

Pupil Premium Report North Denes Primary School

Pupil Premium at North Denes

We have high aspirations and ambitions for our children and we believe that no child should be left behind. We strongly believe that it is not about where you come from but your passion and thirst for knowledge, and your dedication and commitment to learning that make the difference between success and failure, and we are determined to ensure that our children are given every chance to realise their full potential.

Background to Pupil Premium Funding

The pupil premium is a government initiative that targets extra money at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The premium is provided to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators of deprivation, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period. This fixed amount of money is expected to increase every year for the course of this current Parliament. At North Denes we will be using the indicator of those eligible for FSM as well as identified vulnerable groups as our target children to 'close the gap' regarding attainment.

Our Approach

Money has been ring-fenced and used to benefit all pupil premium pupils. We have established clear lines of responsibility with a member of the senior leadership team and a link governor taking responsibility for Pupil Premium.

At North Denes our high proportions of FSM children have meant that our pupil premium money has represented a significant proportion of our budget and we have planned our spending carefully to ensure that it has been spent to maximum effect. This has meant making informed decisions about our spending such as:

- *Ensuring that spending is directly linked to gaps in attainment;*
- *Making use of our own data to expand existing interventions;*
- *Making sure there is at least good teaching in a day to day basis;*
- *Making use of research when evaluating interventions and considering the implementation of new interventions.*

All staff is aware of areas for development in the school in terms of subjects, year groups and they know which children are focus children. Money is used to benefit all pupil premium children and supports higher as well as lower ability children by extending provision on offer. We have revised our assessment and monitoring systems to support improvement in the quality of teaching and interventions in order to maximise impact.

Latest Spending

Since the pupil premium funding was introduced, we have seen an improvement in outcomes for our disadvantaged children. However, we recognise that our pupils still do not achieve highly enough so we continue in our drive for them to do even better by tackling any within school variance, developing the roles of senior and middle leaders and looking for ways to increase learning time. Here is our latest spending plan:

Total Pupils on roll	Total amount received 2015/2016
308	£172,920

Financial year	Amount of Pupil Premium Funding
2015-2016	£172,920
2016-2017	£182,160

	2015-2016	2016-2017
Percentage of FSM Pupils	49%	45.1%
Number of FSM pupils eligible for Pupil premium	151	138
Number of looked after children eligible for Pupil premium	1	0

Pupil Premium Intervention	Amount allocated (£)	New or continued	Year group and pupils involved	Intended outcomes	Monitored by	Impact and reasoning
Reading, Writing, Maths interventions.	£35,972 part payment for staff	Continued	Years 4,5,6	<ul style="list-style-type: none"> To provide intensive input on key skill learning to enable high level learning in class to be more accessible. Reinforce and rehearse key skills in spelling, grammar and comprehension. To revise and rehearse basic key skills in numeracy. To increase confidence in fast recall of facts To build transferrable basic skills. Targeted disadvantaged yr6 pupils who needed additional support in preparing for the SATs. One to one and small group input to increase individualized approaches. 	CH, VP	<p>In 2015/16 we invested £35,972 of pupil premium funds in a team of staff to support children with both basic skills in English & mathematics. All children made good progress.</p> <ul style="list-style-type: none"> In Writing & Reading , all children who attend intervention programmes have made progress in specific objectives targetted. In Mathematics , all children who attend intervention programmes have made progress in specific objectives targetted.
Reading resources	£10,000	New	YR & 1 and across the school.	<ul style="list-style-type: none"> The need for a range of books to engage our most difficult to reach groups: families with low level literacy skills, children with no or few books at home. High interest low level to engage boys. High quality texts for teachers to read to children in classroom - good role models reading aloud to children. 	ENG lead	<ul style="list-style-type: none"> Investment in books has improved motivation levels of key groups across the age ranges. Improved reading behaviors across the school have been reported. Home reading diaries show increased number of home reads. They are now more likely to choose more challenging texts and be keen to take a book home. Our Reading outcomes at the end of ks2 were 2% above the national.
Year 6 revision club	£2346	New	Year 6	<ul style="list-style-type: none"> To reinforce basic skills learning for key groups of children. Consolidate new learning in maths. High quality teaching by teachers will ensure high standards and experiences. Targeted club that reinforce areas of need i.e. reading and maths. 	CH	<ul style="list-style-type: none"> Very high levels of access with at 78% of children accessing revision club for at least 1 subject area and some children attending two. Children and parents report high rates of satisfaction with revision club and asked if it can be repeated again. Teachers' report that key identified and targeted pupils transfer skills mastered in these clubs.
One to one support	£29,267	Continued	YR, 4,5,6	<ul style="list-style-type: none"> Close the gap between FSM children and Non identified FSM children. To raise attainment and achievement across the school for DA pupils with identified SEN. Enable key pupils the opportunity to build stronger meta cognition skills & learning to 	D.W R.S	<ul style="list-style-type: none"> This is an area that we will continue to invest in next year. Children were able to focus and remain in class with the additional support. Made progress across the curriculum including improved social skills and attendance.

