

Pupil Premium Grant Expenditure Report 2017-2020

The Purpose of Pupil Premium

Figures produced by Department for Education (DfE) show that pupils who are eligible for free school meals (FSM) underachieve considerably compared with their non-FSM peers at every key stage. The Government therefore believes it is right that additional funds are available to give the poorest children who achieve less well a better start in life.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). Funding is also received for 'children looked after' (CLA) for those in local authority of foster care, and also those adopted from care. A lesser amount of funding is received for children of service personnel. The Pupil Premium is additional funding from outside the School's Budget, given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers.

“Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all.” (DfE November 2015)

In reaching our decisions as to how the funding will be allocated we have read several documents including:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

We have also referred to <https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

Our action plan links to the seven building blocks to success as identified in the above documentation.

Overview:

Number of pupils and pupil premium grant (PPG) received	October Census 2017	October Census 2018	October Census 2019
Total number of children on roll	326	330	329
Number of pupils eligible for PPG including: 'Ever 6' group - Service children - LAC or adopted children Total	77 3 1 81	74 0 5 79	74 2 1 77
Percentage of PPG pupils in school	25%	24%	
Total received financial year	TOTAL: £108,760 (April 2017-March 2018)	£103,120 (April 2018-March 2019) £15,950 carried forward £119,070	£117,339 (April 2019-March 2020)

Funding allocation & Monitoring for 2017-18 is identified in orange

Funding allocation Monitoring for 2018-19 is in green font

Funding allocation Monitoring for 2019-20 is in purple

Building Blocks for Success

Block One - Whole school ethos of attainment for all

Our vision is that St Andrew's is 'Shining Light on a World of possibilities'. This underpins everything that we do. All members of the school community are fully committed to meeting the needs of each and every child irrespective of their backgrounds. A child's history does not define their destiny. In order to raise attainment for **all** children, we are developing 'Learning without Limits' and 'Growth Mindset' pedagogy whereby we have high aspirations and ambitions for all of our children. We fully accept the responsibility for meeting the needs of our socially disadvantaged children within our caring Christian community by removing any barriers to learning that they may have.

Block Two: Addressing behaviour and attendance

Pupil Premium used for:	Provisional amount allocated to the intervention/activity	B Brief summary of intervention or action.	Specific intended outcomes. How will the intervention/activity improve achievement for the PPG children? What will it achieve if successful?	Monitoring-how? By Whom?	Actual impact
Employment of full-time Learning mentor/ELSA to ensure self-esteem issues are dealt with both proactively and reactively and children are ready to learn	£816 for ELSA training & supervision sessions £20,700 fully funded post	Range of support both proactive and reactive. Includes small group & individual sessions on social and emotional aspects of learning. As a learning mentor, she has 12 target children who have been identified as persistent absentees PPG pupils and works with them to tackle barriers to learning	Ensure that children have a named individual/mentor that they can go to ensuring they feel valued and cared for and therefore ready to learn and are able to make progress at least in line with their peers.	Appraisal of JR TT to report to governors ELSA before/after questionnaires Attendance data	Not started until Sept 2018 99% of pupils say they found the sessions helped them. We will have new numerical data at the end of this term to show the impact of ELSA using the SDQ - Strengths and Difficulties Questionnaire. 1:1 ELSA = 24 pupils Group ELSA = 7 pupils Mornings = 5 plus others on the vulnerable list

A Breakfast Club which is free at point of access for PPG children	£3306 £3800 £4179	To ensure that children are in school before the start of the day and have access to a healthy breakfast as well as the opportunity to talk to trusted adults	Children will feel happier coming to school Lateness will reduce children can access pre-learning opportunities and raise attainment Pro-actively ensure children are ready to learn	AP annual attendance report to governors FFT report	Overall Non Pupil-Premium Average Attendance: 96.04% and Pupil-Premium 92.90% (3% gap which is slightly greater than national picture) ↑ Feb 19: Overall Non Pupil-Premium Average Attendance: 96.03% and Pupil-Premium 94.55% (1.48% gap which has halved since 2017/8) 9 children regularly attend breakfast club. ↑ Apr 19: Pupil Premium pupil attendance 94.6% (Increased from 92.9% 2017/18)
Taxi costs to support one pupil during a challenging period	£25		Children will feel happier coming to school		Individual pupil attendance decline improved.
Peter Noble Education Welfare Services	£600	Providing support for attendance meetings, late gates and home visits			

