



**Oriel Academy West London**  
an Aspirations Academy

## Pupil Premium Policy (2016-17)

Including analysis and challenge tools for schools

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This document is based on the OFSTED guidance for reporting and analysing Pupil premium Data

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## Background / Overview

Figures 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 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, uses resources from outside the Schools Budget, it is intended to address the current inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

Pupil Premium is a grant allocated to schools to support socially disadvantaged pupils. Pupil premium is not allocated to individual students. It is not an individual entitlement. The number of pupils qualifying for Free School Meals (FSM) is an indicator used by the government to allocate the funding to schools. In 2012-13 the Pupil Premium indicator of need was widened to include any pupil who had been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure, more recently as 'disadvantaged').

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. Equally we recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. **The introduction of Universal Free School Meals for Infants has further complicated this situation, as a number of parents who would have been eligible before the introduction of the UFSM no longer complete the paperwork or declare their eligibility thus leading to a reduction in Pupil Premium Numbers.**

The school has the responsibility for allocating the Pupil Premium funding to support pupils or groups of pupils legitimately identified as being socially disadvantaged. We have to set our own criteria for how the money is best allocated in order to meet the needs of the greatest number of disadvantaged pupils. Our priority in the academic year is focussed on 'narrowing the gap' for those pupils not on track to achieve the national age related expectations (ARE) in KS1 and at the end of Key Stage 2.

We are accountable for how we have used the additional funding to support students and we are required to publish online information about how we have used the Pupil Premium, in order to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

We work to ensure that the teaching and learning opportunities afforded by the pupil premium funding meet the largest possible number of pupils in order to ensure the maximum benefit.

To maximise the benefit our pupils' gain from the limited resources available to us we first assess the needs of all vulnerable groups with the school. Pupil premium funding like any other funding is then allocated to those who are eligible for it based on priority of need. It is used to support classes, groups or individuals based on the careful analysis of pupil progress tracking, identified special educational needs (SEN) or social need. It is also used to support more able children for whom deprivation is preventing them from realizing their full potential.

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, but all pupils who are eligible will receive benefits derived from the allocation of pupil premium either direct or indirect to support their learning. It will be for the school to decide how the Pupil Premium is spent since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility.

## Policy Statement

### Objectives:

At Oriel academy west London the Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for deprived children who are eligible or have been eligible in the last 6 years for Free School Meals, children looked after and FSM pupils in non-mainstream settings. It also includes pupils eligible for the service Premium (SP).

The funding will be used to narrow and close the gap between the achievement of these pupils and their peers (Others).

### Outcomes:

- We will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face.
- The school will use the additional funding to promote the achievement and progress of all entitled pupils.
- Through wise use of this additional funding we are fully committed to ensuring that the individual needs of each entitled child are met.

Where funding is allocated to an intervention it is done so using two considerations:

- 1) a ratio that reflects the proportion of pupils within that group who fall under the definition of deprivation (i.e. if 1/3 of the pupils in an intervention would be eligible then up to 1/3 of the funding for that group may be allocated from PP).
- 2) the proportion of the total population of eligible children the funding that any one intervention is reaching (so no small group intervention is disproportionately funded from PP at the expense of interventions that reach higher numbers).

## Provision

The range of provision is designed to:

- Facilitate pupils' access to education
- Facilitate pupils' access to the curriculum
- Provide additional teaching and learning opportunities

To do this the strategies used by the school include providing opportunities for small group work with an experienced member of staff focused on overcoming learning barriers and closing gaps in learning, 1-1 support, additional teaching and learning opportunities provided by trained staff or external agencies. Enable

targeted pupils to access appropriate extracurricular provision to ensure they receive a broad entitlement to promote attainment and progress across the full curriculum.

All our work through the pupil premium is aimed at accelerating progress moving children to at least age related expectations and to reduce the attainment and progress gap between disadvantaged children and ‘others’.

The Pupil premium can also be used to enable pupils to access the wider curriculum including providing support for:

<ul style="list-style-type: none"> <li>• School Uniform</li> <li>• Name Tags</li> <li>• PE KIT</li> <li>• School Bag</li> <li>• Stationery/Equipment</li> <li>• Apps/Kindle or IT programmes</li> </ul>	<ul style="list-style-type: none"> <li>• Travel to School Sports</li> <li>• Sports Equipment</li> <li>• Bus Passes</li> <li>• Extended Activities</li> <li>• Theatre Visits</li> <li>• Educational Visits</li> <li>• Residential Visits</li> </ul>	<ul style="list-style-type: none"> <li>• Breakfast Club</li> <li>• Healthy Snacks</li> <li>• School Lunch</li> <li>• Study Club Snacks</li> <li>• Reading Clubs</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Instruments</li> <li>• Transport</li> <li>• Homework Costs</li> <li>• Ingredients for Cookery</li> <li>• Enrichment days e.g. World Book Day</li> </ul>
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## Reporting

It will be the responsibility of the Assistant Principal, Inclusion, to produce a termly report for the Local Area Board on:

- The progress made towards narrowing the gap, by year group, for socially disadvantaged pupils.
- An outline of the provision that was made during the term since the last meeting.
- An evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

It will be the responsibility of the Local Area Board to monitor the school’s progress towards ‘narrowing the gap’ for socially disadvantaged pupils. A report is given to the school’s Local Area Board on a termly basis (reporting against the criteria below). The Local Area Board body will consider the information provided in the light of the data relating to the progress of the school’s socially disadvantaged pupils in conjunction with the revised schools’ league tables and information provided in RAISE online. **Our SEN / Child protection Governor also oversees Pupil Premium and Prevent (Radicalisation).**

It has been a legal requirement since 2012 to publish an annual report to parents providing information on how the Pupil Premium is spent and its impact. Our annual report (a copy can be found on our website) includes progress and attainment statistics, the number of eligible pupils entitled to benefit from the additional funding and the amount the school receives per annum (including the current year). The annual report is signed off by our local Area Board and Trust.

