



## **Great Denham Primary School Pupil Premium Spending 2016 - 2017**

### **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 89 children ( 22% of the school population).

### **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 2016 - 2017 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.

## What are the main barriers to educational achievement faced by eligible pupils of the school?

We always seek to understand every child and their family as individuals and understand that generalizations are not always helpful. However, some common challenges for eligible pupils include;

- Speech and language delay for children in early years / Key Stage 1
- Emotional barriers to learning
- Pupils who also speak English as an additional language
- Special Educational Needs

Year Group	Number of PP children	PP and no additional barriers	PP and SEN support	PP and EHCP	PP and EAL	PP and EAL/ SEN
6	15	3 ( 20%)	6 ( 40%)	1 (6%)	8 (50%)	3 ( 20%)
5	13	1 (8%)	8 ( 62%)	1 ( 8%)	7 ( 54%)	3 (23%)
4	15	1(7%)	5 (33%)	2 (13%)	4 ( 27%)	0
3	16	1 (6%)	8(50%)	1 ( 6% pending)	8 (50%)	4 (25%)
2	22	3 (14%)	5 (23%)	2 ( 9%) and 1 pending	4 (18%)	0
1	12	1 (8%)	5 (42%)	0	4 ( 33%)	0
R	3	2 ( 66%)	1 ( 33%)	0	0	0

These challenges mean that we support the pupils in 4 areas;  
 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 the pupils entitled to the pupil premium do at Great Denham Primary in 2016 - 2017?

*Below shows the progress Pupil premium children have made since September 2017. Our school expectation is around 3 points over the course of the academic year with slightly more expected in Year 1 due to the change from EYFS – National Curriculum .*

Non in brackets	Reading	Writing	Maths
Year 1	3.8 (3.9)	4.1 (4.1)	3.9 (3.9)
Year 2	2.8 (3.0)	2.9 (3.0)	3.0 (3.0)
Year 3*	2.3 (2.4)	2.1 (2.4)	2.4 (2.7)
Year 4**	2.2 (2.9)	2.1 (2.8)	1.9 (2.7)
Year 5**	1.7 (2.7)	1.8 (2.7)	2.4 (2.7)

*\* Year 3 – 16 children eligible and 50% have SEN, , non SEN PP ogress is 2.5 Maths, 2.5 reading and 2.4 writing*

*\*\*Year 4 - 14 children eligible 64% ( 9) have SEN( 2 with an EHCP) Progress for non SEN PP is 2.3 Maths 2.9 reading, 1.6 writing*

*\*\*\*Year 5 - 13 children eligible 54% have SEN, pp no SEN progress is 2.1 reading, 2.3 writing and 2.6 maths*

## Pupil Premium are the gaps closing in attainment?

Year 1 : 12 children

	Reading	Writing	Maths	Combined
% GLD pupil premium	90%	75%	90%	70% (84%)
% on track to make expected Y1	83%*	75%	75%*	75%

*\*10 of the children are matched 2 left at the end of Reception and 2 lower attainers have joined the school.*

Year 2 – 22 children

	Reading	Writing	Maths	Combined
% at expected Y1 ( 21 children)	62%	52%	57%	29%
% at expected end of Y2	68%	64%	68%	64%
% working at greater depth at end of Year 1	19%	5%	10%	N/A
% at greater depth at end of Year 2	18%	6%	18%	6%

**Year 3 : 16 children**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>% at expected Y2</b>	<b>56%</b> <b>(90%)</b>	<b>50%</b> <b>(81%)</b>	<b>56%</b> <b>(83%)</b>
<b>% at expected at Y3</b>	<b>56%</b>	<b>50%</b>	<b>50%</b>
<b>% working at greater depth at end of Year 2</b>	<b>13%</b>	<b>6%</b>	<b>6%</b>
<b>% at greater depth at end of Year 3</b>	<b>19%</b>	<b>13%</b>	<b>19%</b>

