

# Sandown Primary School

## Pupil Premium Grant Expenditure - Report to Parents: 2016-17



### What is the Pupil Premium Grant?

The Pupil Premium Grant (PPG) is funding, allocated from the Government, to support the narrowing of the attainment gap between disadvantaged pupils and all other pupils. Disadvantaged pupils are defined as children from 1 of three groups. These are Children of service families, children looked after and children who are in receipt of Free School Meals (FSM) or have been in receipt of Free School Meals in the last 6 years.

### Aims of this document:

This document aims to:

- Outline the amount of PPG funding that the school has received to support Pupils this academic year.
- Outline how that money has or will be spent to support learning of disadvantaged pupils.
- Illustrate the impact of the PPG funding on the progress of disadvantaged pupils in the school.

## **Summary of Main Barriers to Educational Achievement for Pupils at Sandown Primary School:**

At Sandown Primary School we recognise there are several potential barriers to our pupils reaching their potential in terms of Educational Achievement. We constantly strive to find solutions to ensure outcomes are in line with or exceeding National Averages. We look to close the gap in attainment between our Disadvantaged and our Non-Disadvantaged pupils.

### **Attendance and Punctuality**

We monitor and track attendance of all pupils daily. We have several families who need to be supported in order to attend daily and be punctual. Pupils who do not attend school cannot be taught. For some of our parents, we recognise that their mental health difficulties around anxiety and depression can be a barrier to them leaving the house and coming into school. We are addressing this through our Sandown Welfare and Attendance Team (SWAT). Pupils with below 90% attendance are tracked daily by our Attendance Officer. SLT and Welfare Staff make phone calls home and visit the home to get pupils into school. Sandown employ ESBAS to support persistent absentees and ensure their attendance improves.

### **Parental Engagement**

56% of our pupils are eligible for Pupil Premium, therefore we recognise that in order to improve outcomes, we need to work with the whole community and the whole family. This takes time and needs to be a whole school focus. Some parents may not have had a positive school experience themselves or left education with a limited range of skills. To combat this, we run a rigorous programme of parental Engagement events every term. Every class holds a skills based activity where parents attend and are taught a new skill by their child. This incorporates the child needing to verbalise their own learning. These events have included Reading Champions, maths parties, cross country and OAA, power point instruction and science based sessions using science and DT skills.

### **Individual Learning Needs**

Staff recognise that every pupil learns in a different way. It is important to incorporate all of these whilst also acknowledging pupils individual strengths and talents when planning for and teaching Disadvantaged pupils.

## **Recruiting Staff**

In order to deliver additional and extra booster groups, interventions and Over Learning sessions, we need to be confident that the children are receiving teaching by the best teachers possible. Many ideas and innovations involve running groups as part of an extended school day. To recruit and retain highly skilled staff who are able to teach our Disadvantaged Pupils at the beginning or end of the school day is a challenge. To overcome this barrier, we are currently employing and training several HLTAs. The forward path for these staff is that they will apply to become teachers through Schools Direct. Previous experience has proven that this 'Grow Your Own' method is successful and beneficial to our pupils and families.



### Money Received to support Pupils Eligible for PPG

Reason for eligibility	Number of pupils eligible	Money received per child	Total money received
Free school Meal Ever 6	214 pupils	£1320	£290,694
Service Children	1 Pupil	£300	£300
Looked After children	0 pupils	£1900	£0.00
			<b>Total allocation: £293,340.00</b> <b>+£10,248.00 u/s 2014</b> <b><u>£303,588.00 + £5313.00 PP</u></b> <b>adjustment TOTAL £308,901.00</b>

Total PPG money received by the school for period the 2016-2017 academic year is: £308,901.00

The following table details services purchased with PPG monies and the impact of these services on attainment and progress of disadvantaged pupils.

This report may refer to DP – Disadvantaged Pupil

## Pupil Premium Grant Spending and Services to Support Pupils Eligible for PPG

How do we spend our Pupil Premium Grant at Sandown Primary School?

	Target	Resources and Cost	Impact
<p>Outstanding Lesson Study Project</p> <p><b>Continuing Second Year</b></p>	To ensure all teaching in the school is at least good.	<p>Release time to allow teachers to work together on improving classroom practice</p> <p>Total £20,000</p>	<p>Research has shown that disadvantaged pupils benefit disproportionately more than all other pupils from good and better quality first teaching. Improvements in teaching impact directly on attainment for this group. Staff will identify an element of their teaching and carry out a self- directed research based project.</p> <p>Expected Outcome: Increased % in Good / Outstanding teaching to 90%</p>
Smaller Group Teaching in Year 5 and Year 2.	To continue to close the attainment gap between Disadvantaged Pupils and all	<p>Employment of 2 P/T teachers</p> <p><b>Total £70,508</b></p>	<p>Smaller group teaching took place in Year 6 during the last academic year and the progress of disadvantaged pupils continued to rise in both Reading and Writing. Because of this success, this has been continued in Year 2 and Year 5 school this year.</p>