## Success Criteria

The evaluation of this policy is based on how quickly the school can ‘narrow the gap’ between socially disadvantaged pupils and their peers. The success criteria for the Pupil Premium Policy are:

- Early intervention and support for socially disadvantaged children;
- The vast majority of socially disadvantaged children will meet their individual targets;
- Developing effective parental / pupil / school support;
- Having an effective system for identifying, assessing and monitoring pupils;
- Having a whole-school approach;
- Create a positive school atmosphere in which pupils’ differences are recognised and all pupils are valued as full members of the school community and developing confident and independent learners ready for the next phase of their education.

## Analysis and challenge toolkit for school leaders: primary

Financial year	Amount of Pupil Premium funding	
2012-13	£98,000	<b>The figure for 2016_17 is provisional. EFA funding yet to be confirmed.</b>
2013-14	£166,301	
2014-15	£219,000	
2015-16	£225,280	
2016 - 2017	£195,000	

Percentage of FSM pupils	2012-13 - 43.2%			2014_15 – 41.9%			2015_16 – 40%					
Number of eligible FSM pupils	149	@£623	£93,000	167	@£1300	£217100	169	@£1320	£223080	147	@1320	£195,000
Number of eligible looked after pupils	0	@£623	0	1	@£1900 <sup>1</sup>	£1900	1	@£1900	£1900	0	0	0
Number of eligible service children	0	@£250	0	0	@£1300	0	1	@£300	£300	0	0	0
Number of eligible for Nursery PP	/	/	/	/	/	/				/	/	/
<b>Total</b>	<b>£93,000</b>			<b>£219000</b>			<b>£225,280</b>			<b>£195,000</b>		

<sup>1</sup>LA Policy to release £300 per term – controlled by Virtual Head (actual £900?)

<sup>2</sup>Dip caused by lower applications in KS1 due to implementation of Universal Free School meals in the Infants

## Where are the gaps (Year 6)?

Year 6: Indicator (based on data from RAISE online)	gap between FSM and non FSM				2016_17 predicted outcome			Comments / contextual information
	2012-13	2013-14	2014-15	2015 - 16	for FSM	for non FSM	All	
Number of Pupils in cohort	32	50	51	49		59		
Number Non-FSM	13	22	24	25	11	48	59	These figures are based on targets set using Year 5 data in July. This data and the targets will be reviewed to ensure the targets set for individuals are challenging, achievable and realistic.
Percentage of FSM pupils	59.4	56	53	50	19%	81%	/	
Attainment - @ National in Reading	+9	+1	+8		73%	77%	78%	We will also be looking at whether or not the targets for disadvantaged pupils need to be adjusted once more info is published by the DFE on end of KS expectations.
Attainment - @ National in Writing	-9	+8	0		91%	90%	90%	
Attainment - @National in Mathematics	+1	+3	0		90%	90%	90%	
Attainment - @ National in EGPS	+2	0			82%	46%	44%	
Expected progress in Reading	0	0	+5		73%	77%	78%	
More than expected progress in Reading	/	+4			0%	15%	12%	
Expected progress in Writing	0	0	0		91%	90%	90%	
More than expected progress in Writing	/	-13			0%	21%	17%	
Expected progress in maths	0	-5	+10		91%	90%	90%	
More than expected progress in maths	/	0			18%	17%	17%	
Attendance	-0.7				96%	96%	96%	<b>Please note for this year we are assuming end of Key Stage Measure will be % achieving national expectation.</b>
Persistent absence (15%)	-0.1							
Fixed-term exclusions	0	0	0	0	0	0	0	
SEN Register	/							

+ sign indicates that disadvantaged pupils have scored higher than other.  
We are awaiting some data.