Block Three: High quality teaching for all

Pupil Premium used for:	Provisional amount allocated to the intervention/ activity	Brief summary of intervention or action.	Specific intended outcomes. How will the intervention/activity improve achievement for the PPG children? What will it achieve if successful?	Monitoring-how? By Whom?	Actual impact
Improve communication systems to ensure that all staff are made aware of new children being identified as PPG	N/A	To ensure that when children join the school or become eligible staff are made aware. LT, staff and team meetings have PPG pupils high on the agenda to discuss changing needs and provision. Termly PPMs on class data	All staff will always be aware of PPG children in their class and in school and the issues they may face and the barriers they have to their learning	LT learning walks Lesson observations CC TA impact report	October workshops demonstrate that teachers and TAs know who the PPG pupils are and what their barriers are.
Developing a growth mindset approach to learning	N/A	On-going discussion and training about the growth mindset and learning without limits approach for staff and children		LT learning walks Lesson observations	Pupils able to discuss growth mindset approach in basic terms. Lessons increasingly embed principles, with use of challenges which children choose.
Purchase of further iPads	£10,000	Years 3 and 4 will have I Pads on all tables. Years 5 and 6 already have this resource.	To support individualised learning and encourage enjoyment and engagement. Access to on-line learning tools like Times tables rockstars, NESSY and Read Theory. Progress will be accelerated by these interventions	TT and TH reports to governors	We have gone from an average of 6.75 seconds / question to less than 2 seconds at our peak end of summer term. We are the 2nd fastest school (Average speed per question) out of 10 local schools Summer 18: 37 pupils were

					accessing NESSY. Average progress was 0.8 for writing, 0.6 for Reading. ↑ Aut 18: 42 pupils were accessing NESSY. 94% of these pupils enjoyed it. Average progress was 1.0 for writing (in line with average for all pupils). For reading the impact was 0.7 (less than the average progress of all pupils)
Whole Class Ensemble Teaching- all pupils	£4640	To broaden arts experience for all pupils			

Block Four: Meeting individual learning needs

Pupil Premium used for:	Provisional amount allocated to the intervention/ activity	Brief summary of intervention or action.	Specific intended outcomes. How will the intervention/activity improve achievement for the PPG children? What will it achieve if successful?	Monitoring-how? By Whom?	Actual impact
Leadership time to analyse data linked to PP children	N/A as cost not charged to PPG	Focus upon the attainment and progress of PPG children and identify any gaps in understanding ensuring that interventions are targeted to support	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national	Pupil Progress Meetings End of year data	See above
Training of support staff by Achievement for All coach	£4980 £5400	Regular mentoring and INSET on supporting teaching and learning focusing on the	Support staff will feel confident in supporting learning particularly with most vulnerable children.	CC report to governors	Vulnerable pupils training given to all staff: All staff able to identify PPG pupils and identify barriers to

		language of learning and creating independent learners	PPG Data will improve to be at least in line with national	AP PPG report to governors	achievement. Structured Conversations training given, but structured conversation not starting until October 2018. Structured conversations held with 12 families in Aut 18, and planned for March 19. Impact not yet measured. ↑ Support staff mentored to improve support of children in becoming more self-directed learners who take increasing responsibility for identifying their next steps in learning. Evidence in Feb 19 School Improvement Partner report. Mar 20: Structured conversations continue termly for one pupil per class. Anecdotal evidence positive
PFSA 'Tuning into Kids' training	£67	PFSAs will be able to run 'Tuning into Kids' courses for vulnerable families	Families will feel supported and will not escalate to level 3/4 thresholds	HT parent voice	PFSAs worked to support 8 PPG and other vulnerable families. This work continues but is now funded by the CLP. Mar 20: Families report positive outcomes from accessing this training