<p><b>Continued and extended this year</b></p>	<p>other pupils nationally by improving outcomes for Disadvantaged Pupils.</p>		<p>With the advent of the new assessment system and new interim objectives, the outcomes for Disadvantaged Pupils do not correlate directly with previous years. The KS1 outcomes and the KS2 outcomes are as below:</p> <p>KS1 Attainment gap between FSM and national Non FSM pupils Year 2 cohort:57</p> <table border="0"> <thead> <tr> <th></th> <th colspan="2">National Expectation</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th></th> <th>DP</th> <th>Non-DP</th> <th>DP</th> <th>Non-DP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>55%</td> <td>79%</td> <td>33%</td> <td>67%</td> </tr> <tr> <td>Reading</td> <td>60%</td> <td>76%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>55%</td> <td>66%</td> <td>25%</td> <td>75%</td> </tr> </tbody> </table> <p>KS2 Attainment gap between FSM and national Non FSM pupils Year 2 cohort:57</p> <table border="0"> <thead> <tr> <th></th> <th colspan="2">National Expectation</th> <th colspan="2">Greater Depth</th> </tr> <tr> <th></th> <th>DP</th> <th>Non-DP</th> <th>DP</th> <th>Non-DP</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>64%</td> <td>42%</td> <td></td> <td></td> </tr> <tr> <td>Reading</td> <td>58%</td> <td>63%</td> <td></td> <td></td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>75%</td> <td>0%</td> <td>100%</td> </tr> <tr> <td>SPAG</td> <td>72%</td> <td>75%</td> <td></td> <td></td> </tr> <tr> <td>Combined</td> <td>50%</td> <td>38%</td> <td></td> <td></td> </tr> </tbody> </table> <p>In maths, the Disadvantaged Pupils performed better than the Non-Disadvantaged Pupils by 22%.</p>		National Expectation		Greater Depth			DP	Non-DP	DP	Non-DP	Maths	55%	79%	33%	67%	Reading	60%	76%	0%	100%	Writing	55%	66%	25%	75%		National Expectation		Greater Depth			DP	Non-DP	DP	Non-DP	Maths	64%	42%			Reading	58%	63%			Writing	72%	75%	0%	100%	SPAG	72%	75%			Combined	50%	38%		
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	<p>To support Disadvantaged</p>	<p>Develop Parental</p>	<p>The percentage of disadvantaged pupils making expected progress Reading over the last 3 years has risen from 69% 2013, 79% 2014 and 86% in 2015.</p>																																																												

<p><b>Continuing 2016.17</b></p>	<p>Pupils in reading to progress at least at national standard and above national standard where possible.</p>	<p>Engagement Project focused on parents' skills and attitudes to sharing books at home. Trained Volunteer Parents to be deployed to share books with targeted DPs.</p> <p>No additional staffing costs.</p> <p>Purchase of books to love and share - £250</p>	<p><b>Expected Impact – Parents will have an increased bank of skills to use to support their child in reading. Parents will develop a shared love of books and reading with their child. Parents will recognise the importance of daily shared reading with their child and the impact this has on all of their child's learning. Research shows that pupils who read regularly at home and are successful readers make better than expected progress in all aspects of their learning.</b></p> <p><i>“Parents need to know that children will get far more benefit from being read to, from seeing parents read for pleasure, and from reading comics, graphic novels, magazines and books, than from workbooks bought at the supermarket. ‘ Dr Krashen 2004</i></p> <p>A number of studies have shown that boys enjoy reading less than girls; and that children from lower socio-economic backgrounds read less for enjoyment than children from more privileged social classes (Clark and Rumbold, 2006; Clark and Douglas 2011).</p> <p>Young people who receive<sup>1</sup> free school meals (FSM) are less likely to read fiction outside of the classroom (Clark 2011).</p> <p>Following the first year of our Reading Champions project, we are aiming to build on last year's success and</p>
<p>Individual and small group support in Maths</p>	<p>To support disadvantaged pupils in Maths to progress at least at national</p>	<p>TA Over Learning support in maths. Total £7,298</p>	<p><b>Expected Outcome: Increased percentage of Disadvantaged Pupils reaching National Standard in maths in Y6</b></p> <p>2016 KS2 Data – Disadvantaged pupils reached higher attainment outcomes than Non-Disadvantaged Pupils in maths.</p>

