



Petersfield Church of England (A) Primary School Strategy for the Schools' use of the Pupil Premium 2018-19

Last reviewed: November 2018

Current review date: February 2018 following Pupil Progress meetings.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM'). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools also receive funding for children who are looked after and children of service personnel.

Pupils benefitting from pupil premium

- Children who are eligible for Free School Meals (FSM)
- Looked After Children (LAC)
- Children of Service Personnel (Service Premium) (S)
- Ever 6 – Pupils who have been eligible for FSM in the last 6 years (Ever 6 FSM)

Pupil Premium (PP) refers to children who attract the Pupil Premium funding, including Service Premium. Non Pupil Premium (NPP) refers to children who do not attract this funding.

Funding to the school

2012-2013 – £3,867

2013-2014 – £7,787

2014-2015 - £16,775

2016-2017 - £23,760

2017-2018 – £37,260

2018-2019 - £18,480 (current prediction)

Principles of the Pupil premium funding

Governors and staff acknowledge the responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs. We are committed to 'Diminishing the Difference' in rates of attainment and progress between vulnerable pupils and non-disadvantaged pupils. The targeted and strategic use of resources, funded by the pupil premium, is an important part of that process.

All our work through the pupil premium is aimed at ensuring all children achieve their best by accelerating their progress and moving them to at least Age Related Expectations in English and Mathematics. Given interventions are specifically targeted and the duration is limited, at any one time during the academic year, not all of pupil premium children will be in receipt of an intervention.

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

- Attendance & punctuality
- Oracy skills
- Confidence, self-esteem and social skills
- Resilience, independence and a growth mindset
- Gaps in skills, knowledge and understanding in specific areas of the curriculum
- Access to online learning resources
- Access to extra-curricular learning
- Access to physical resources

What are we doing to diminish the difference?

- Expecting & supporting Quality First Teaching for all children.
- Additional evidenced based intervention programmes where appropriate.
- Additional Teaching Assistant (TA) and Teacher support within the classroom
- Curriculum enhancement activities to support motivation and engagement, providing access to a rich and stimulating broad curriculum.
- Social, emotional and behavioural support to reduce barriers to learning.
- Attendance and punctuality support to ensure full take up of school offer.
- Collaborative Oracy project together with the Barrington, Foxton, Petersfield (PFP) cluster.

Leadership of the Pupil Premium

The Headteacher and SENDCo leads the Pupil Premium strategy and ensure the most appropriate allocation of resources.

Monitoring of impact of the pupil premium

- All staff are aware of the identified groups within the school including FSM, EAL, SEN, and Vulnerable children.
- Teacher led Provision Mapping of the attainment, progress and needs all pupils.
- Interventions tracking: baseline, weekly input and outcome, summative assessment, pupil and parent voice.
- Review of pupil progress at regular staff meetings.
- Termly pupil progress meetings: review, provision mapping, target setting.
- Performance Management targets related to diminishing the difference between PP and NPP pupils
- All governor visits include a focus on monitoring of vulnerable groups
- Headteacher termly report to Full Governing Body / Finance Committee / Standards Committee
- At least annual meetings with the Local Authority School Improvement Partner.
- Spreadsheet to monitor progress. This is tracked against income and expenditure of PP Funding
- Website updated to include full breakdown of provision, expenditure and impact.

How the money was spent in 2017-18

Approach / resource	Cost	Pupils PP = Pupil Premium, NPP = Non Pupil Premium	Impact
Funding Puffins wrap around care	£3420 per pupil per annum	-	-
Extra- Curricular	£190	4 PP	Increased wider opportunities in school club and wider opportunities
Mathletics funded staffed lunchtime club - 4 hours per week	£1708	All pupils	PTA funded access to online learning for maths accessible to all pupils daily. 1:1 support in school for all pupils who chose to attend
Contribution to school visits	£234	15 PP	Enabled all pupils to access school visits designed to enrich the curriculum
Free daily school milk	£326	9 PP	Nutrition provided daily
Book Bag	£3	1 PP	Resources required for school provided
School Uniform	£36	1PP	Resources required for school provided
Allayance	£1900	5PP 1 NPP	Pupil, parent, school and play therapist evaluations through SDQ consistently demonstrate significant improvement in emotional, conduct, peer, hyperactivity achievements and pro-social behaviour.

