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## **Lutton St. Nicholas Pupil Premium Statement**

**April 2015-April 2016**

### **Abstract**

Pupil Premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on the number of children at the school who are currently registered for free school meals, (FSM), or those children who have been registered at any time in the previous six years (Ever 6).

An additional allocation is also made to those pupils who are from families where parents have been members of the United Kingdom Armed Forces (Service Child) as such children can often experience educational disadvantage due to the number of times the family has to move from one school to another. This allocation will remain available to such pupils for a period of 4 years after they are first registered as being eligible for Pupil Premium (Ever 4).

Finally, any child who is Looked After or subject to care under the Adoption and Children Act (2002), or a child who has left care under a Special Guardianship or Residence Order will also receive an allocation of Pupil Premium.

The Government believes that Pupil Premium funding, which is in addition to the main school budget, is the best way to address the current underlying inequalities between children eligible for free school meals and their peers. The aim is to ensure that funding to tackle disadvantage reaches the pupils who need it most. Historically, FSM pupils make slower progress and achieve lower results than those children who do not receive FSM. This is a national issue. The purpose of Pupil Premium funding is to target support to 'narrow the gap.' Schools are free to spend this funding as they see fit. However they are required to hold detailed records and publish online how they spend such funding and the key indicator of their success will be the extent to which gaps have been narrowed between eligible pupils and the national cohort on the basis of age-related expectations.

### **Allocation**

Pupils from different groups are allocated the following annual amount of Pupil Premium:

<b>Group</b>	<b>Amount</b>
Pupils in year groups R to 6 recorded as Ever 6 FSM	£1,320.00
Pupils in ear groups 7 to 11 recorded as Ever 6 FSM	£0,935.00
Looked After Children	£1,900.00
Children adopted from care or children who have left care under a Special Guardianship or Residence Order	£1,900.00
Pupils in year groups R to 11 recorded as Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence	£0,300.00

At Lutton St. Nicholas Primary School, 14 children are eligible for Pupil Premium funding, which equates to 16% of the total number of children on roll. This places the school in the lower category for the proportion of children who have eligibility as the national average is in the region of 26% (2015).

The amount of Pupil Premium Grant is based on the following distribution of children:

<b>Eligibility: April 2015-September 2016 (5 months, 42% of the Financial Year)</b>	
<b>Group</b>	<b>Amount</b>
Pupils in year groups R to 6 recorded as Ever 6 FSM	14 children £7,762.00
<b>Total: £7,762.00</b>	

<b>Eligibility: September 2015-April 2016 (7 months, 58% of the Financial Year)</b>	
<b>Group</b>	<b>Amount</b>
Pupils in year groups R to 6 recorded as Ever 6 FSM	14 children £10,718.00
<b>Total: £10,718.00</b>	

The total allocated amount of Pupil Premium Grant for the financial year 2015-2016 is £18,480.00. The carry forward from the financial year 2014-2015 £1,533.00 giving a total available figure of £20,013.00.

### **Spending Priorities**

During the financial year 2015-2016, the following priorities were identified for each eligible pupil:

<b>Initiative</b>	<b>Intended Impact</b>	<b>Costing</b>
<ul style="list-style-type: none"> <li>▪ Annual welcome pack consisting of free school uniform, school shoes, coat, bag and reading folder</li> </ul>	<ul style="list-style-type: none"> <li>▪ To promote a core sense of belonging with pupils taking a pride in their appearance and taking attention away from any outward indication of disadvantage</li> <li>▪ To ensure that children have all of the right equipment for school, aiding organisation and study skills</li> </ul>	£150 per pupil  <b>£2,100.00</b>
<ul style="list-style-type: none"> <li>▪ Annual subsidy to pay for all school trips</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ensure that all children are included in the wide range of trips and enrichment opportunities that are made available and that reflect the introduction of the New Primary Curriculum</li> <li>▪ To remove a key barrier for parents in respect of engagement with the programme of education that has been planned for their child</li> </ul>	£100 per pupil  <b>£1,400.00</b>
<ul style="list-style-type: none"> <li>▪ Provision of 1:1 tuition for pupils in Year 6 to be delivered by</li> </ul>	<ul style="list-style-type: none"> <li>▪ To ensure that learning needs are robustly met and that quality professional relationships are established for</li> </ul>	£320 per pupil