**Where are the gaps (other year groups)?– Current Data Autumn Baseline 14.09.16 based on July 16 data**

<b>Year group</b>	<b>N° % FSM</b>	<b>What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data? The data in this table (Sept 2016) reflects the Summer Term data of the previous year therefore EYFS pupils are now in year 1 etc. it will be altered termly.</b>
EYFS	60 Children 6% Dis	72 % of All children achieved a Good Level of Development in 2015_16. At 14.09.16 we are currently baselining pupils and establishing how many are eligible for FSM beyond UIFSM. Disadvantaged children Reading:70 PAPS VA 104 Writing:70 PAPS VA103, Maths:70 PAPS, VA 106.5
<b>Year 1</b> (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)	59 Children 22% Dis.	Reading: Disadvantaged Children 77.2 PAPS, VA 100.14 opposed to the other children 76.8 (+0.4PAPS Diff) Writing: Disadvantaged Children 77 PAPS, VA 100.21 compared to 77.1PAPS for Other Children. (-0.1PAPS Diff) Maths: Disadvantaged Children 77.4, VA 100.21 PAPS compared to 77.4 PAPS for Other Children. (0 PAPS Diff) <b>Disadvantaged children are performing in line with or higher than their peers.</b>
<b>Year 2</b> (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)	59 Children 28% Dis.	Reading: Disadvantaged children 83.5 PAPS (VA 100.24) as opposed to the Other Children 84 PAPS (progress 99.97) (-0.5 PAPS Diff) Writing: Disadvantaged children 83.4 PAPS (VA 100.21) as opposed to the Other Children 83.7 PAPS (progress 99.76) (-0.3 PAPS Diff) Maths: Disadvantaged children 83.1 PAPS (VA99.71) as opposed to the Other Children 83.7 PAPS (progress 99.84) -0.6 PAPS Diff Progress of both groups broadly similar in all subjects but attainment for disadvantaged currently approx. 0.5 PAPS lower.
<b>Year 3</b>	60 Children 43% Dis.	Reading: Disadvantaged children 89.5 PAPS (VA99.38) Other Children 90.2 APS (progress 99.64) (-0.7 APS Diff) Writing: Disadvantaged children 88.7 PAPS (VA 99.12) Other Children 89.4 APS (progress 99.67) (-0.7 APS Diff) Maths: Disadvantaged children 89.3 PAPS (VA 99.5) Other Children 89.5 APS (progress 99.94) (-0.2 APS Diff) Progress of both groups broadly similar in all subjects but attainment for disadvantaged currently approx. 1 PAPS lower. <b>3 teacher model in Year 3 to ensure a focus on Disadvantaged children.</b>
<b>Year 4</b>	60 Children 43% Dis.	Reading: Disadvantaged children 95.3 PAPS (VA 99.64) as opposed to the Other children 95.8 PAPS. (VA 100.39) (-0.5 PAPS Diff) Writing: Disadvantaged children 95.1 PAPS (VA99.12) as opposed to the Other children 95.5 PAPS. (VA100.1) (-0.4 PAPS Diff) Maths: Disadvantaged children 95.2 PAPS (VA 99.5) as opposed to the Other children 95.4 PAPS. (VA 99.67) (-0.2 PAPS Diff) <b>3 teacher model in Year 3 to ensure a focus on Disadvantaged children. Difference in attainment is approx. 0.5 PAPS</b>
<b>Year 5</b>	59 Children 55% Dis.	Reading: Disadvantaged children 101.5 (VA 99.7) as opposed to the Other Children 101.5 PAPS (VA. 100.36). (0 PAPS Diff) Writing: Disadvantaged children 101.8 PAPS (VA 100.64) compared to 101.6 for Other Children VA. 100.73). (0.2 PAPS Diff) Maths: Disadvantaged children 101.8 PAPS (VA100.15) and Other children 101.8 PAPS (VA. 100.54). (0 PAPS Diff) <b>No difference between attainments, both groups are achieving in line with their peers.</b>
<b>Year 6</b>	49 Children 48% Dis.	<b>Reading: Disadvantaged children 108.1 PAPS (VA 101.79) as opposed to the Other Children 108.1 PAPS. (102.43)Achieving in line with peers</b> <b>Writing: Disadvantaged children 107.8 PAPS (VA 101.67) as opposed to the Other Children 107.9PAPS. (102.35) Achieving broadly in line with peers</b> <b>Maths: Disadvantaged children 108.4 PAPS (VA 108.4) as opposed to the Other Children 108.4 PAPS. (102.54) Achieving in line with peers</b> <b>Disadvantaged children are performing in line with their peers.</b>



## Where are the gaps (other eligible groups) and other groups identified through analysis?

Group	Comment on predicted outcomes in 2016 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	N/A
Service children	N/A
White British	<p>The group highlighted through analysis of data is a sub-group of White British. Typically those families where three or more of the following apply:</p> <ul style="list-style-type: none"><li>• the family are disadvantaged (on benefits);</li><li>• there is low adult literacy;</li><li>• large family;</li><li>• neither parent is working;</li><li>• high levels of social care;</li><li>• mental health concerns / DV / Substance abuse;</li><li>• one absent parent.</li></ul>

## Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

All priorities identified are identified in our SEF

Which priorities are not reflected in your school improvement plans?