Approach / resource	Cost	Pupils PP = Pupil Premium, NPP = Non Pupil Premium	Impact
Step on Tutor training	£500	All pupils	Headteacher passed certified training enabling her to train all staff in Step On behaviour programme
Cost of Oracy project additional to CSIB funded	£400	All pupils	All staff trained to deliver Oracy project to all pupils over 2 year programme
Reading Interventions including daily reading	£2396	12 PP, 13 NPP	Group 1 – average of 6.5 steps progress (sufficient progress was 5) Group 2 – average of 6.5 steps progress (sufficient progress was 6) Group 3 – 67% moved to their target book band Group 4 – 67% achieved an accelerated reading age
Maths TA support	£633	2PP, 8NPP	PP children averaged 8.5 scaled score increase. Not effective for NPP children
Maths pre and post teaching session	£2935	8PP, 28NPP	Group 1 – PP pupils achieved better than sufficient progress, NPP achieved sufficient progress Group 2 – average of 6.3 steps progress (sufficient progress was 5) Group 3 – average of 5.6 steps progress (sufficient progress was 5) Group 4 – ARE target achieved Group 5- 13% increase in test score
TA led maths extension session	£80	1PP, 3 NPP	9.5% increase in test score
Third Space Learning	£1500	6PP, 3NPP	Progress demonstrated was below that of peers not completing intervention. This intervention was discontinued
Times Tables support	£281	3PP, 3NPP	All children met target
English targeted TA support	£1090	1PP, 6NPP	Average of 6.3 steps progress (sufficient progress was 5)
Writing small group support	£500	1PP, 5NPP	All pupils achieved targeted ARE
Phonics	£958	6PP, 10NPP	Group 1 – 6 steps progress (sufficient progress was 6) Group 2- average of 13.25 increase in phonics score Group 3 – 100% passed phonics check
Spelling	£443	5PP, 6NPP	Targets not achieved. Intervention discontinued
ERT	£644	2PP, 3NPP	100% passed phonics screening check
Social Communications skills	£702	7PP, 6NPP	Improved self-confidence, self-esteem and resilience. Group 1 - 86% exceeded target Group 2 – Average 2.6 descriptor improvement Group 3 – 50% target achieved
Fine Motor Skills	£504	2PP, 4NPP	Improved motor control demonstrated in writing. Next steps identified, 67% achieved target
Handwriting	£443	7PP, 7NPP	Group 1 – Handwriting score increased from baseline Group 2 – targeted improvement achieved
Sensory circuits	£243	1PP, 4NPP	Concentration in lessons significantly improved following sensory circuits and breaks
Mindfulness	£500	3PP, 3NPP	80% exceeded target
1:1 TA support	£4025	1PP	Identified targets achieved
1:1 SLT support	£14,408	2PP	Identified actions completed

In addition, TA support in lessons (£2712 per class English or maths lesson) and Intern 1:1 and small group support (£7122) was funded to support all pupils in daily lessons by pre and post teaching and teacher directed in class support.

Total £37,582

Steps Progress 2017-18 for the pupils receiving Pupil Premium

In reading, there was a significant increase in the percentage of pupils making sufficient progress in 17-18 (11% increase from 2016-17)

In year progress	Reading	Writing	Maths
Sufficient 'Steps' progress or better	80%	70%	75%

In all areas, there was an increase in the percentage of pupils making better than sufficient progress in 17-18 (reading 9%, writing 19% and maths 3% compared to 2016-17)

In year progress	Reading	Writing	Maths
Better than expected 'Steps' progress	21%	21%	32%

100% of disadvantaged pupils achieved Age Related Expectations in Reading, Writing and Maths combined in 2018.

KS1-KS2 progress score for disadvantaged pupils	Reading	Writing	Maths
Petersfield	1.97	1.03	-0.87
National average for non-disadvantaged pupils	0.31	0.24	0.31

Planned provision for 2018-2019

Approach	Cost	Number of pupils involved	Rationale to overcoming barriers / Impact
Funding Puffins wrap around care	£3420 per pupil per annum	As needed	Punctual attendance supported
Extra- Curricular	£cost depends on the club and duration	As agreed on Provision Map	Extracurricular enrichment opportunities for pupils
Mathletics funded 4 hours per week lunch time club	£1725	All pupils	PTA funded access to online learning for maths accessible to all pupils daily. 1:1 support in school for all pupils who chose to attend
Contribution to school visits	Cost of visits through the year per pupil	14 PP	Enable all pupils to access school visits designed to enrich the curriculum
Free daily school milk	Offered £630	28	Nutrition provided daily
Book Bag	£3 per bag	As needed	Physical resources needed provided
School Uniform	Cost per item	As needed	Physical resources needed provided
YMCA Wellbeing Lead and play therapy	£1900	Up to 21 places during the academic year plus 'drop in' sessions	Improvement in emotional, conduct, peer, hyperactivity achievements and pro-social behaviour.
Oracy Project	£1000 Plus CSIB grant for BFP partnership (£15k)	All pupils	Improve the oracy skills of all pupils across the curriculum and for self help
Step On Training for all staff	£1200	All pupils	County Behavioural approach implemented throughout the school following whole staff training
In class support and same day pre and post teaching (2 hours per day)	£5017	Identified pupils	
Provision Map interventions mapped out for year (to review at each Pupil Progress meeting) or sooner if needed	See 2017-18 for expected range of activities and cost		Diminish the difference

