

# SOUTH BANK PRIMARY SCHOOL



## PUPIL PREMIUM 2016 -17

Pupil Premium is additional funding provided to schools for supporting the more disadvantaged pupils, to ensure they benefit from the same opportunities as all other children. It is for schools to decide how this is spent, as they are best placed to assess what additional provision should be made for the individual pupils at their school. Below is an outline of spending and impact made.

Percentage of pupils and pupil premium grant (PPG) received		
Jan 15	Total number of pupils on role	201 Excluding Early Years (Whole school - 243)
	Percentage of pupils eligible for PPG	50% (Claimed in the last 6 years – 101)
	Amount of PPG received per pupil	£1320
	Total amount of PPG	£174,020

Summary of PPG spending 2016/17
Objective in spending PPG
Raising attainment and achievement of PPG pupils across the school through:
<ul style="list-style-type: none"> <li>a. Continuing and maintaining reading achievement and attainment across the school</li> <li>b. Improving writing achievement and attainment across the school</li> <li>c. Supporting pupils and families through the development of pastoral team</li> <li>d. Accelerating progress through the use of intervention support across the school</li> <li>e. Supporting transition points in learning</li> <li>f. Enhancing curricular opportunities</li> <li>g. Increasing engagement and motivation in lessons by the use of CPD to further develop quality of teaching and learning, including behaviour for learning</li> <li>h. Improving attendance and punctuality</li> <li>i. Improve Speech and Language support</li> </ul>

Record of PPG Spending		
Objective	Cost	Impact
To provide a specific PPG teacher to work with small groups and individual disadvantaged pupils, addressing individual needs in order to diminish the differences between disadvantaged and other children. Targeted support	£14,210	Targetted support Impact – clear gaps in learning identified and specific learning opportunities provided. Highly personalised approach that ensured any gaps identified are filled so that quality first teaching in the classroom can build upon this.
Continue to provide a specialist reading recovery teacher to support children in KS1 and KS2.	£23,927	Impact – individuals in KS1 & KS2 identified from progress analysis Reading Recovery is an intervention based approach that highly personalizes learning and ensures any gaps are filled and built upon so that children have a secure base in which to build their learning. On the job training provided for an additional member of staff so that the

		highly effective initiative can be maintained into the future.
Continue to provide a pastoral co-ordinator role. This will support our vulnerable children to lessen the impact of any social and emotional barriers so that they are ready for learning. The role will also be used to work with parents to develop their expertise and engage them more in their children's learning.	£25,385	<p>Impact - Across the school community</p> <p>The effectiveness of our pastoral support is difficult to measure but the impact can be seen across the school. The impact is wide and varied as it involves a whole range of initiatives:-</p> <ul style="list-style-type: none"> <li>- Breakfast club continues to be free and is now well attended by 70+ children</li> <li>- The number of families being signposted for additional support continues to be a significant number. They have a support mechanism in place in school which is well used and well managed. Outcomes for children improved significantly</li> <li>- First point of contact established for parents should they have any worries or concerns. This first point of contact is also used by staff when they have a concern to raise. Additionally, our EAL families and asylum seeker families are well supported.</li> <li>- A range of other barriers to learning are tackled in a timely manner so that impact on learning is minimised.</li> <li>- Family learning opportunity well attended by parents as they happen, which has a positive impact on children's learning and motivation</li> <li>- Support for safeguarding issues, reducing the high level CP. Safeguarding approach is to provide early intervention however should it escalate then it is dealt with by a team of highly trained nominated leads. Additionally, work load is shared which reduces impact on the leadership and management of the school</li> <li>- School transport is led effectively and efficiently to ensure the safety of all is paramount. This is a vital service due to the current circumstances and has become the frontline for communication with many parents so it is important that effective systems are in place. Impact for pupils is that get to school safely and ready to learn.</li> </ul>
Support from a counsellor dedicated to supporting all children but specifically aimed at our most vulnerable children	£4560	Impact – targeted children who require additional support in order to be ready to learn. Outcomes for children increased significantly
Provide small group work focused on overcoming gaps in learning in	£38,135	Impact – intensive support given to accelerate progress, highly personalised

