.63/ +0.28

Progress at the end of KS2 in 2017 was a somewhat, mixed picture. Pupils in maths, with disadvantaged status, achieved in the top 40%, progress wise, nationally. They also (SD) made more progress than both nationally disadvantaged and non-disadvantaged nationally. In writing disadvantaged pupils from the school made better progress than similar children nationally, but less well than non-disadvantaged nationally. Progress was in the mid-quintile nationally. In reading progress this year was relatively poor, being both lower than the national average and lower than pupils in similar circumstances nationally. This put the school in the fourth quintile. An explanation for this is in the school SEF and what the school is doing to address this anomaly in the School Improvement Plan 2017. The unexpected low reading outcomes/ progress had an effect on combined school data.

Key Stage 1 2016-17 results

	<u>Attainment</u>			<u>Progress</u>		
	<u>All</u>	<u>Dis</u>	<u>NA</u>	<u>All</u>	<u>Dis</u>	<u>NA</u>
Pupils reaching the expected standard:						
Reading	79%	77%	75%	0%	+4%	0%
Writing	74%	62%	68%	0%	-3%	0%
Mathematics	86%	77%	75%	+6%	+6%	0%

Attainment outcomes for disadvantaged pupils in KS1 were below non-disadvantaged pupils (All), but higher than the national average in all subjects other than writing. Progress data for the school shows that all pupils made excellent progress from baseline (end of Foundation) to the end of KS1. Progress is calculated as a percentage of pupils that make expected progress. Therefore, 0% means that all children made expected progress. A negative number means that percentage of the cohort made less than expected; conversely, a positive number means that percentage of the cohort made better than expected. In a typical cohort some children will make better than expected, whilst other will make less. This, therefore, evens out, giving a national average of 0%.

Pupil Premium 2016-17 Year Financial Breakdown

Pupil Premium used for 16/17	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 0.62 points higher than NDP and only 0.36 points less than the NA.
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. Outcomes in maths across the school are very positive being well above NA in both Yr6 and Yr2.
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 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/ club subsidy	£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 2017-18 is £178,300

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 2017-18 Year Planned Spend

Pupil Premium used for 2017-18	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	£6400	Writing conferencing on a 1:1 basis	Specialist writing support has previously 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	£9518	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 used to deliver intervention programmes	£66351	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.
SEND base provision	£32435	A Team of specialist TA's support children across the school with a range of needs.	A restructured SEND team aim to work across the school supporting individuals and small groups at both an academic level as well as an emotional resilience level.
Parent Support Adviser	£8065	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.
Provision of Forest School	£3396	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. Forest School should continue to develop the emotional intelligence of pupils.
Outdoor Education TA + resources	£5422	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	£1980	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	£3597	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	£9723	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	£8596	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	£17638	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	£670	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	£360	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	£4149	Clicker 6 software- (Chromebooks, Mathletics & Spellodrome)	ICT support has given children with poor literacy skills increased access to the English curriculum, increasing confidence and resilience.
Total spent	£178,300		