*Of the 8 children not reaching expected at the end of Year 2 in Maths and writing 75% of them ( 6) have significant SEN, including one with an EHCP, and 1 pending EHCP. Of the 7 children not making expected in reading 86% ( 6) have SEN.*

**Year 4 : 15 children**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>% at expected Y3</b>	<b>38%</b>	<b>38%</b>	<b>44%</b>
<b>% expected for end of Year 4</b>	<b>47%</b>	<b>40%</b>	<b>53%</b>
<b>% working at greater depth at end of Year 3</b>	<b>7%</b>	<b>0%</b>	<b>7%</b>
<b>% at greater depth at end of year 4</b>	<b>27%</b>	<b>7%</b>	<b>20%</b>

**Year 5 : 13 children**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>
<b>% at expected Y4</b>	<b>38%</b>	<b>31%</b>	<b>23%</b>
<b>% expected for end of Year 5</b>	<b>46%</b>	<b>38%</b>	<b>46%</b>
<b>% working at greater depth at end of Year 4</b>	<b>7%</b>	<b>7%</b>	<b>7%</b>
<b>% on track to work at greater depth at the end of Year 5</b>	<b>7%</b>	<b>7%</b>	<b>18%</b>

**Year 6 : 16 children**

	<b>Reading</b>	<b>Writing</b>	<b>Maths</b>	<b>Combined</b>
<b>% at expected Y5</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>	<b>21%</b>
<b>% at expected end of Year 6</b>	<b>48%</b>	<b>56%</b>	<b>50%</b>	<b>31%</b>
<b>% working at greater depth at end of Year 5</b>	<b>7%</b>	<b>0%</b>	<b>13%</b>	<b>0%</b>
<b>% at greater depth at the end of Year 6</b>	<b>20%</b>	<b>6%</b>	<b>20%</b>	<b>13%</b>

## 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	58%
Focus on social, emotional and behaviour	17%
Focus on enrichment and widening opportunity	17%
Focus on families/community	8%

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	2017 - 2018 spending
<b>Teaching assistant in class interventions</b>	1-1 reading ( daily, frequent readers), sounds write interventions, short burst maths interventions, handwriting interventions, spelling interventions	£48,880	Standards for PP children in all year groups show an increased % of children working at expected or greater depth in reading, writing and maths. Progress in most year groups is in broadly in line with non PP and where it is not this is due to SEN/multiple barriers  Small group work and phonics /sounds write interventions had most impact as well as spelling interventions	Use provision mapping to include TA's for each year group to ensure support more specifically targeted across the year group
<b>Sounds write training for all EYFS / KS1 support staff</b>	Small group sounds write interventions daily both during phonics time ( first thing) and extra interventions for targeted children  Training for support staff by English leader	£3000	75% of pupil premium children passed phonics screening in Year 1. Of the 3 children not passing the screening all are on the Special Needs Register.  Retake in Year 2 - 86% of children pass the screening with the remaining children not passing all are on the SEN register, and 2 have an EHCP.	Send new TA's to early years and KS1 on the 5 day sounds write course  English leader to provide update training for all TA's and carry out learning walks each term to ensure children matched to groups appropriately and

				quality of phonics teaching remains high
<b>Small classes for Year 6 with daily ability set maths and English lessons ( extra teacher)</b>	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	£8000	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.  Introduce accelerated reader in KS2 as a whole key stage approach as well as a targeted intervention for children identified in provision mapping.  Continue small group maths ability groups in Y5/6 using Deputy heads
<b>Targetted early interventions in Reception ( daily)</b>	Extra teaching assistant working across both classes to allow quality time for one adult to	Included in the £48,880 above	67% of pupil premium children achieved a GLD in 2016 – 2017 ( this was 2 out of the 3 children eligible).	Ensure new Early Years leader is supported by the experienced EYFS leader to ensure seamless