Intervention groups for targeted children which are needs led and delivered by trained TAs to raise attainment Additional training including Visual awareness training and 'team teach'	£1603 (including £400 - Spelling Detectives, £562 ELSA; £180 for vision support £180 additional team teach)	To ensure that any gaps are filled with a particular focus upon PPG children thereby accelerating rates of progress	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national	TT report on Intervention impact Annotated planning documentation	Spelling detectives intervention started September 2018- no impact yet 99% of pupils say they found the sessions helped them. We will have new numerical data at the end of this term to show the impact of ELSA using the SDQ - Strengths and Difficulties Questionnaire. 1:1 ELSA = 24 pupils Group ELSA = 7 pupils Mornings = 5 plus others on the vulnerable list								
Support staff employed to enable classroom support for target groups. Intervention groups for targeted children which are needs led and delivered by highly experienced TAs to raise attainment	£51,096 Support staff £69801 Support staff £19,542 Support staff	To ensure that any gaps are filled with a particular focus upon PPG children thereby accelerating rates of progress 4 PPG pupils have a high level of need and require 1: 1 support which is not fully funded by SEN banding 4 PPG pupils have SEMH needs that need supporting during break/lunch periods	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national Ensure learning needs are fully met with a personalised curriculum & passports are implemented and achieved	Annotated planning documentation Lesson observations by LT Appraisal SENDCo report APDR reviews/Annual reviews	Y3-5 Maths: Attainment gap between PP and non PP. <table><tr><td>2016-17</td><td>2017-18</td></tr><tr><td>0.4</td><td>0.5</td></tr></table> Progress gap between PP and non PP <table><tr><td>2016-17</td><td>2017-18</td></tr><tr><td>0.1</td><td>0.1</td></tr></table> Y3-5 Reading: Attainment gap between PP and non PP	2016-17	2017-18	0.4	0.5	2016-17	2017-18	0.1	0.1
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					PP pupils out performed non-PP by 0.4. Progress in writing for PP pupils were in line with non-PP pupils except in Year 3 (0.4 gap). Sum 19: See ASP report on end of KS2 Y6 data
Subsidised School Trips including Y6 residential Access to clubs	£1,890 - Clubs provision £225 - Camp £130 - Trips £12,976 £2457- clubs £1190- camp £694- trips	All children are able to benefit from an enriched curriculum including visits and visitors and extra-curricular activities are offered to PPG children Children in Y6 are able to access residential trip.	Children feel part of class crew and able to make mistakes in a secure environment. This knowledge will translate into academic learning Children will feel that they can access what is offered to others without finance being a barrier	Tracking of engagement through SIMs Report to governors	Club attendance 2017/18: Autumn 17: 8 children Spring: 12 children Summer: 20 children ↑ Club attendance 2018/19: Autumn: 24 children Spring: 16 children Year 3 trip: 17 pupils @£10.50 each accessed trip without cost Year 4 trip: 21 pupils @£10.50 each accessed trip without cost Year 5 trip: 23 pupils @£14 each accessed trip without cost Year 6: 10 children 25% subsidy-

					£85 plus one paid in full . Total £1190
Access to extra-curricular opportunities	£953 £1000	Music tuition including instrument hire	Children will have an enriching extra-curricular experience which is beyond current possibilities	Pupil voice by HT	5 Year 3 pupils access weekly tuition. Pupil voice questionnaires show all pupils enjoyed the opportunity and that it was a new opportunity. 2 pupils said that they would not want to continue with these lessons.
Development of a sensory room	£500	Complete sensory room which has sensory bubbles, lights, music and visuals for children with anxiety and SEMH needs	To support needs of children with sensory processing disorder. This also benefits some pupils with social emotional mental health needs.	TT report on Intervention impact	+37 pupils access the sensory room each week, some daily. 99% of pupils found it helped them in some way.
Develop independent learning opportunities for PPG children with the use of 'NESSY'	£270 £1250 £1250	Access to an individualised on-line programme to develop literacy skills	Improved knowledge in phonics and spellings	TT report on Intervention impact	Summer 18: 37 pupils were accessing NESSY. Average progress was 0.8 for writing, 0.6 for Reading (Expected progress should be 1.0) ↑ Aut 19: 42 pupils were accessing NESSY. 94% of these pupils enjoyed it. Average progress was 1.0 for writing (in line with average for all pupils). For reading the

					impact was 0.7 (less than the average progress of all pupils)
THRIVE training to support 2 PPG pupils	£185 £75	Enable TA to implement outcomes of THRIVE assessments to develop social emotional needs of pupils	Improved social emotional skills of pupils	TT report on Intervention impact	Enabled vulnerable CLA pupil to access relevant curriculum. EHC successful and therapeutic residential setting allocated.
Forest school /Equine therapy provision to meet SEMH needs of 3 pupils	£4662	Enable SEMH needs to be met	Improved social emotional skills of pupils Reduce exclusions of these pupils	TT report on Intervention impact	↑All 3 pupils able to access mainstream education. Exclusions minimised.