				learn strategies.		
Reducing class size year R, three & Six	£55, 840 (45% of 3 x teacher salary costs)	New	Year R, 3,6	<ul style="list-style-type: none"> £ as part payment for additional teaching staff To provide first quality teaching to smaller class sizes. To enable children to be taught in groups that provide bespoke teaching models to meet need. To give our first reception cohort a good starting point to school. Contextually low levels of literacy for some parents therefore children with very low levels of speech and language. 	SLT	<ul style="list-style-type: none"> £55,840 investment has had a significant impact on the outcomes for pupils in year R. The impact of smaller class sizes can be seen - in October 2015 no PP children at age expectations. End of the year 55% of PP children were at expectations (EY data) The school was moderated in the summer term and agreed with all our judgments. End of year 3 the majority of the children were age related. 82% in maths, 85% in reading and 87% in writing. End of year 6 for all pupils -68% rd, 79% wr, 54% EGPS, 47% combined. For DA pupils but with new joining and EAL pupils removed this was 72% reading, 86% wr, 56% ma, 68% EGPS and 44% combined.
Care, guidance and support advisor	£23,904	Continued with changes	All year groups	<ul style="list-style-type: none"> To increase resilience within families and to improve outcomes for vulnerable families. Increasing parenting skills to directly impact upon closing the gap. Supporting families at key transition points and at admission activating early help when needed. Work with social care team and Social workers involved with families in school. Coordinating new intake of children who arrive part way through the school year. Pastoral care point of contact for pupils and families. Work to enhance links between home, school and community. 	DW, SJ	<ul style="list-style-type: none"> The investment of £23,904 Family case work has been very successful in engaging hard to reach families. This has influenced pupil attendance cases. Parents evening attendance for vulnerable families have increased. Parent participation is stronger. Fantastic supportive mechanism for Positive school-community relations. Vulnerable pupils identified at point of admission, resulting in support packages from the outset.
Systemic practitioner Contract with NHS	£48,500	New	targeted children	<ul style="list-style-type: none"> To tackle significant barriers to learning for disadvantaged pupils on some key issues including bereavement, drug dependency, domestic violence, family breakdown and 	D.W, governe rs NHS	<ul style="list-style-type: none"> £48,500 spend on disadvantaged pupils has shown clear benefits. Over the year some significant progress has been made in enabling children to overcome

				<p>housing and debt problems.</p> <ul style="list-style-type: none"> To raise self-esteem, confidence and increase strategies for resilience in pupils impacting on attainment and progress. Supporting pupils with mental health difficulties. Improve behaviour and attendance to improve achievement. Provide home visits to families in need of support. Parenting groups Training of staff around emotional health And wellbeing. Working alongside behavioural lead and SENCO in writing and implementation of behaviour plans, EHCPs and Pupil Passports. Offer reflective space for staff around mental health issues so they can better support pupils. Work closely with other agencies supporting children's needs. Tracking of DA children with additional barriers to be seen in Nurture groups. Opportunities to really work on speaking and listening and to developing solution focused strategies for dealing with issues. Keeping in touch with vulnerable families during the holidays including days out with the pupils. 		<p>some substantial issues. 60 children were directly worked with, and 15 hard to reach families that we now have regular contact with.</p> <ul style="list-style-type: none"> Parents satisfaction is high have made requests for repeat referrals within the system after reporting very positive impact on their children. Pupils are equally eager to remain. Teachers have reported increased confidence, openness and readiness to learn directly after input from the practitioner. All over improvement in behaviour and emotional difficulties from staff and parents. Staff have developed and changed their understanding of children's problems or issues which has resulted in children staying in class and learning. Children that had in contact over the holidays came into school more settled and ready to engage with their learning.
Subsidies educational visits	£2,780	Continued	Whole school	<ul style="list-style-type: none"> Ensuring children have a wide range of opportunities to experience the world outside of school enriching their learning across the curriculum. Opportunities to spend time at a residential visit. Educational visits are valuable in developing their perseverance, team work, resilience and ability to face challenges. These are all vital life skills. 	SLT Educ Visit Lead	<ul style="list-style-type: none"> Subsidizing educational visits has been an effective investment enabling DA pupils the chance to do things they may never have the chance otherwise. We had high level take up for all educational visits from DA pupils. Both parents and teachers report increased confidence and self-esteem. Demonstration of leadership skills and independence were also noted from DA pupils.
Specialist Music	£1,027	Continu	Open to all	<ul style="list-style-type: none"> Children to access music tuition and learn an 	SLT	<ul style="list-style-type: none"> The use of music continues to provide a

teacher		ed		instrument.		fantastic opportunity for creativity and the development of language.
Portuguese speaking teaching assistant	£5,315	New	Whole school	<ul style="list-style-type: none"> To give children access to learning whilst at the early stages of learning English. To enable communication with parents. Supporting early teaching of phonics and English skills with children with little English. Including DA 	MD	<ul style="list-style-type: none"> The investment of £20,000 has shown significant impact in children's enjoyment and achievement. The implementation of mandarin has increased children's enthusiasm for learning languages and improved language skills across the board. Pupils enjoy learning languages in KS2. Consequently, they generally arrive in Year-7 with more positive attitudes towards other countries' languages and cultures