	always be working on interventions during free flow, early identification of children falling behind and rapid intervention			transition and standards maintained.
<b>Weekly reduced teaching commitment for Early Years leader to support rise in standards in pre school</b>	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	£4300	Standards in EYFS above national for all children. PP children achieve 70% GLD in 2016 and 67% in 2017.  Progress for PP children in pre school and reception is in line or above expected for all PP children.	Support for new EYFS leader in Autumn term by outgoing EYFS leader.  EYFS leader to continue to monitor and support improvement in standards in pre school.
<b>Training costs for support staff / teachers in maths / English interventions, SATS revision materials for Year 6 PP children</b>	Reading wise intervention ( 2 TA'S), CJP workbooks, study materials, easter holiday group for year 6 revision, Maths and English training courses with Diamond learning for Year 5/6,	£4200	Reading wise intervention impact: insert  Pupil Premium results in Year 6 : 48% in reading ( an increase of of 39% from 2016), 56% in writing, and 50% in maths ( an increase of 14% from 2016). Combined 31% an increase of 31% from 2016.	Staff to attend catch up English and Maths training in June 17 ready for new academic year. Small group maths groups for PP children, extra after school intervention, holiday club revision at Easter, deputies to take small maths groups

<p><b>Provision mapping software licence</b></p>	<p>Purchase of new provision mapping software for IEP writing and clearer way of tracking provision / monitoring costs etc</p>	<p>£700</p>	<p>Provision mapping software has given ability to track funding and costings and link these to specific interventions. Teachers have been given access to a library of targets and support from the programme which had impact on their SEN practice</p> <p>Progress for children with SEN and are Pupil Premium for 2016 – 2017  Maths – 2.7  Reading 2.6  Writing 2.7</p>	<p>Ensure new staff are trained in using software and involve business manager in costings</p>
<p><b>3 x deputy head non contact time to support less experienced teachers through coaching 0.1 a week</b></p>	<p>2 deputy heads non class based for year, one deputy non class based for 2 terms. Term 1 provided 0.1 coaching support, term 2 and term 3 : every half term support</p>	<p>£11,444</p>	<p>In class coaching on a weekly basis in autumn term to ensure no unsatisfactory teaching. Intensive support for staff new to year groups. Term 2 and 3 – support at planning meetings, weekly team meetings, adhoc coaching support as required as well as support with implementing critique –all support logged on individual teachers blue sky accounts</p>	<p>Continue to provide half termly support to all teachers. New teachers to school to receive intensive support from one deputy in autumn term</p>
<p><b>Specific training on EAL for teaching assistants</b></p>	<p>Training from EAL consultant to work with TA's in Upper Key stage 2</p>	<p>£2700</p>	<p>2 days for TA's in Year 4,5,6 to provide training on pre tutoring, how to support EAL learners as well as providing support to EAL co-ordinator taking up post in Autumn 2017.</p> <p>EAL progress in line with non in most year groups ( except year 5)</p>	<p>EAL co – ordinator in place for September 17</p>

<p><b>Purchase of reading wise programme (comprehension module for year 6)</b></p>	<p>Reading wise for year 6 targetted pupils with a view to roll out to KS2 in 2017 - 2018</p>	<p>£1500</p>	<p>Of the children taking part 30% passed the reading in Year 6.</p> <p>This intervention was not as effective as we had hoped, the materials were easier and it wasn't as motivating as the demonstration had suggested. Decision was made not to continue with this as an intervention in 2017 - 2018</p>	<p>Reading wise not as effective and children not inspired, purchase of accelerated reader for 2017 – 2018 as well as Catch up English training for TA's</p>
<p><b>Purchase of multiple copies of top 100 books of all time to widen reading range</b></p>	<p>English leader to devise list of top books ( golden books) children to have in planners and try to read as many as they can, multiple copies purchased of books</p>	<p>£6000</p>	<p>3 copies of each golden books purchased, feedback from children very positive, enjoyed books, never enough books as always out and children frustrated they couldn't get the books they wanted as had to wait</p> <p>Reading results PP children: Year 6 48% at expected, 68% at expected in Year 2</p>	<p>Purchase of more of each copy of each golden book as well as adding new books as recommended by children.</p>