All priorities identified are identified in our Operational Plan

## Pupil Premium 2013-14 and Impact

Attendance Support	£3,000	New from April	Support from the school's attendance officer to work with families and children whose academic progress is impacted by poor attendance. All Years	Improved attendance.	+APS and subs level	Whole school attendance increased over to 95% - 2.5% increase.
Reading support	£1000	Continued	Training for Additional Volunteer Readers from the Charity VHR. Yr 4 and 5	1:1 reading targeted at children who are not heard to read at home	+APS and subs level Report to finance com.	Targeted pupils made greater levels of progress
Financial Support	£1500	Continued	We offer some limited financial support to students of low income families for uniform, school journey, music lessons and equipment. All year groups.	School uniform and to 'fit in', improves behaviour and buy in	+ APS and subs level Report to finance com.	Funding accessed to support pupil participation in school journey, uniform, visits.
Extra curricular subsidy	£2000	Continued	Limited support to enable FSM children to access clubs, trips, performers in school, workshops and visits across the school. All Years.	Enables pupils to access trips.	+APS and subs level	As above
Family Group	£12,000	New from April	Family Group – Matched funded Family Therapy. Work with SFW to recruit up to eight “disadvantaged” families to participate in Family Group. In this context, “disadvantaged” children will be “failing” at school (ie at risk of exclusion, poor attendance, unsatisfactory attainment etc) and their families are highly likely to be struggling with a range of challenges such as poverty, mental health issues, domestic violence and/or language/cultural difficulties	Long term therapeutic work with vulnerable / disadvantaged families. Including parenting classes and coaching on supporting children's learning.	+APS and subs level	Low attendance rate by key families reduced the effectiveness of this intervention, for the families attending we saw increased rates of progress and school attendance and have evidence of better outcomes in terms of the target families – including participation in PPP and with the children's centre.  However the progress while profound was too slow for too small a number to justify continued participation.
Reading Recovery	£20,000	Continued	Every Child a Reader / Reading recovery specialist teacher, 0.6, years 1 and 2 – training and support for all TAs and targeted teachers.	2 year improvement in reading age in 20 weeks	IOE reporting and Reading Recovery	Exceeded target and teacher trained TAs in better / more effective reading teaching.
Explorers	£2000	New	Gifted and Talented program run across AAT West London District using the One Day a Week Model	Increased level 6	Tracing by Executive Principal	To continue in new school year, initial impact looked positive for most able.
Booster Teachers (Yr 6)	£5000	New Jan 2014	Weekly Targeted Booster lesson from KS3 specialist teachers – one afternoon per week for each of English and Maths	To increase % of pupils attaining Level 6 at KS2.	Data tracking	10% L6 in each of Maths, Writing and SPAG Increased APS compared to 2012-13.
Holiday Academy	£3500	Continued	Targeted revision and learning camp – 3 hours of academic study, 1 hour art, 1 hour sport over Spring Half Term and Easter Holiday. Costs covered 1xsports coach and staffing costs (3 teachers)	Increase levels for disadvantaged pupils	Data tracking	Good levels of participation – disadvantaged pupils attended and received targeted boosters – to be repeated in 2014-15
Year 4 Reading Project	£3000	Nov. 2014	Year 5 pupils working with reading mentors from Rivers Academy once a week – each pupil will have an assigned mentor	Increase in progress and attainment of pupils	Assistant Principal	Increased rates of progress for targeted pupils see separate report - RG
Challenge the Gap	£5000	Sept. 2014	Targeted Challenge the Gap reading program – aimed at Yr 4 PP pupils	Increase in progress and attainment of pupils	Assistant Principal monitored by Challenge the Gap.	Increased rates of progress for targeted pupils see separate report - RG
<b>Please note, that funding beyond that indicated was also used to support these activities</b>					<b>TOTAL</b>	<b>£166,000 (2013-2014)</b>

## Pupil Premium 2014-15 and Impact

This table provides a summary of the intervention and support strategies that were put in place to support disadvantaged students in 2014\_15.

Pupil Premium used for:	Amount allocated to the intervention (£)	Is this a new or continued activity /cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale. What will it achieve if successful? <b>All interventions will be monitored half termly.</b>	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' <b>If you plan to repeat this activity, what would you change to improve it next time?</b>
One to one tuition - ECAR	£22,000	Continued	Intensive support, for short, regular sessions for Reading Recovery (about 30 mins, 3-5 times a week) over a set period of time (6-12 weeks)	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	All pupils identified for this intervention made significantly accelerated progress – 2 years+ in 20 weeks.
One to One and small group work.	£10,900	Continued	Intensive support, for short, regular sessions for English as an Additional Language pupils. (EAL) Small focused group and 1:1 work. Support is across year groups. Particular focus on maths.	Highly targeted skills based interventions	Focused predominantly on social issues preventing access to learning – SEN pupils made at least expected progress and the majority at KS 1 and KS 2 achieved national expectation.
Additional Teacher time	£25,000	Continued	Teaching support in Y2, 5 and Y6 for Numeracy and Literacy Sets. AL, RG	Smaller class sizes, enable setting and targeted intervention.	High impact and good levels of progress seen across the school. In 2015_16 we will move to a 3 teacher model in Year 3, 5 and 6.
3 teacher model in Yr 6	£42,400	New	Additional teacher for Year 6 to enable targeted intervention, smaller group sizes to enable accelerated progress for individuals and groups.	Smaller class sizes, enable setting and targeted intervention	KS2 results above national despite high levels of turbulence and pupils joining in Year 6.
Additional TA Support – KS2	£14,000	Continued	Support in class for all year groups from trained Teaching Assistant, supporting reading, maths and literacy. All Years in KS2 Accelerated progress for targeted individuals and groups.	Teacher directed in class support.	Due to staff sickness this was not as effective as planned. For new year move to 3 teacher model in Juniors, TAs will be allocated intervention time monitored by AP and VP.
First Class at Number Teaching Assistant led Intervention Groups – KS1	£10,000	Continued	Focused small group interventions targeted to meet specific identified maths need. All KS1. – Part of the ECC Initiative.	Highly targeted skills based interventions.	Progress and attainment in maths in year 2 and 3 increased.
Nurture Group	£27,000	Continued	Some of our students find it extremely difficult to engage appropriately in the classroom and the nurture group provides them with the appropriate social skills need to access the curriculum and to cope in class and on the playground. YR, 1, 2, 3, 4	Prepare children to return to mainstream classroom. Reduced exclusions.	All pupils now graduated back to mainstream, nurture group will be greatly reduced in time (lower need) in 2015_16
Barriers to learning Interventions	£12,200	New	Staff who mentor children and work with them to develop their self esteem and work habits. Small group or 1:1 work All year groups. <b>With particular focus on identified children in Year 3 to 4 looking at number correspondence (counting), models of number, place value, number lines.</b>	Readiness for learning.	Progress across KS2 good tracking shows effective impact of this strategy. To continue in Year 4.
Boosters - Yr 6	£10,000	Continued	Small group boosters in Yr 6 from Autumn term to accelerate pupil progress and increase attainment. Narrow the gap.	To provide pupils with basic skills to enable them to achieve in line with their peers.	Vital in ensuring results above national. Additional boosters put on for new to year 6 pupils.

