

STANWELL FIELDS COFE PRIMARY SCHOOL
PUPIL PREMIUM REPORT 2016-2017

What is Pupil Premium?

Pupil Premium is funding allocated to schools by the Department of Education to increase social mobility and reduce the gap in performance between pupils from disadvantaged backgrounds and their peers. Socially disadvantaged pupils have been defined as pupils eligible for free school meals (FSM) at some point in the last six years and children who have been in care for more than six months.

Its purpose is to raise attainment, accelerate progress and fulfil the achievement potential of all children. Schools receive funding for each disadvantaged pupil and can use the funding flexibly, in the best interests of eligible pupils. It is up to the school to decide how to spend the Pupil Premium funding because they are best placed to assess what additional education provision should be put in place to ensure maximum progress for all children in their care. All schools will be held accountable for how they have used the Pupil Premium funding and the impact it has had on the children's learning.

Pupil Premium at Stanwell Fields CofE

Pupil Premium at Stanwell Fields CofE is used primarily to accelerate the progress for eligible children, through the planning and delivery of a range of enhanced and personalised learning experiences and interventions.

At Stanwell Fields CofE we have approximately 30% of children who are entitled to Pupil Premium funding.

We regularly review our Pupil Premium initiatives to ensure they are having a positive impact. Each year we plan priorities for the years expenditure based on the cohort of eligible children.

Principles for supporting socially disadvantaged children

- At Stanwell Fields CofE we ensure that teaching and learning opportunities meet the needs of all pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are specifically assessed and addressed.
- In considering provision for socially disadvantaged pupils we recognise that not all pupils eligible for FSM will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are eligible for free school meals.
- Pupil Premium funding will be allocated based on a needs analysis, reflecting these considerations and which will identify priority classes, groups or individuals.

Number of pupils and pupil premium funding received		
Total number of pupils on role	407	
Total number of pupils eligible for pupil premium funding	120 this has fluctuated considerably throughout the year	
Amount of pupil premium funding received per pupil	£1320	
Total amount of pupil funding received	£158,000 approx	
Objectives of spending pupil premium funding		
<ul style="list-style-type: none"> - Aim for all KS1 children to reach age related expectation and close the attainment gap of eligible pupils and their peers - Aim for all KS2 children to reach age related expectation and close the attainment gap of eligible pupils and their peers - Aim to ensure floor standards at the end of KS2 are achieved 		
Record of pupil premium funding by initiative 2016-2017		
Initiative	Cost	Details/Objectives
FFT Wave 3	£848.12	Children worked with a trained LSA on a one to one basis to improve reading and writing skills. 7 children were supported, 3 of which were pupil premium
Impact and Outcomes:		
Pupil 1: Ended the year exceeding in reading and expected in writing having made expected progress in writing and better than expected progress in reading.		
Pupil 2: Ended the year reaching the expected standard in reading and writing having made better than expected progress in both areas.		
Pupil 3: Ended the year working towards expected in both reading and writing having made better than expected progress in both areas.		
ELS	£848.12	To ensure targeted children keep up with their peers in core learning in literacy in year 1. Selected children to end the year secure in year group objectives for reading and writing.
Impact and Outcomes:		
Intervention not carried out as it was felt that there were better alternatives.		
BRP	£37,083	A trained intervention teacher and a trained LSA worked 1:1 with children across the school (Y2-6) with the aim of boosting reading ages by 6 months across the course of the programme, develop independent reading and comprehension skills to enable children to access a wider range of reading material more confidently. During the academic year 38 children attended the programme (18 with the LSA and 16 with the Teacher) of which 27 children were pupil premium.
Impact and Outcomes:		
The average reading age progress for PP children was 6.5 months. The average comprehension age progress for PP children was 19 months. Detailed data showing improvements in individual children's reading ages and book band levels can be found in school.		
Additional Phonics	£4,998	An LSA working with groups of children from years R to 3 to provide additional phonics in order to meet age related expectations. 47 children attended a variety of phonics groups 15 of which were PP.
Impact and Outcomes:		
9 year 1 PP – 3 passed the phonics screening and one left the school		
2 year 2 PP – 1 child has now passed the year 1 phonics screening and 1 child is awaiting further assessment.		
4 year R PP – All 4 children reached age related expectation in reading and writing.		

