



Great Denham Primary School Pupil Premium Spending 2015 - 2016

What is it?

The school receives Pupil Premium funding, which is additional to the main school budget. The Pupil Premium funding (currently £1320 per child, per year) is allocated to pupils who; A) Are currently eligible for free school meals B) Children who have been eligible in the last 6 years (known as 'ever 6'). In 2015-2016, this was

What is it used for?

Pupil Premium funding is intended to address the underlying inequalities between children by ensuring that funding to tackle disadvantage reaches the pupils who need it most. A hugely significant factor in this is the very high quality of teaching they receive across subjects and year groups. In addition to this core entitlement, pupil premium funding at Great Denham Primary also supports pupils who may have barriers to learning, such as emotional and behavioural needs as well as providing support to families experiencing difficulties.

How is the impact monitored?

We measure the impact of this spending in a number of ways. We measure the impact on progress and attainment through our robust assessment and tracking procedures. Progress and attainment are analysed every term to monitor how eligible pupils are doing and to allow us to modify our practice if needed. A range of data and results for 2015/2016 are reported in this report. We compare how our eligible pupils perform compared to other students in the school and also compared with all pupils nationally. We also look at other measures such as changes in behaviour, attendance, well-being and attitude. These can be less easy to 'measure' and are often individualised to the pupils involved.

How do we organise our spending?

We always seek to understand every child and their family as individuals and understand that generalizations are not always helpful.

We therefore arrange our support into 4 categories:

- Focus on academic support
- Focus on social, emotional and behaviour
- Focus on enrichment and widening opportunity
- Focus on families/community

This report outlines this spending in more detail.

How well did pupils entitled to the pupil premium do at Great Denham Primary in 2015 - 2016?

Year Group	Progress Reading (non in brackets)	Progress Maths (non in brackets)	Progress Writing (non in brackets)	Average progress for pupil premium (non in brackets)	Attainment For end of age phase year groups (non in brackets)
Reception	n/a	n/a	n/a		70% GLD (84%)
1	4.5 (3.9)	4.4 (4.0)	4.3 (4.1)	4.4 (4.0)	Phonics screening 78% (91%)
2	2.8 (3.0)	2.2 (2.7)	2.7 (3.0)	2.6 (2.9)	50% R,W,M (76%) 56% reading (90%) 50% writing (81%) 56% maths (83%)
3	2.9 (3.1)	3.4 (3.4)	2.4 (2.8)	2.9 (3.1)	
4	2.6 (2.8)	2.6 (3.2)	1.9* (2.7)	2.4 (2.9)	
5	2.6 (2.9)	3.1 (3.0)	2.5 (2.9)	2.7 (2.9)	
6	5.9 (4.5)	3.4 (3.3)	6.8 (4.9)	5.4 (4.2)	0% R,W,M (18%) 9% reading (35%) 55% writing (65%) 36% maths (35%)

* lower progress in writing due to 3 PP children with complex SEN (one EHCP) making less than rapid progress

95% of all children and 100% of pupil premium children made at least expected progress in Reception in 2015 – 2016 with over 60% making more than expected progress.

How did we spend our funding and how effective was it?

As a school, we relentlessly focus on the learning and well-being of every single child, regardless of whether their family is entitled to pupil premium. Our 'provision mapping' process ensures that we have support in place for any child who is behind their peers, or who is not making progress.

We have a range of interventions (additional support) that we use to support pupils.

The support we offer falls within 4 categories;

Category	% of funding
Focus on academic support	75%
Focus on social, emotional and behaviour	17%
Focus on enrichment and widening opportunity	7%
Focus on families/community	1%

A number of factors are taken into account when we decide the pupil premium spending for the year. These include;

- The individual needs and barriers presented by the children
- The proven effectiveness of interventions (both in-school evaluation and national evaluations)
- Prior attainment of pupils – so that support is appropriately targeted
- Emerging issues in the community for vulnerable families, to ensure we are responsive to need
- New research and evidence about best practice and effective approaches

The following section outlines the interventions we used last year and how much they cost for the eligible pupils who accessed each intervention.

Academic Interventions

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
Teaching assistant in class interventions	1-1 reading (daily, frequent readers), sounds write interventions, short burst maths interventions, handwriting interventions, spelling interventions	£21,500	Effectiveness can be seen in progress outlined about. Individual teachers keep intervention folders where their teaching assistant documents all interventions and progress made and links to IEP's where appropriate. Gaps are identified on Classroom monitor and specific interventions are planned and delivered to close the gap for maths and some writing. Spelling and Soundwrite interventions are measured by units completed, or if progress is slower by words gained. Reading progress is measured in terms of gaps closed and comprehension gained using the Salford Reading test at the start and end of the intervention period.	Teaching assistants deployed according to need in KS2 eg Year 4, 5 and 6, KS1 classes to all have full time teaching assistants for early intervention
Sounds write interventions	Small group sounds write interventions daily both during phonics time (first thing) and extra interventions for targeted children	As above	88% of children passed phonics screening with 78% of pupil premium children passing. Phonics by end of Year 2 (2016) 81% passed the screening (national average 86%) compared to 95% of non disadvantaged. The 3 children not passing by the end of year 2 had complex SEN, one with an EHCP.	Spending on further training for teaching assistants and new staff to ensure all staff delivering interventions are effective.