<p><b>Continued this year</b></p>	<p>expectations and above national expectations where possible.</p>		<p>Maths was our weakest subject in End of KS2 outcomes</p> <table border="1" data-bbox="987 272 1570 587"> <thead> <tr> <th>Year 6 cohort size:60</th> <th>School National Expectation Outcome %</th> <th>National Expectation Outcome %</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>55%</td> <td>70%</td> </tr> <tr> <td>Reading</td> <td>60%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>72%</td> <td>74%</td> </tr> <tr> <td>SPAG</td> <td>73%</td> <td>72%</td> </tr> <tr> <td>Combined</td> <td>45%</td> <td>53%</td> </tr> </tbody> </table>	Year 6 cohort size:60	School National Expectation Outcome %	National Expectation Outcome %	Maths	55%	70%	Reading	60%	66%	Writing	72%	74%	SPAG	73%	72%	Combined	45%	53%
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<p>Nurture Support</p> <p><b>Continued this year</b></p>	<p>To support disadvantaged pupils to develop essential social skills necessary to fully engage in learning and school life.</p>	<p>Nurture Support Staff</p> <p>£21,454</p>	<p>The Thrive Assessment Profile is used to assess progress in social skills necessary to engage fully in learning and school life. Pupils who have attended Nurture Group (Sandown Seagulls) are expected to be reintegrated in the mainstream class after 6 weeks intervention. Pupils normally attend Nurture group for a 6 week period dependant on each child's need.</p>																		
<p>Team around the Child</p> <p><b>Continued this year</b></p>	<p>To support disadvantaged pupils and their families at home and school to improve behaviours for learning and attendance.</p>	<p>Parent Support Advisor £21,297 TA Welfare £13,656</p> <p>Total £34,953</p>	<p>Behaviour of pupils across the school remains good or better. <b>(OFSTED May 2016 – Behaviour judged as Good)</b></p> <p><b>Attendance</b> of disadvantaged pupils continues to rise:</p> <table border="1" data-bbox="987 1074 1879 1187"> <thead> <tr> <th></th> <th>2012/13</th> <th>2013/14</th> <th>2014/15</th> <th>2015/16</th> </tr> </thead> <tbody> <tr> <td>PPG Pupils % attendance</td> <td><b>93.7%</b></td> <td><b>94.4%</b></td> <td><b>94.9%</b></td> <td><b>95.13%</b></td> </tr> </tbody> </table> <p>Welfare team staff will use the Thrive Approach to support and improve targeted pupils identified through termly pupil progress meetings and weekly scrutiny with SLT. The focus will be on Disadvantaged Pupils who may be level 2/3 on the</p>		2012/13	2013/14	2014/15	2015/16	PPG Pupils % attendance	<b>93.7%</b>	<b>94.4%</b>	<b>94.9%</b>	<b>95.13%</b>								
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			Continuum of Need and where families are at risk of non-engagement with school, relevant agencies or health professionals. All school staff working together around the same child will ensure a stronger approach to ensuring positive outcomes for behaviour, attendance, learning and health.																				
Subsidised Breakfast Club  <b>New this year</b>	To support disadvantaged pupils to improve attendance and be able to fully engage in learning.	Fund 5 pupils across the year:  Total £2340	Attendance of disadvantaged pupils continues to rise, see above. Quality of healthy food provision ensures a healthy start to the day for Disadvantaged Pupils. Increased attendance by Disadvantaged Pupils.																				
Speech and Language Support  <b>Continued this year</b>	To support disadvantaged pupils to acquire the speech and language skills necessary to engage fully in learning. Early assessments and communication with parents ensures early intervention.	Speech and Language Support  Total £37,861	Assessment using the Speech Link program demonstrates good progress. See table below: <table border="1" data-bbox="981 821 2154 1077"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">2013/14</th> <th colspan="2">2014/15</th> <th colspan="2">2015/16</th> </tr> <tr> <th>On entry assessment</th> <th>On Exit assessment</th> <th>On entry assessment</th> <th>On Exit assessment</th> <th>On Entry Assessment</th> <th>On Exit Assessment</th> </tr> </thead> <tbody> <tr> <td>% of cohort with language needs</td> <td>43%</td> <td>14%</td> <td>92%</td> <td>30%</td> <td>60%</td> <td>28%</td> </tr> </tbody> </table>		2013/14		2014/15		2015/16		On entry assessment	On Exit assessment	On entry assessment	On Exit assessment	On Entry Assessment	On Exit Assessment	% of cohort with language needs	43%	14%	92%	30%	60%	28%
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Pupil Progress support	To ensure teachers are aware of disadvantaged	Discussion at Pupil Progress Meetings five times a year	Discussions based on the pupils eligible for PPG at Pupil Progress Meetings / Weekly book scrutiny meetings and Appraisal / KIT meetings, ensures there is a continual focus on the group and that appropriate interventions are put in place quickly when necessary.																				