reading, writing and maths – broadly targeted at those children who qualify for this support		
Provide a high level of staff support and smaller class sizes to support the development of effective feedback on learning to all children	£8,590 £8,208	Impact – KS1, Y3 & Y6 Broadly targeted. Smaller class sizes in KS1 to ensure teaching and learning opportunities are effectively used to accelerate progress. Provide additional support in Y3 & Y6 so that a more personalized approach can be implemented
Utilise existing expertise from SEN team to support accelerated progress (based on 45% SEN across the school)	£5692	Impact – broad coverage SEN team expertise is shared to support children who are making slower than expected progress
Year 6 & Year 2 English and Maths booster sessions delivered by experienced teachers during school to support pupils to make good progress.	£6000	Impact – Y2 & Y6 Delivered to both Year 6 and Year 2 pupils. Year 6 received a highly personalized approach and it was delivered individually or in small groups from an experienced teacher and Year 2 had targeted support in school.
Support for FSM children in their transition from KS2 to KS3 through one to one mentoring	£4431	Personalised programmes provided for targeted children
Support and challenge attendance and punctuality issues by enlisting further support from EWO service, specifically in Early Years.	£3396	Impact – Mainstream school and Early Years. LA support for below 90% - sch systems support impact School targeted support 85 – 95% early intervention support Specific early years support to ensure good habits in place and any issues targeted and supported early and families signposted to appropriate support.
Support the early intervention of school support in the early years by the provision of smaller groups within Early Years classes.	£10,418 £7684  (£10,167 taken from 2 year old monies)	Impact - Smaller Classes and more personalized provision. Accelerated progress seen  Impact - Early Intervention and intervention support provided. Phonics, reading and numeracy enhanced support provided to support accelerated progress.
Support enhancing life experiences through financially supporting residential and educational experiences.	£2000	Impact – Residential in Y6, Y4, Support Base, Y2 and educational visit costs for all children Enrichment and motivational engagement in the curriculum – visits, performances, access to motivational events and learning opportunities linked to classroom topics. All residential supported financially by half for all children - supports and enhances

		social and emotional development, life skills, cultural understanding and team building.
Before/After school club provision	£2,500	Impact – offered to all children Breakfast club & range of after school clubs provided that were offered free to ensure number accessing remained high and there are positive activities out of school hours on offer. Inclusive approach for all and many venues changed due to our specific set of circumstances
Curriculum equipment and materials to support revised PE curriculum and after school sports club implementation	£2000	Resources support the delivery of quality P.E. provision to all children and targeted children who attend sports clubs
DHT release from class teaching role, in order to support Y6 progress and achievement with a hard to reach group of children.	£18,583	All children targeted to reach an expected level in English and Maths and make outstanding progress. Creative and personalized teaching used to ensure attainment and progress targets met.
Behaviour support for vulnerable children to reduce lost learning time and support progress and achievement	£2539	Impact – targeted support Support given as required to ensure this barrier to achieving their potential was reduced and managed as effectively as possible. Children supported to employ a range of strategies so they can learn to manage their own behaviour
Support and implement speech and language intervention, specifically within early years children who have this barrier to their learning, and consequently increase the proportion of children achieving GLD.	£11,824	Impact – broad coverage Intervention delivered to children twice during early years. Barriers reduced but not wholly removed as this is still a significant issue for children coming into South Bank Primary
Source and deliver appropriate speech and language specialist training.	£1000	Impact – broad coverage Intervention rolled out from early years into KS1 & SEN ensure continued development and provision which reflects the growing need. Staff sharing of good practice and training
Support individual pupils as required through quality mentoring.	£8,861	Impact – Mainstream and SEND unit children supported Vulnerable children supported with a range of issues to ensure accelerating progress can remain a priority.
Y6 support within literacy and numeracy to enhance progress and achievement	£2,926	Impact – targeted children Highly personalized support given to learning and accelerated progress. Delivered by a teacher and in support of quality first teaching
Total	£212,869	

Performance of Disadvantaged pupils (Pupils who have been eligible for FSM in the last six years)	July 2017- Predictions	
	School PPG	National other 2016
% who reached the 'expected' standard in Reading	80	72
% who reached the 'expected' standard in Writing	90	79
% who reached the 'expected' standard in Maths	85	76
% of children attaining 'expected' standard in RWM	80	60

Key Stage 2 children's progress is measured against a standardised progress figure based on the average attainment of children who achieved similar results in key Stage 1. The expected progress figure is 0. A positive figure shows more than the expected amount of progress, where a negative figure show less than the expected amount progress.

**In 2017, we predict the average progress scores for disadvantaged children will be positive in Reading, Writing and Maths. This is based on the KS1 results of these children and the scaled score conversions of the previous year.**

Year Group (October 16)	Number in Class	Eligible for Pupil Premium	Overall percentage of Year group / School
Reception FS2 (2 classes)	36	21	58%
Year 1	32	18	56%
Year 2	29	20	69%
Year 3	29	19	66%
Year 4	33	24	73%
Year 5	18	10	56%
Year 6	29	20	69%
	<b>206</b>	<b>132</b>	<b>64%</b>