Attendance Support	£3,500	Continued	Support from the school's attendance officer to work with families and children whose academic progress is impacted by poor attendance. All Years	Improved attendance.	Measles outbreak highlighted need for continued focused support – attendance would have been even lower without this investment.
Beanstalk Reading support	£500	Continued	Training for Additional Volunteer Readers from the Charity VHR. Yr 4 and 5	1:1 reading targeted at children who are not heard to read at home	Target pupils made good+ progress.
Financial Support – enrichment activities	£10,000	Continued	We offer some limited financial support to students of low income families for uniform, school journey, music lessons and equipment. All year groups. Limited support to enable FSM children to access clubs, trips, performers in school, workshops and visits across the school. All Years.	School uniform and to 'fit in', improves behaviour and buy in Enables pupils to access trips. Enhance children's life experiences.	<b>Update from SENCO to follow</b>
Family and pupil welfare	£10,500	New	Support for our disadvantaged and vulnerable pupils and families.	Families and children are supported to improve resilience.	Personalised targets met
Challenge the gap	£6,000	Continued	Project with Feltham College to narrow the attainment gap for Year 4 pupils.	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	Current Year 5 pupils targeted for this project made accelerated progress across the year. Unfortunately the project has ended.
Dedicated Leadership time	£10,000	New	Dedicated leadership time to focus on Pupil Premium monitoring,, maintaining a pupil premium register, attending PPM.	Rigorous monitoring of interventions. Focus on Pupil Premium children.	GAP closing in all year groups, PP high focus and this group outperformed their peers at L4+c and 2levels progress in 2015.
Gifted and Talented Provision	£5,000	New	Enrichment activities for Able, Gifted and Talented Pupils who are eligible for pupil premium. Shine project. Rivers project.	Enhance children's life experiences	Pupils identified as HAPs and disadvantaged supported throughout the year.
Holiday Academy	£3,500	New	Narrow the gap in progress and attainment for pupils in Yr 6.	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	Provided an extra 12 days of school for this group across the year and ensured we were above national floor targets.
<b>TOTAL</b>					<b>£222,500</b>

## Overall Impact 2014-15

*The LAB of the school will publish information on its website annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for 'socially disadvantaged pupils'. (This report).*

Again the Pupil Premium has had a significant impact in a number of key areas in 2014\_15, the additional teacher and TA support in all year groups enabled our pupils to make accelerated progress over the course of the year and ensured again that at L4+ and 2levels of progress our Yr6 disadvantaged pupils achieved above national results again this year. The focus remains on ensuring that more of our disadvantaged pupils achieve Level5+, the results at KS1 show that the ground work for this is being effectively laid with more pupils than ever achieving L3+ and similarly in EYFS.

The Gap at KS 1 has narrowed in EYFS and KS1 but remains a focus for improvement, the gap which we were closing by the end of year 6 is now closing during year 5. In 2015\_16 we will be instituting a 3 teacher model in Year 3, 5 and 6 to further target this group.

The additional Teaching Assistants (TAs) time for phonics, in class support and intervention groups impacted significantly across the school ensuring that pupils' needs were more effectively met. The TA support impacted particularly noticeably on children's reading and phonics sessions. Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement.

The Nurture Group has had a significant impact on the children who attend these sessions leading to accelerated progress and more settled children. More broadly it has enabled these children to cope much better in class and in this way has enabled teachers to focus on teaching and the rest of the class on learning as a result we have seen improved behaviour in class and improved learning. It has led to a drop in exclusions. The cohort of children that have been our focus graduated back into the mainstream this year and the support for this group will now shift to being in class and the time that the nurture group operates will be reduced to 3 afternoons for a smaller group of pupils.

Analysis has enabled us to identify that the majority of disadvantaged pupils make progress in line with their peers by the end of the key stage at Level 4+ and making expected progress across KS2. However it highlighted the focus for 2015\_16 to be a sub-group of White British. Typically those families where number 1 and three or more other factors from the rest of the following list apply:

1. the family are disadvantaged;
2. there is low adult literacy;
3. large family;
4. neither parent is working;
5. high levels of social care;
6. mental health concerns / DV / Substance abuse;
7. one absent parent.

## Planning Pupil Premium 2015-16

This table provides a summary of the intervention and support strategies that ARE BEING put in place to support disadvantaged students in 2015\_16.