			See English leader information for impact of sounds write in other year groups	
Toe by Toe interventions	Daily Toe by Toe interventions for dyslexic children / decoding difficulties	£ 3,500	Sessions take place 4 times a week on this highly structured dyslexia intervention. Attainment and progress at the start of each half term intervention block is measured. Training for the intervention was given in September to those TAs involved and this intervention was started enthusiastically. Children learnt on average 22 new sounds each term, with average annual progress being at 67.	£25 per intervention book TA time 1 hour per week per child – continue in 2016 - 2017
Small classes for Year 6 with daily ability set maths and English lessons	2 classes of 14 children with teaching assistant in each class. Daily 'set' maths lessons and interventions as appropriate. Daily SPAG, extra individual and group reading	£24,000	36% of pupil premium children met the expected standard in Maths compared to 35% of non pupil premium and 55% of pupil premium children met expected standard in Writing (compared to 65% of non pupil premium). Less significant impact in reading – only 9% of pupil premium children met standard compared to 35% of non	Continue to 'set' children for maths in both Year 5 and 6 using deputy heads to teach most vulnerable in small groups of no more than 10 children. Invest in reading intervention for year 6 (reading wise) and introduce golden book scheme
Targetted early interventions in Reception (daily)	Extra teaching assistant working across both classes to allow quality time for one adult to always be working on interventions during free	£ 5,000	70% of pupil premium children achieved a good level of development. Reading – 90% Writing – 70% Maths – number – 80%	1-1 reading, daily maths interventions, reading interventions, speech and language interventions, writing interventions, handwriting interventions,

	flow, early identification of children falling behind and rapid intervention		Communication and language – Listening and attention 80% Understanding 90% Speaking 90%	social groups interventions.
Weekly reduced teaching commitment for Early Years leader to support rise in standards in pre school through to reception.	1 day a week release for early years leader to provide support and challenge in pre school to raise standards further through coaching, training, modelling and monitoring	As above	95% of children in pre school made at least expected progress.	Continue this support in 2016 – 2017 to ensure rapid progress

Social, Emotional or Behavioural Interventions

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
1-1 play therapy support from family support worker	Family support worker to provide 1-1 support each week for children with emotional barriers, examples of work include...	£19,493	Reduction of families subject to official social care plans. Increase in self esteem noticed by the class teachers and parents. Engagement with class work and the curriculum increases. Children feeling safe and ready to learn	FSW to have time in timetable to work 1-1 with specific children each week.
Dramatherapy	Weekly drama therapy for 35 children eligible for pupil premium. Includes 1-1 therapy, small group therapy and social groups with trained dramatherapist.	As above	Pupils, Teaching staff & Parents feedback through questionnaires & ongoing evaluation during sessions has been overwhelmingly positive with comments on enhanced mood, self-esteem and confidence, freedom to express worries & attainment of coping strategies for the classroom leading to academic progress.	3 days a week with ND as dramatherapist working on 1-1, small group, social groups.
Music therapy	1-1 music therapy for 3 pupil premium children.	As above	Reports from Music Therapist detail progress made during sessions resulting in enhanced mood, & attainment of coping strategies for the classroom leading to academic progress.	n/a in 2016 – 2017 for children currently in school.

<p>Sensory circuits</p>	<p>Sensory circuits 4 x week for approx. 30 children with over half being PP children.</p>	<p>As above</p>	<p>Half yearly questionnaires sent out in Feb. 2016. 40% return from parents & children. Questionnaires from teachers also reported impact on in class learning. Report increased relaxation and enhanced mood leading to more settled and focussed attitude to classroom learning & academic progress.</p>	<p>Continue in 2016 – 2017 due to impact.</p>
--------------------------------	--	-----------------	---	---

Enrichment and Widening Opportunities

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
Year 5 / 6 children to attend residential	Funding allocated to part pay or full pay for children to attend residential to Grafham Water or Hilltop outdoor centre.	£725.50	Children attending residential felt raised self esteem and team spirit with their peers. Children experienced new activities they otherwise may not have had the opportunity to take part in.	Continue to offer for children in Year 5/6
School trip subsidies	£100 allocated to each pupil premium child to use for contribution to educational visits.	£8000	Almost all parents used their allowances. Some parents would regularly meet with the business manager to plan their spending carefully over the year to ensure their child could attend all trips offered.	Continue to offer to all PP children
Sports Clubs	Children targeted for sports clubs (3-4 places funded by pupil premium per club).	Included in the £8000	Designated spaces allocated to PP children in each of the clubs being offered.	Link to sports premium and carefully target children for R and D (Friday afternoons) as well as dodgeball in addition to other clubs offered

Focus on Families and Communities

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
Family support worker – attendance support	FSW to provide support to attendance leader with first response calls, attending home visits, working with EWO, issuing fines, providing support to families who struggle with lateness	Part of £19,493 cost of family support worker	Pupil premium attendance improved in 2015 – 2016 from 93% in 2014 to 93.8% in 2015. When 2 children with extreme medical needs taken out this rose to 94.1% in 2015.	Continue for attendance leader and family support work together particularly with first response calls / home visits for vulnerable PP children with low attendance
Family support worker – general family support	Family support to 55 families eligible for pupil premium.	Part of the £19,493 cost of family support worker	Children attending school and accessing the curriculum. Multi agency working with the EWO, social care and charity sector to ensure children can achieve their potential. Reactive and preventative support offered when the teachers, parents or children would like it.	Continue in 2016 -2017 as considerable impact
Uniform Subsidies	Parents able to use part of their £100 funding towards uniform should they wish.	£1000	Children feel smart and well presented impacting on their well being and feeling positive about school.	Ensure all pupil premium children know they can use some of their allowance each year for uniform and that more is available for those families with acute needs.