## Social, Emotional or Behavioural Interventions

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
<p><b>play therapy support from family support worker / support to families for children with emotional and behaviour barriers</b></p>	<p>Individual sessions with targeted children in play therapy, draw and talk etc. Support to families from family support worker to individuals and families</p>	<p>£16,200</p>	<p>45% of children eligible for PP access support through Family Support worker either for the whole family or through in school support. Types of support vary according to need. Of these 4% of families many of these children have multiple barriers eg SEN and PP or SEN/EAL/PP or SEN/CP/PP.</p>	<p>Family Support Worker to be part of each year groups provision mapping sessions each term to ensure support is even more carefully targeted to ensure no child is left behind.</p>
<p><b>Dramatherapy</b></p>	<p>1-1 dramatherapy with dramatherapist or small group work.</p>	<p>£3000</p>	<p>Positive feedback via end of therapy evaluations shows positive feedback on impact from pupils, parents and staff</p> <p>Particular developments in non academic areas eg improved resilience</p>	<p>Buy in 1 day a week support from dramatherapist and use to target children through provision mapping</p>

## Enrichment and Widening Opportunities

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
<b>Increasing access to sports, arts and trips</b>	Funding for all PP children towards trips, residential, music lessons etc. All children have payment card and parents can meet with Business Manager to plan spending over year	£15,000	96% of pupil premium children accessed all of the funding available or almost all	Offer increased funding for children in year 5 – 6 so they can take part in trips etc as well as one of the 2 residential on offer in either year 5 or year 6 so all children can attend a residential should they wish by end of time at GDPS.  Target more able children for music lessons.
<b>1-1 ipad scheme at reduced cost for children in Year 3 - 6</b>	Reduced cost for parents of PP children to take part in 1-1 I pad scheme £6 over 2 years	£4000	See separate analysis	Roll out programme to new Year 3 and target any PP children who did not take it up in 2016 – 2017 to see if they would like to

## Focus on Families and Communities

Intervention	Description	Costs	Effectiveness and Impact	2016 – 2017 spending
<b>Family support worker – attendance support</b>	Home visits, first response calls / home visits for vulnerable children, meetings with EWO and parents, regular meetings with attendance officer, Triple P courses ( lead on)	Part of £16,400	Pupil premium attendance continues to rise in 2016 – 2017. In 2015 – 2016 this was only 93.6%. In 2016 – 2017 this has risen to 95% and there is now only a 1.5% gap between PP and non ( 96.5%). New attendance officer in office working closely with FSW to ensure rapid responses to lateness and absence for identified children	Target children who are PP and also Persistent Absentees to lower the % for this group
<b>Family support worker – general family support</b>	General aspects of family support including benefits support, court cases, employment, parenting, foodbank, CIN, CP support	Part of £16,400	<p>Reduced number of families on CP and CIN over the year 2016 – 2017</p> <p>Parents confident to use the support of the FSW and do so on a daily basis</p> <p>Positive feedback from parents on her work ( see Inclusion quality mark)</p>	Continue to use FSW to support key families and use EAL coordinator to provide support for families with multiple barriers one of which being EAL

<p><b>Uniform Subsidies</b></p>	<p>In addition to uniform funding for all PP parents should they wish additional funding for any children in acute need of new uniform at different points in school year</p>	<p>£500</p>	<p>Positive impact on children's self esteem when have appropriate uniform.</p>	<p>Ensure all children have appropriate PE kit and provide financial support as required for parents in acute need</p>
<p><b>Computer for entrance hall for parents without internet access</b></p>	<p>New computer installed in entrance for general use for parents, as well as booking school meals etc for those families who either need support from office staff or lack internet access at home</p>	<p>£256</p>	<p>Computer is used on a daily basis and office staff reporting it is supporting systems and ensuring families are booking meals, trips, clubs etc more than previously</p>	<p>Computer to be used in future as being used frequently ( daily basis)</p> <p>Look to develop use of community hall through new EAL co-ordinator to support access to parent support in other ways</p>

