

Punnetts Town Community Primary School

Pupil Premium Grant 2016/17

Punnetts Town is smaller than most other primary schools with the number of pupils on role at 103. The school is part of a federation with two other local primary schools, with an executive head and an overarching governing body. The proportion of disadvantaged pupils supported by pupil premium grant at the school is below average. We have a whole-school ethos of attainment and progress for all, avoiding stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.

Ofsted 20-21 November 2014: The additional funding received through the pupil premium is well targeted to provide good support for these pupils. The impact of the support is carefully monitored and is effective.

Pupil Premium is a grant allocated to schools based upon the number of children from low-income families who are currently known to be eligible for free school meals or have been eligible over the last six years. It also includes the number of children who have been looked after continuously for more than six months. The funding is provided for the specific purpose of increasing the attainment and progress of these groups of pupils. The progress made by children in receipt of PPG is monitored by the PPG coordinator who is accountable to the headteacher and school governors. Individual progress and interventions are discussed and planned at termly pupil progress meetings with teachers. How we evaluate the impact of interventions and strategies funded through the PPG and ensure best value is described below in the pupil premium strategy. It is incumbent on us to protect the privacy of individual children and families.

Pupil Premium Strategy is information on the effect of pupil premium grant expenditure on the educational attainment of pupils. Including:

- the amount of pupil premium grant allocation;
- detail of the main barriers to educational achievement using data driven evidence to identify pupils' learning needs;
- planned expenditure and core approaches to address barriers informed by research and reports about what works;
- how we will measure impact;
- comparisons between attainment of different groups;
- date of the next pupil premium strategy review, to evaluate the above with leader from another federation school

Pupil Premium allocation to our school: 2015-2016 = £17, 500

Pupil Premium allocation to our school: 2016-2017 = £13, 780

Internal PPG review: December 2016

Report to governors: January 2017

Federation Pupil Premium Strategy review: 13th – 24th March 2017

Report to governors: April 2017

Attainment outcomes for pupils receiving the Pupil Premium Grant (PPG): 2015-2016 data

Early Years Foundation Stage

No pupils eligible for PPG

Key Stage One

1 pupil eligible for PPG

Key Stage Two

Combined reading, writing and maths: No pupil eligible for PPG working at expected standard, compared with 66.7% of non PPG

Reading: 100% working at expected standard, compared with 66.7% of non PPG

Writing: 100% working at expected standard, compared with 88.9% of non PPG

Maths: No pupil eligible for PPG working at expected standard, compared with 77.8% of non PPG

To address attainment gaps we will use:

- data capture 3 times annually and ongoing pupil tracking;
- pupil progress meetings, when teachers share evidence from their day to day and periodic assessments and we discuss questions posed by the data to enable us to agree collaboratively actions to address identified barriers;
- targeted interventions proven to be successful and have impact on expected outcomes;
- continuous professional development for staff to address barriers to learning and increase progress.

Other outcomes

All pupil premium pupils who were eligible to attend a residential visit and educational day visits participated unless absent through illness.

All pupil premium pupils have been offered support to attend after school clubs.

Structured conversations have supported partnerships with parents to develop effective learning targets and develop more individualised approaches to learning.

THRIVE: programme and interventions have been used to support vulnerable children, reducing risk of social exclusion and formal exclusion from school.

School counsellor: pupils and parents/carers and staff report support has been positive in assisting decisions about a child's education.

Breakfast Club: benefits to children and their families; improved attendance and punctuality, healthy eating, social development, and fun through play.

A barrier for the pupil premium children and all children in our school is access to the everyday resources the majority can access. Public transport in our rural location is extremely limited and a family has to travel a distance to access school, the library, sports facilities, the arts. Public transport is extremely limited and if there is one car in the family, transportation has to be prioritised. As a school we prioritise support for children to access clubs and enrichment experiences.

Intended use of the Pupil Premium Grant: 2016-2017

- Cover for teachers to continue structured conversations and pupil progress meetings
- Intervention and targeted academic support, 1:1 and small group
- Peer observation
- THRIVE – including annual renewal of practitioner licence
- School counsellor
- Social skills interventions and nurture groups
- Breakfast Club
- After school clubs and enrichment opportunities
- School trips and residential visits
- Transition, including mid term

Expected impact will be:

Improved teaching and learning

Improved pupils self-esteem, sense of well-being and enjoyment of school

Improved independence and life skills

Improved attainment and progress; improved confidence and attitudes to learning, deepening understanding

Improved participation for residential trips and allowing all children to have equal experiences and learning opportunities

Improved parental engagement

Evidence

Attainment and progress data

Pupil voice

Parent feedback

Attendance data

Behaviour logs

Teaching & learning observations

We will measuring impact in terms of:

Percentage of pupils achieving Year 2 phonic re-check

Percentage of pupils achieving expected standards at the end of key stage one and key stage two

Percentage of pupils making good progress in reading, writing and mathematics throughout the school

Percentage of pupils participating in residential visits and educational trips

**Punnetts Town
November 2016**