Block five: Deploying staff effectively

Pupil Premium used for:	Provisional amount allocated to the intervention/ activity	Brief summary of intervention or action.	Specific intended outcomes. How will the intervention/activity improve achievement for the PPG children? What will it achieve if successful?	Monitoring-how? By Whom?	Actual impact
Intervention teacher who has who had a good track record in raising attainment	£16,077 (Year 6) £18,256 (Year 6) £44,247 (Years 3 and 6)	Intervention teacher to provide more personalised teaching and learning time in order to help pupils access the curriculum and boost progress for PPG in Year 6	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national	Data analysis Pupil voice	Sum 18: 72% of Year 6 pupils in intervention group (18 pupils) achieved ARE. The average score of this group was 103. ↑ Aut 18: All Year 3 pupils taught by intervention teacher achieved ARE in maths and made good progress (1.0) 50% of Year 6 pupils taught by intervention teacher achieved

					ARE with average progress of 0.7.
Pre-learning opportunities to raise attainment	See above	To ensure that individual children are taught key vocabulary ahead ensuring that they are then able to access the whole class teaching more effectively	Data will narrow the gap between attainment of PPG and non-PPG children to be at least in line with national. Children will feel more confident about their learning and able to contribute	Data analysis Pupil voice	

Block Six: Data driven and responding to evidence

Pupil Premium used for:	Provisional amount allocated to the intervention/activity	Brief summary of intervention or action.	Specific intended outcomes. How will the intervention/activity improve achievement for the PPG children? What will it achieve if successful?	Monitoring-how? By Whom?	Actual impact
Use SPTO to sharpen tracking of PPG pupil progress	N/A	To ensure that teachers have ownership over their own data, inputting, analysing and using it to underpin their teaching	Gaps in knowledge are quickly identified and any trends with particular groups of pupil or individuals are acted upon to accelerate progress	PPMs Teacher appraisal	PPM meetings and documentation involve in depth analysis of PP pupil progress.

Block Seven: Clear, responsive leadership

Pupil Premium used for:	Provisional amount allocated to the intervention/ activity	Brief summary of intervention or action.	Specific intended outcomes. How will the intervention/activity improve achievement for the PPG children? What will it achieve if successful?	Monitoring- how? By Whom?	Actual impact
Improve monitoring and reporting document for PPG	N/A	HT to review current research and guidance and review current provision and reporting and adjust accordingly	Sharpen use of PPG to ensure highest possible change of good impact and also ensure effective reporting	PPG governor, SEP	This new report format being used Autumn 2018
Pupil Premium Review	N/A as cost not charged to PPG	A review by the school SEP has been requested to identify strengths and areas for future development thereby reducing any inequality gap for all children with particular reference to PPG	Opportunity to reflect upon what is going well and make strategic decisions for the future.	PPG Review report SEP report	This is scheduled for Spr 20
Begin training of ELSA/Learning mentor	See Block one	To ensure sustainability TT/AP to train JR up as a learning mentor	JR will feel confident in her role as a learning mentor and be an ambassador	Appraisal Impact data from SENDCo	See above
Identify a PP Governor	N/A	To ensure that Governors have a full understanding re PPG and the ways in which it is used at St. Andrew's	PR will be a critical friend both contributing to and questioning decisions re use and impact of PPG spending.	PR to Report back to Governors on the success of PPG. FGB Minutes	
Ensure English and Maths subject	N/A	Subject leaders to be increasingly proactive in their	Data will narrow the gap between attainment of PPG and non-PPG	PR to Report	On-going

teachers know which pupils were eligible for PPG so that they could take responsibility for accelerating their progress		monitoring of PPG pupil attainment and progress, be able to report on current trends across year groups and respond rapidly in liaison with LT and class teachers	children to be at least in line with national	back to Governors on the success of PPG. FGB Minutes	
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