Project X	£4,735	Small groups of 4 children across Y2-6 worked with a trained LSA on the Project X reading intervention. The aim of the intervention is to develop phonics and comprehension skills. 12 children attended of which 8 were pupil premium
Impact and Outcomes: Only ran in the Autumn term. 2 left 3 children met age related expectations 3 children were assessed as working towards age related expectations All made expected progress with 2 making better than expected progress		
Additional Support in Literacy Year 6	£27,703	A group of children working below age related expectations received daily small group teaching (during the daily literacy lesson) from an intervention teacher to enable them to access the curriculum with high levels of support. 19 children attended of which 10 were pupil premium.
Impact and Outcomes: Reading - 3 met age related expectations and one left the school. 4 made expected or better progress. Writing – 2 met age related expectations and one left the school. 4 made expected or better progress.		
Additional Support in Literacy Year 3	£32,328	A group of children working below age related expectations received daily small group teaching (during the daily literacy lesson) from an intervention teacher to enable them to access the curriculum with high levels of support. 15 children attended of which 11 were pupil premium.
Impact and Outcomes: Reading – 5 met age related expectations and 6 were working towards. 6 made expected or better progress. Writing – 3 met age related expectations and 8 were working towards. 7 made expected progress.		
Hi-Five Literacy	£4,689	To develop independent reading and writing. To promote self-esteem through enjoyment and improvement. Improved fluency and comprehension and reading. Improved written skills and independence in class.
Impact and Outcomes: Intervention not carried out		
SNAP Maths	£1,650	Children work in small groups with an LSA to develop good number sense, to develop confidence and enjoyment of maths. Children to make at least expected progress across the year. 13 children attended 8 of which were PP.
Impact and Outcomes: This intervention only ran in the Autumn term. 6 made expected progress or better.		
Maths intervention Year 5 and 6	£27,703	A group of Y6 children working below age related expectations received daily small group teaching from an intervention teacher to enable them to access the curriculum with high levels of support. 19 children attended of which 10 were pupil premium. The same teacher ran small group maths intervention during the afternoons 3 times a week for year 5 and 6 children who were not meeting age related expectations. 20 children attended of which 13 were pupil premium (6 x Y6 and 7 x Y5).
Impact and Outcomes: Year 6 parallel group – six of the ten made age related expectations, five made at least expected progress and one left the school. Year 5/6 intervention Year 5 – only one child from this group made age related expectations and expected progress.		

Year 6 – five out of the six met age related expectations and made expected progress.		
Third Space Learning Online Maths Tuition Years 5 and 6	£1,622.40	Children work with a 1:1 tutor online to improve confidence and enjoyment of maths. Gaps in learning are filled. Children attending to make at least expected progress in maths across the year. 8 children took part and all 8 were PP.
Impact and Outcomes: Progress across the year has varied considerably. Three children made expected progress across the year and one child that received the intervention left the school.		
Happy to be me	£224.40	For children to become more confident in school; increase happiness and self-esteem; develop friendships and social skills so children are ready to learn in class.
Impact and Outcomes: Intervention not carried out		
Pyramid Club	£277.95	For children to become more confident in school; increase happiness and self-esteem; develop friendships and social skills so children are ready to learn in class.
Impact and Outcomes: Intervention not carried out		
ELSA Support	£11,937	Children work either one to one or in small groups with a trained LSA to develop social skills and emotional literacy so they are ready to learn in class. Children attending to be more confident in school; increase happiness and self-esteem; develop friendships and social skills. 38 children took part in this intervention 23 of which were PP.
Impact and Outcomes: Autumn – 6 PP out of 10 – total progress 81 points average 13 points Spring – 8 PP out of 13 – total progress 178 points average 22 points Summer – 9 PP out of 15 – total progress 255 points average 28 points		
HSLW	£14,839	To work with parents to help them with any worries or concerns they may have about their children or home circumstances whilst their children are at this school; to improve communication between home and school; to address any barriers parents may have which ultimately may impact on their children’s development and learning.
Impact and Outcomes: 18 Pupil Premium families were supported to help the parents deal with any issues they were facing with their children whether it be at home or school, which included behaviour, attendance, completing benefit application forms, school admission forms and signposting to various support agencies including Early Help and CAHMS. Some of these families were also supported through Child Protection and CIN plans as HSLW is also DSL.		
Performance of pupils eligible for pupil premium funding		
End of KS2 – Children achieving age related expectations or better Reading – 62.3% Writing – 49.4% Mathematics – 59.7%		
End of KS1 – Children achieving age related expectations or better Reading – 65% Writing – 60% Mathematics – 75%		