Pupil Premium used for:	Amount allocated to the intervention (£)	Is this a new or continued activity /cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale. What will it achieve if successful? <b>All interventions will be monitored half termly.</b>	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	Intended impact: What will the action or activity actually achieve?
One to one tuition - ECAR	£22,000	Continued	Intensive support, for short, regular sessions for Reading Recovery (about 30 mins, 3-5 times a week) over a set period of time (6-12 weeks). Focus PP - White British or EAL	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	All pupils identified for this intervention make significantly accelerated progress – 2 years+ in 20 weeks.
One to One and small group work.	£10,900	Continued	Intensive support, for short, regular sessions for English as an Additional Language pupils. (EAL) Small focused group and 1:1 work. Support is across year groups. Particular focus on maths and Reading.	Highly targeted skills based interventions	Pupils made at least expected progress and the majority at KS 1 and KS 2 achieve national expectation.
Additional Teacher time for groups.	£25,000	Continued	Teaching support for groups in Y2, 4, 5 and Y6 for maths, reading and comprehension.	Smaller class sizes, enable setting and targeted intervention.	Good levels of progress seen across the school.
3 teacher model in Yr 6, 5 and 3	£65,000	New	Additional teacher for Year 3, 5 and 6 to enable targeted intervention, precision teaching smaller group sizes to enable accelerated progress for individuals and groups.	Smaller class sizes, enable setting and targeted intervention	KS2 results above national and all other year groups making better than expected progress. Reduction in teacher sickness and supply costs.
Additional TA Support – KS2 – specific interventions and Sen targeted support in KS1 and EYFS to meet increasing needs.	£14,000	Continued	Support in class for all year groups from trained Teaching Assistant, supporting reading and maths – highly targeted interventions including phonics and spelling 1:1 reading. All Years in KS2 Accelerated progress for targeted individuals and groups. In EYFS and we have a significant increase in pupils with high levels of need (multiple inc. ASD) 3 with statements additional support has been put in place.	Teacher directed in class support.  SENCO and VP to monitor all interventions – SMART targets in place	Pupils with SEN made expected and good progress. Move to 3 teacher model across all KS2 classes. TA support to focus on KS1, early intervention approach
GROW	£5,500	New	Train a member of staff and introduce GROW – S2 Reading Recovery.	Highly targeted skills based interventions.	Reading interventions in KS2 more effective – accelerated progress. Children made the expected progress on the intervention. Teacher on Maternity leave for 2016-2017
First Class at Number Teaching Assistant led Intervention Groups – KS1	£5000	Continued	Focused small group interventions targeted to meet specific identified maths and reading need. All KS1. – Part of the ECC Initiative.	Highly targeted skills based interventions.	Progress and attainment in maths in year 2 and 3 increased.
Nurture Group	£15,000	Continued	Reduced sessions 3x afternoons per week focused on Infants. In class support for graduates from last year.	Prepare children to return to mainstream classroom. Reduced exclusions.	Pupils graduated back to mainstream successfully. Need of the school cohort is changing. Nurture group not needed for 2016-2017. SEMH interventions to be explored.

Barriers to learning Interventions	£10,000	New	Staff who mentor children and work with them to develop their self esteem and work habits. Small group or 1:1 work All year groups. With particular focus on identified children in Year 3 to 4 looking at number correspondence (counting), models of number, place value, number lines.	Readiness for learning.	Reduced exclusions, improved attendance.
Boosters - Yr 4, 5 and 6	£18,000	Continued	Small group boosters in Yr 6 from Autumn term to accelerate pupil progress and increase attainment. Narrow the gap.	To provide pupils with basic skills to enable them to achieve in line with their peers.	Pupil premium children achieved in line with their peers at the end of KS2 SATS.
Attendance Support	£6,000	Continued	Support from the school's attendance officer to work with families and children whose academic progress is impacted by poor attendance. All Years. There has been a reduction in LA EWO support – more now needs to be done in house – focus particularly on White British / PP.	Improved attendance.	Pupil premium children's attendance at the end of July 16 ...
Financial Support – enrichment activities	£5,000	Continued	We offer some limited financial support to students of low income families for uniform, school journey, music lessons and equipment. All year groups to enable them to access the broader curriculum. Limited support to enable FSM children to access clubs, trips, performers in school, workshops and visits across the school. All Years.	School uniform and to 'fit in', improves behaviour and buy in Enables pupils to access trips. Enhance children's life experiences.	Parent voice – enabled children to take part in enrichment activities, residential trip. Man and boy camp for one pupil and their father.
Family and pupil welfare	£5,000	New	Support for our disadvantaged and vulnerable pupils and families. Targeting white British particularly through coaching and mentoring.	Families and children are supported to improve resilience.	Personalised targets met. EHA completed for families.
Dedicated Leadership time	£9,000	New	Dedicated leadership time to focus on Pupil Premium monitoring,, maintaining a pupil premium register, attending PPM.	Rigorous monitoring of interventions. Focus on Pupil Premium children.	GAP closing in all year groups.
Gifted and Talented Provision	£5,000	New	Enrichment activities for Able, Gifted and Talented Pupils who are eligible for pupil premium. Shine project. Rivers project.	Enhance children's life experiences	Pupils identified as HAPs and disadvantaged supported throughout the year and levels of pupils achieving above national expectation.
Holiday Academy	£5,000	New	Narrow the gap in progress and attainment for pupils in Yr 6 during all breaks – focused on PP pupils.	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	Provided an extra 12 days of school for this group across the year and ensure we were above national floor targets.
<b>TOTAL</b>					<b>£225,400</b>

## Overall Impact 2015-16

*The LAB of the school will publish information on its website annually on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for 'socially disadvantaged pupils'. (This report).*

Again the Pupil Premium has had a significant impact in a number of key areas in 2015\_16, the additional teacher and TA support in all year groups enabled our pupils to make accelerated progress over the course of the year and ensured again that at ..... Yr6 disadvantaged pupils achieved above national results again this year. The focus remains on ensuring that more of our disadvantaged pupils achieve .....