qualified federation teachers	<ul style="list-style-type: none"> <li>eligible PPG children</li> <li>To narrow the attainment gap, thus ensuring that Year 6 pupils have the best opportunity of meeting challenge targets for the end of Key Stage 2</li> </ul>	<b>£940.00</b>
<ul style="list-style-type: none"> <li>Residential trip subsidy for pupils in years 4 and 6</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that all pupils are fully included in a valuable educational and extended curriculum opportunity that will help to develop essential life-skills and independence</li> <li>To ensure that PPG pupils show ambition and an understanding that challenging targets can be met or exceeded through application and support from their peers</li> </ul>	Y4: £100 Y6: £150  <b>Y4: £100.00</b> <b>Y6: £300.00</b>
<ul style="list-style-type: none"> <li>Appointment of a Primary Learning Mentor to work with eligible pupils for 30 hours per week</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that very close attention is given to pupils' emotional and social development and that levels of self-esteem are maintained as they progress through school</li> <li>To provide a rapid response that takes full account of how learning needs can change at relatively short-notice</li> <li>To provide bespoke provision for individuals, groups and the wider cohort of PPG pupils at both schools</li> <li>To purposefully engage with parents, ensuring a partnership approach between child, parent and school</li> <li>To ensure that wider enrichment opportunities are available to all eligible pupils that reflect their interests and current levels of educational need</li> </ul>	£6,000 per term with 67% allocated to GCE and 33% to LSN  <b>£1,980.00</b>  (This initiative was established from Jan 2016)
<ul style="list-style-type: none"> <li>Appointment of a dedicated PPG teacher to work with eligible pupils for 2 days per week</li> </ul>	<ul style="list-style-type: none"> <li>To ensure that very close attention is given to pupils' emotional and social development and that levels of self-esteem are maintained as they progress through school</li> <li>To provide a rapid response that takes full account of how needs can change at relatively short-notice</li> <li>To provide bespoke provision for individuals, groups and the wider cohort of PPG pupils at both schools</li> <li>To purposefully engage with parents, ensuring a partnership approach between child, parent and school</li> <li>To ensure that wider enrichment opportunities are available to all eligible pupils that reflect their interests and current levels of educational need</li> </ul>	6 supply days @ £178 per day with 67% allocated to GCE and 33% to LSN  <b>£352.00</b>  PPG teacher will be on contract from 12.04.16
<ul style="list-style-type: none"> <li>Specialist interventions, led by qualified Teaching Assistants at HLTA level</li> </ul>	<ul style="list-style-type: none"> <li>Targeted needs are met for specific groups of pupils including Tier 1A and Level 3 phonics interventions, Reading at Level 4 (RALF) and 1;1 reading support</li> <li>Gap to be narrowed between lower performing pupils and age-related expectations</li> </ul>	£400 per class  <b>£1,600.00</b>
<ul style="list-style-type: none"> <li>Provision of additional support staff in each class to halve the adult to pupil ratio</li> </ul>	<ul style="list-style-type: none"> <li>Closer attention given to individual learning needs with the wider promotion of guided teaching strategies</li> <li>Opportunity for PPG pupils to develop wider professional relationships with more adults over and above their class teacher</li> <li>Paired approach to assessment on behalf of class teacher and support staff member leading to greater security of judgement</li> </ul>	Percentage allocation of FTE on basis of number of PPG pupils:  <b>£8,375.00</b>
<ul style="list-style-type: none"> <li>To provide Booster support for all pupils in Year 6 in the run-up to the end of Key Stage 2 National Tests</li> </ul>	<ul style="list-style-type: none"> <li>For eligible pupils to have the best opportunity of meeting challenging curriculum targets in Literacy and Numeracy</li> <li>Greater levels of independence and application that can then be applied in areas of the foundation curriculum</li> <li>Effective transition at the end of Key Stage 2 to the secondary sector giving eligible pupils a better opportunity of rapidly settling into their new school and meeting curriculum expectations within Key Stage 3</li> </ul>	8 supply days @ £178 per day  <b>£1,424.00</b>
<ul style="list-style-type: none"> <li>Ring-fenced budget for Primary Learning Mentor and PPG teacher to provide enrichment and team building opportunities for all eligible pupils</li> </ul>	<ul style="list-style-type: none"> <li>Team ethic to be established between Primary Learning Mentor ensuring fiscal accountability through educational impact and improved progress</li> <li>Rapid response to the changing needs of pupils and the establishment of peer support as PPG pupils will have regular opportunities to work alongside each other</li> <li>For pupils to gain a greater sense of ownership over their learning and an increased opportunity for them to develop deeper interests in specific aspects of learning outside of the taught curriculum</li> </ul>	£2,000 per term with 67% allocated to GCE and 33% to LSN  <b>£660.00</b>  (This initiative was established from Jan 2016)
<ul style="list-style-type: none"> <li>Purchasing of additional resources to ensure that the needs of vulnerable learners are met at all stages in their education</li> </ul>	<ul style="list-style-type: none"> <li>Learning needs can be met in whatever form they present themselves with qualified staff who have the capacity to deliver bespoke programmes of support</li> <li>Creativity to be encouraged, particularly in relation to aspects of learning and experience that eligible pupils have a specific interest in</li> </ul>	£200 per class  <b>£800.00</b>
<ul style="list-style-type: none"> <li>Positive Play Leader training for all pupils in years 5 and 6, led by</li> </ul>	<ul style="list-style-type: none"> <li>Children to be engaged in positive behaviours at lunchtime with the capacity to develop leadership skills</li> </ul>	Costs to be divided equally