<p><b>Continued this year</b></p>	<p>pupils in their classes and to ensure any barriers to learning for this group or individuals in the group are discussed to find strategies to overcome identified barriers.</p>	<p>No cost</p>	<p>Target pupils identified on Windscreen Wiper to ensure focus and additional intervention where appropriate.</p>
<p>Support for Off Site Activities</p> <p><b>Continued this year.</b></p>	<p>To ensure disadvantaged pupils have the opportunity to take part in all off site activities.</p>	<p>Subsidies for residential trips:</p> <p>Total £5000</p>	<p>Disadvantaged pupils are able to take part in the wider curriculum experiences offered by residential trips to further develop aspirations and resilience for the group.</p>
<p>Improved feedback in lessons</p> <p><b>Continued and expanded this year</b></p>	<p>Teachers mark books belonging to disadvantaged pupils before that of all other pupils at least once a fortnight to ensure feedback that enables pupils to reflect on learning.</p>	<p>No cost</p>	<p>Teachers ensure there is a focus on high quality feedback for the group and ensure that time is given for pupils to respond to marking and improve their work. Planned AfL inset WITH Alliance Schools – September 2016. Clare Gadsby</p> <p>School tracking for all year groups shows that progress of disadvantaged pupils is at least above national expectations in all year groups.</p>

	AfL and responsive Marking Co-Ordinator Role		
Read, Write Inc. Development  <b>Continued this year</b>	To support Disadvantaged Pupils in Reception and year 1 to achieve the required level in phonics in the Phonics Screening Test and to apply phonics to writing.	Whole staff Rink Training Term 1  Total £4,000	Expected Impact: Increased Phonics screening results to 80%  Improved spelling in writing across the curriculum. <ul style="list-style-type: none"> <li>• Maintaining, at or above national average, the percentage of disadvantaged pupils achieving the expected standard at the Year 1 Phonics Screening Test.</li> <li>• Increase the percentage of pupils achieving National Standard in Writing at the end of Key Stage 1.</li> <li>• 100% pass rate for Y2 phonics screening retake.</li> </ul>
Behaviour, Welfare and Attendance Support  <b>New this year</b>	To support disadvantaged pupils to develop behaviours for learning and improve attendance	Support from Education Futures Trust  Total £2500	Expected Impact: <ul style="list-style-type: none"> <li>• Behaviour in the school shows elements of outstanding.</li> <li>• Attendance for disadvantaged pupils continues to rise.</li> <li>• 10% reduction in number of pupils attending Playground Workshop. ( Measured from September 2016 – July 2017)</li> <li>• SWAT – Sandown Welfare and Attendance Team monitoring and following up persistent absence 90% and below.</li> </ul>
Thrive  <b>Continued</b>	Licensed Thrive Practitioner	£13,656	Resource and create a Thrive Room for small group and 1:1 support for pupils who, following the screening assessment, require the Thrive Programme. This will address developmental interruptions or gaps Thrive Groups – 6 x groups run each week 1:1 Thrive work with key pupils

			Expected Outcomes –improved attitudes to learning, behaviour, engagement. Improved attendance and communication with parents and between class teachers and parents about their child’s behaviour and emotional needs.
Uniform Clothing Fund  <b>Continued</b>	To ensure disadvantaged pupils have correct uniform and to further engage parents with the school and their child’s learning.	Uniform clothing fund  Total £1,000	Expected Impact: <ul style="list-style-type: none"> <li>• Disadvantaged pupils have correct uniform</li> <li>• High expectations are set for uniform across the school</li> <li>• An increase in attendance at parents evenings</li> </ul>
Healthy Sports Co-Ordinator  New this year	To improve Healthy Lifestyles, fitness and participation of families in school sporting events.	£4,000	Improved health for our families Increased knowledge and understanding of nutrition and how to cook healthy meals on a budget Daily sporting events on the playground before school e.g. run a mile a day, skipping together etc. to promote family fun and participation  Impact: better health, reduced absence, increased attendance
Aspirations Project	To inspire our more able disadvantaged pupils to reach higher levels of		

## Overall Impact of Pupil Premium Grant Spending

### Attendance

- The school's outreach work has impacted on attendance. The full time Parent Support Advisor and the recent appointment of a Key worker have supported families to get the children to school. There is an improving trend in attendance for children in receipt of Pupil Premium money.

	<b>2011/12</b>	<b>2012/13</b>	<b>2013/14</b>	<b>2014/15</b>	<b>2015/16</b>
Disadvantaged Pupils	<b>93.1%</b>	<b>93.7%</b>	<b>94.4%</b>	<b>94.9%</b>	<b>94.4%</b>
All Other Pupils	<b>96.2</b>	<b>95.4</b>	<b>97%</b>	<b>95.7</b>	<b>95.5%</b>
Difference	<b>-3.1</b>	<b>-1.7</b>	<b>-2.6</b>	<b>-0.8</b>	<b>1.1%</b>