Details of planned spend 2017-2018			
Initiative	Cost	Objectives	Expected Outcome and Impact
FFT Wave 3 Intervention led by LSA Year 1/2	£4212	To accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching.	Selected children to end the year secure in year group objectives for reading and writing.
Early Literacy Support led by LSA Year 1	£1125	To ensure targeted children keep up with their peers in core learning in literacy in year 1.	Selected children to end the year secure in year group objectives for reading and writing.
1:1 reading intervention led by LSA (BRP) Years 1-6	£2100	To accelerate reading progress for targeted Year 2 children. To ensure targeted year 2 children end the year reading at an age related level.	Improved fluency and comprehension in reading. 6 months progress during 10 week course.
Additional Phonics led by LSA Year R-3	£1128	To provide access at the phonics level appropriate to each child. To ensure year 2 children who did not pass the phonics screening check in year 1 are able to do so by the end of year 2. To provide additional support for children in year 3 to secure all phase 5 sounds.	Improved understanding of synthetic phonics. Children to pass the phonics screening check.
Project X small group reading intervention led by LSA Year 3-4	£3360	To accelerate reading progress for targeted Year 3-4 children. To ensure targeted year 3-4 children end the year reading at an age related level.	Improved fluency and comprehension in reading. Children to make at least expected progress in reading across the year.
Numbers Count Years 1-3	£30,000	To raise mathematical attainment for the least able learners. To fill gaps in knowledge and understanding of mathematical concepts.	Targeted individuals will close the gap on their peers by making better than expected progress in mathematics.
First class @ Number Years	£4032	To develop children's mathematical understanding, communication and reasoning skills.	Targeted groups of individuals will close the gap on their peers by making better than expected progress in mathematics.
Safe club 6 breakfast 8 after school	£1500	Improved attendance and punctuality at school	Attendance and punctuality of targeted children to improve
Third Space Learning Online Maths Tuition Year 5 and 6	£3580	Improved confidence and enjoyment of maths. Gaps in learning filled.	Children attending to make at least expected progress in maths across the year.

Happy to be Me Led by 2 LSAs Years 1-6	£2500	Develop social skills so children are ready to learn in class.	Children attending to be more confident in school; increase happiness and self-esteem; develop friendships and social skills
Pyramid Club Led by 2 LSAs Year 3	£2800	Develop social skills so children are ready to learn in class.	Children attending to be more confident in school; increase happiness and self-esteem; develop friendships and social skills
ELSA Support Years 1-6	£3000	Develop social skills and emotional literacy so children are ready to learn in class.	Children attending to be more confident in school; increase happiness and self-esteem; develop friendships and social skills
HSLW All year groups	£14,839	To provide a targeted service working with pupils and their families which address specific issues e.g. physical and mental health, attendance, family circumstances, parenting etc. that may hinder or disrupt a pupil's learning.	Parents feel supported in matters including behaviour, attendance, completing benefit application forms, school admission forms and signposting to various support agencies including Early Help and CAHMS.
Homework club Years 1-6 Available daily for 30 min sessions	£1500	To provide children with a quiet and purposeful space to complete homework	Children meeting homework deadlines
Transition groups Year 6	£250	To ensure children are fully prepared for the transition to secondary school	Children feel happy and confident for this big transition
Worry monsters group Years 2-6	£1500	To reduce anxiety in individuals and thus enable better curriculum access	Pupil voice and learning walks will show that targeted individuals are happier in school and engaging fully with the curriculum.
Consultancy support	£3000 depending on requirements	To ensure the most relevant and effective strategies and approaches are being implemented to support progress	Provision mapping tool will provide information regarding the implementation and impact of this support
Attendance management	£8500	To provide a range of attendance practices to support families	To increase attendance of PP children from 92.8% in 16/17 to at least 95% this year.
Curricular and extra-curricular enrichment Trip payments All year groups	£1220	To offer a wide range of experiences to broaden experiences of the world around them. To provide full access to all curriculum enrichment activities	To continue to increase the number of club places taken up by PP children

Inclusion management and EAL support	£1300	To ensure appropriate provision is in place to ensure pupil progress	Provision monitored and reviewed for pupils to ensure the gap is closing
Year 6 Booster groups	£5000	To target support to increase levels of progress and raise attainment in line with peers and national levels.	Targeted pupils will make expected or better progress in reading, writing and maths.
Bridge Builders	£2400	A mentoring Scheme providing youngsters with additional support and guidance from adult mentors who are experienced in life and work. Together, they define, explore and work to overcome the problems that they so often face, thereby helping to improve both academic performance and general readiness for the world of work.	Targeted pupils will make better than expected progress in all curriculum areas.
Resources for the interventions above	£2000	To ensure the correct resources are provided so that interventions can be delivered accurately.	For children involved in interventions to make expected progress.
Pupil Attitudes to School and Self (PASS)	£600 annual licence	PASS provides an insight into pupils' mindsets that would otherwise be difficult to gain. It helps you identify the reasons behind low attainment, challenging behaviour and low attendance, enabling a complete picture of a pupil's motivation, attitude and engagement in learning.	A better understanding of the barriers to learning for individuals will enable better personalized learning that will lead to better than expected progress in all areas.
Nuffield Early Language Intervention Trained LSA	£600	To help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.	Improve the spoken language ability of children in reception classrooms
Dyslexia Institute Literacy Programme (DILP)	£3000	To develop reading and spelling skills in a systematic and memorable way. To develop secure phonological understanding in order to improve reading and spelling skills.	Targeted individuals will close the gap on their peers by making better than expected progress in english