qualified staff and supported by all MSA's	<ul style="list-style-type: none"> <li>and greater emotional intelligence through support for those pupils who are not involved in positive play</li> <li>Pupils to develop effective partnerships with other pupils of a similar age ensuring positive outcomes in terms of social development, communication, negotiation, co-operation and pastoral awareness</li> </ul>	between PPG and SSP budgets:  <b>£500.00</b>
<ul style="list-style-type: none"> <li>Peer Mediation training for all pupils in years 5 and 6, overseen by qualified HLTA</li> </ul>	<ul style="list-style-type: none"> <li>Children to develop the skills of conflict resolution, empathy and a willingness to provide support to those who are more vulnerable than themselves</li> <li>Recognition of pre-emptive behaviours that can lead to a reduction in conflict</li> </ul>	£100 per cohort  <b>£200.00</b>
<ul style="list-style-type: none"> <li>Provision of music tuition and other enrichment opportunities for any pupil who has expressed an interest and to include subsidy or purchase of musical instrument</li> </ul>	<ul style="list-style-type: none"> <li>For eligible pupils to develop a love of music and an opportunity to achieve high standards in a specific aspect of creative learning</li> <li>To take responsibility for the care and effective use of an expensive piece of equipment (musical instrument)</li> </ul>	One pupil took up this offer:  <b>£320.00</b>
<ul style="list-style-type: none"> <li>Training for teaching and support staff, including the use of IT systems to monitor, track and set realistic, but challenging targets for all PPG pupils</li> </ul>	<ul style="list-style-type: none"> <li>High levels of staff awareness in respect of PPG cohort, targets that have been set and the support systems that are available to ensure pupils have the best opportunity of meeting their targets</li> <li>Staff awareness of the range of different strategies that can be deployed to effectively support eligible pupils</li> </ul>	Twilight sessions for teaching staff:  <b>£50.00</b>
<ul style="list-style-type: none"> <li>Improved access to ICT and targeted support for Home Learning, to take place during the school day and led by qualified teachers</li> </ul>	<ul style="list-style-type: none"> <li>The barrier of access to ICT out of school hours to be removed for all pupils ensuring that home learning tasks have been effectively completed on a consistent basis and a recognition that this will impact on rates of progress and attainment over time</li> <li>For pupils to develop greater levels of independence when attempting home learning activities</li> </ul>	£50 per pupil  <b>£700.00</b>
<ul style="list-style-type: none"> <li>Provision of additional teaching staff non-contact time to ensure a close focus on PPG pupils in terms of their learning, barriers they may be experiencing and effective strategies for ensuring learning needs are met</li> </ul>	<ul style="list-style-type: none"> <li>All teaching staff to have a good awareness of PPG pupils in their class and the ways in which learning needs can be creatively and effectively met</li> <li>All teaching staff to have a good overview of the data for children in their class and a clear understanding of what good progress looks like within the current federation approach to assessment (Assessment Without Levels)</li> </ul>	1.5 days of supply @ £178 per day  <b>£267.00</b>
<b>Total: £22,068.00</b>		