The Gap at KS 1 has narrowed, but remains a focus for improvement, the gap which we were closing by the end of year 6 is now closing during year 5. In 2015\_16 we will be instituting a 3 teacher model in Year 3, 5 and 6 to further target this group.

The additional Teaching Assistants (TAs) time for phonics, in class support and intervention groups impacted significantly across the school ensuring that pupils' needs were more effectively met. The TA support impacted particularly noticeably on children's reading and phonics sessions. Providing small group work for pupils entitled to PP funding with an experienced teacher focussed on overcoming gaps in learning to help them make improved progress and to raise their standards of achievement. 1:1 support for pupils entitled to PP funding to help them make improved progress and to raise their standards of achievement.

The Three teacher model impacted significantly in Year 6 and Year 5 to ensure that pupils' needs were met effectively. Pupil premium children remained a focus, particularly in Year 3 and Year 4.

Analysis has enabled us to identify that the majority of disadvantaged pupils make progress in line with their peers by the end of the key stage at working at national standard and making expected progress across KS2. However it highlighted the continued focus for 2016\_17 to be a sub-group of White British. Typically those families where number 1 and three or more other factors from the rest of the following list apply:

1. the family are disadvantaged;
2. there is low adult literacy;
3. large family;
4. neither parent is working;
5. high levels of social care;
6. mental health concerns / DV / Substance abuse;
7. Attendance

A register showing children with multiple vulnerable groups has been devised to ensure these children remain a focus.



## Pupil Premium 2016-17 and Intended impact

This table provides a summary of the intervention and support strategies that ARE BEING put in place to support disadvantaged students in 2016\_17.

Pupil Premium used for:	Amount allocated to the intervention (£)	Is this a new or continued activity /cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale. What will it achieve if successful? All interventions will be monitored half termly.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium?	Intended impact: What will the action or activity actually achieve?
One to one tuition - ECAR	£23,000	Continued	Intensive support, for short, regular sessions for Reading Recovery (about 30 mins, 4-5 times a week) over a set period of time (20 weeks). Focus PP - White British or EAL	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	All pupils identified for this intervention make significantly accelerated progress – 2 years+ in 20 weeks.
One to One and small group work.	£13,000	Continued	Intensive support, for short, regular sessions for English as an Additional Language pupils. (EAL) Small focused group and 1:1 work. Support is across year groups. Particular focus on Oracy and new beginners.	Highly targeted skills based interventions	Pupils make at least expected progress and the majority at KS 1 and KS 2 achieve national expectation. EAL pupils make progress against the EAL proficiency stages.
3 teacher model in Year 3, 4 5 and 6	£80,000	New	Additional teacher for Year 3, 4, 5 and 6 to enable targeted intervention, precision teaching smaller group sizes to enable accelerated progress for individuals and groups.	Smaller class sizes, enable setting and targeted intervention	KS2 results above national and all other year groups making better than expected progress. Reduction in teacher sickness and supply costs.
Additional TA Support – KS1 – specific interventions and Sen targeted support.	£30,000	Continued	Support in class for all year groups from trained Teaching Assistant, supporting reading, writing and maths – highly targeted interventions including phonics and spelling 1:1 reading. Additional support to ensure SEND children achieve individual targets.	Teacher directed in class support.  Interventions – matched to pupils needs	Pupils with Sen make accelerated progress other make at least expected and are not affected by high levels of need.
Barriers to learning Interventions	£10,000	New	Staff who mentor children and work with them to develop their self esteem and work habits. Small group or 1:1 work All year groups. With particular focus on identified children who are disadvantaged and have involvement from Social Care	Readiness for learning. Removing SEMH barriers to learning.	Reduced exclusions, improved attendance.
Boosters - Year 6	£9,000	Continued	Small group boosters in Year 6 from Spring term to accelerate pupil progress and increase attainment. Narrow the gap. SATS coaching.	To provide pupils with basic skills to enable them to achieve in line with their peers. GAP analysis.	Key pupils make accelerated progress in reading, writing and maths
Attendance Support	£6,000	Continued	Support from the school's attendance officer to work with families and children whose academic progress is impacted by poor attendance. All	Improved attendance.	PA figure moved to 90% - school meets this change and attendance improves to 96%

			Years. There has been a reduction in LA EWO support – more now needs to be done in house – focus particularly on White British / PP.		
Family and Pupil Welfare. Financial Support – enrichment activities	£5,000	Continued	We offer some limited financial support to students of low income families for uniform, school journey, music lessons and equipment. All year groups to enable them to access the broader curriculum. Limited support to enable FSM children to access clubs, trips, performers in school, workshops and visits across the school. All Years. Support for our disadvantaged and vulnerable pupils and families.	School uniform and to 'fit in', improves behaviour and buy in Enables pupils to access trips. Enhance children's life experiences.	Increased attendance. Pupil voice survey for this group shows improved attitude to school compared to 2016_17.
Dedicated Leadership time	£9,000	Continued	Dedicated leadership time to focus on Pupil Premium monitoring,, maintaining a pupil premium register, attending PPM. Pupil Premium champion	Rigorous monitoring of interventions. Focus on Pupil Premium children.	GAP closing in all year groups.
Gifted and Talented Provision	£3,000	Continued	Enrichment activities for Able, Gifted and Talented Pupils who are eligible for pupil premium. Shine project. Rivers project.	Enhance children's life experiences	Pupils identified as HAPs and disadvantaged supported throughout the year and levels of pupils achieving above national expectation at KS2, EYFS and Phonics and KS1 increase.
Holiday Academy	£5,000	Continued	Narrow the gap in progress and attainment for pupils in Year 6 during all breaks – focused on PP pupils.	Raise attainment in core areas, to provide pupils with basic skills to enable them to achieve in line with their peers.	Provide an extra 12 days of school for this group across the year and ensure we were above national floor targets.
Friends For Life Programme	£2,000	New	Programme to improve children's wellbeing, emotional health, resilience	Children will have the tools to be resilient and manage their emotional health and well being	Children are resilient learners, risk takers and have improved outcomes.
<b>TOTAL</b>					<b>£195,000</b>

### Governors' knowledge and awareness

1. Have leaders and LAB considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?  
[Use previous data, monitoring and tracking about what interventions work well and have the most impact.](#)
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?  
[See above.](#)
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?  
[See above at 'Background' \(Page 3/4\).](#)
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?  
[This report and subsequent updates to the LAB. Pupil Premium report is published annually on the website.](#)
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?  
[All interventions are closely monitored by the AP for Inclusion and the LAB monitor this work.](#)
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?  
[SLT will report to the LAB on the effectiveness of interventions, the ECAR teacher. Monitoring carried out by the AAT.](#)

### Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?  
[Yes, our SEF identifies the needs of this group and the actions to support them re identified in the school development plan and in this document. Pupils eligible for Pupil Premium are a key focus in all Pupil progress Meetings.](#)

2. Do the actions noted for improving outcomes for Pupil Premium pupils:
  - give details of how the resources are to be allocated? [Yes](#)
  - give an overview of the actions to be taken? [Yes](#)
  - give a summary of the expected outcomes? [Yes](#)
  - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors? [Yes](#)
  - explain what will be evaluated at the end of the action and what measures of success will be applied? [Yes](#)
3. Is the leader responsible for this area of the school's work identified? [Yes – Anna Birch – Assistant Principal for Inclusion.](#)
4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations? [This function is carried out through AAT Monitoring visits and the work of the LAB.](#)
5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing? [Yes. See data pack.](#)

## Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider).

There is a gap between eligible pupils and non-eligible pupils but it is less than the gap nationally. Pupil premium children are attaining broadly in line with their peers at the end of KS1. At the end of KS2 disadvantaged pupils have outperformed their peers. – We are awaiting the latest RAISE for 2015\_16.

2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?

Yes. See data pack for half termly impact, half termly PP group analysis.

3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

There is a gap between eligible pupils and non-eligible pupils but it is less than the gap nationally. Pupil premium children are making progress that is broadly in line with their peers. Continue to be a focus to ensure accelerated progress is made.

4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Yes. SLT and the attendance officer work closely together to monitor this group of pupils and data is produced half termly for vulnerable groups.

**Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?**

Between the LAB and monitoring by the AAT as the proprietary body systems are in place to ensure that intervention can be put in place swiftly if outcomes are not improving fast enough.

The English education system must become one in which a disadvantaged background ceases to be a barrier to a young person's attainment and future participation in a competitive workplace. After prior attainment, poverty is the single most important factor in predicting a child's future.

We should all have high expectations of every child regardless of their background. Disadvantaged<sup>1</sup> pupils underperform on average compared to their peers. Low attainment is due to a complex interaction of social and demographic factors. Material deprivation can influence educational outcomes by reducing the educational resources that families can provide, and by adversely affecting the home environment. Deprivation is commonly associated with other factors which can influence children's outcomes: ill health; family stress; low levels of parental education and parental involvement in their children's education; low levels of cultural and social capital; and low aspirations.

Attainment among disadvantaged pupils has improved slightly and the attainment gap between them and their peers has closed, but only slowly, in recent years. In 2012 the attainment gap at age 11 was 16 percentage points; and at age 16, 26.3 percentage points. The gap widens throughout a child's compulsory education, and so has a direct bearing on access to higher education and the best jobs. Tackling disadvantaged pupils' underperformance during school years is therefore critical to the Government's broader social mobility aims and strategy as a good education is the key to improving young people's life chances.

Within this strategy, the **Pupil Premium** is a specific policy targeted on disadvantaged pupils – giving schools extra funding to enable them to take the most effective action to raise the attainment of all disadvantaged pupils and close the gap with their peers.

<sup>1</sup> A pupil who has been on free school meals in the previous 6 years or who was 'Looked After' for at least 6 months in that year.