## Pupil Progress

Pupils in receipt of the Pupil Premium are expected to make accelerated progress over time as this will narrow the gap between their traditionally lower levels of attainment and the national cohort in terms of age-related expectations. We recognise that this is the most effective means by which Pupil Premium deployment can be determined therefore if eligible pupils are making better than expected progress, the premium is being used effectively.

In September 2015, in-line with advice from the Department for Education, federation staff introduced a new approach to the assessment of pupils' learning. Levels were no longer required, being replaced with a summary statement that indicates each pupils' attainment against age-related expectations. After much deliberation and a considerable amount of hard work, federation staff have adopted a tracker based system with three possible outcomes, as follows:

- **Emerging** towards Age Related Expectations
- **Expected** level of attainment in comparison to Age Related Expectations
- **Exceeding** Age Related Expectations

In our federation, attainment is expressed as a percentage of the number of statements they require to reach Age Related Expectations. Each statement has also been differentiated back from the end of year expectation through the spring and autumn terms to ensure parity of judgement and to avoid the rather obvious outcome where a strong majority of pupils will be working below Age Related Expectations at the beginning of the autumn term.

This approach also allows for target setting where progress above Age Related Expectations can be recognise and awarded. Within our system, if the percentage figure does not rise from one term to the next, the learner will have met Age Related Expectations because the curriculum has been differentiated upwards to reflect the increased level of expectation between the autumn term and the spring term as well as the spring term and summer term.

Our target setting, which is still in its early stages, currently reflects the following model:

- **Emerging:** +6% from September to July
- **Expected:** +4% from September to July
- **Exceeding:** +2% from September to July

For pupils in receipt of the Pupil Premium, the following internally moderated data has been used to determine the effectiveness of deployment:

Subject	Autumn Term	Spring Term	End of Year Target	% Above Age Related Expectations	% Above Progress Targets
Reading	79%	83%	83%	+4%	+1%
Writing	77%	82%	81%	+4%	+1%
Mathematics	78%	84%	83%	+5%	+2%
Science	76%	82%	81%	+5%	+2%
Aggregate	78%	83%	82%	+4.5%	+1.5%

## Attendance

In our federation, we strongly believe that good rates of attendance facilitate good rates of progress. Where attendance is below expectations, progress and attainment will be compromised. It is the responsibility of the Primary Learning Mentor to ensure that rates of attendance are as good as they can be for pupils in receipt of Pupil Premium.

For the current cohort of Pupil Premium pupils, the following aggregate attendance data has been recorded:

Term 1	Term 2	Term 3	Term 4
94%	97%	95%	

**Luke Whitney – April 2016**