

Houghton Primary School

PUPIL PREMIUM EXPENDITURE 2017-18

The Pupil Premium - overview

The Pupil Premium is designed to ensure that funding to tackle the disadvantaged reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Year 11 who are eligible for free school meals (FSM), who are looked after (in foster care or adopted) or have parents currently in the Armed Forces (Service Premium).

From 2012, the coverage of the Premium was widened to include those eligible for FSM at any point in the last six years of their school life (FSM6)

In 2017-18 Pupil Premium was £1,320 per pupil eligible under FSM6, £1,900 for Looked After children and £300 per pupil eligible under Service Premium.

This money is allocated to initiatives to support pupils to reach their potential both academically and socially.

School Allocation

For the financial year 2017-18, Houghton Primary School's Pupil Premium allocation was £26,920
This represents £21,120 from FSM6 and £3,900 from Service Premium.

How the funding was spent 2017-18:

This money was used towards helping provide the following support for pupils: Barrier to progress	Initiative	Impact FSM6	Impact PP Service
<p>Behavioural, emotional and social issues including:</p> <p>Impact of long absences of a parent due to postings and related anxiety.</p> <p>Difficulties making friends due to regular school movement- lack of willingness to form attachments.</p> <p>Emotional impact of moving schools due to postings.</p> <p>Family stresses relating to financial difficulties at home.</p> <p>Chaotic home lives.</p> <p>Bereavement Inability if parents to support children due to health. Poor attendance leading to falling behind.</p>	<p>Inclusion worker to work individually with parents and pupils to provide early help and tailored interventions.</p> <p>Regular practical support for children with complex emotional needs.</p> <p>20 20 club to allow children with social problems and anxiety a place to play and relax over lunchtime.</p> <p>Space and time to talk with a trusted adult.</p> <p>Social inclusion worker to monitor attendance of pupils, making contact with parents and agencies as and when required.</p>	<p>87.5% of all PP FSM6 pupils accessed support from our Inclusion worker. Our inclusion worker also worked closely the parents of these pupils.</p> <p>Pupil Premium Record sheets were completed by class teachers termly to record impact of any interventions termly.</p> <p>PP and IW monitored attendance of PP pupils liaised with Education Welfare Officer.</p>	<p>25% of our service children accessed regular support from our Inclusion Worker.</p>
<p>Potential for children to be hungry due to difficulties with finances and chaotic home life.</p>	<p>Free milk and fruit to be provided at break times for those in need.</p>	<p>25% of our PP FSM6 pupils accessed additional food at school due to hunger.</p> <p>Staff noted increased concentration and improved mood observed by TAs and Class teachers.</p>	<p>No Service pupils accessed additional food.</p>
<p>Children missing out on opportunities such as school trips and extracurricular events/ clubs due to lack of funding.</p>	<p>Hardship fund to provide additional support for those families in need.</p>	<p>All PP pupils attended all trips and visits.</p> <p>PP pupils receive the same opportunities as those not in receipt of PP, allowing for high aspirations.</p>	<p>All Service Pupils attended all trips and visits.</p>
<p>Poor concentration in lessons/ anxiety regarding start of day</p>	<p>Running of sensory circuits for children arriving with poor focus and potential for disruption to learning. Also recommended for a number of children by OT/Paediatrician/STT/Ed Psych.</p>	<p>25% of all PP FSM6 pupils went to a daily sensory circuit session. Teachers and TAs reported an increase in concentration and that the pupils had a better start to the day after the sessions.</p>	<p>10% of Service pupils regularly attended sensory circuit sessions. Teachers and TAs reported an increase in concentration and that the pupils had a better start to the day after the sessions.</p>

Lack of engagement with reading at home	Opening of school library at lunchtimes as a quiet place to read and regular story times.	19% of PP FSM6 pupils had additional support in reading. Teachers monitored progress through school Accelerated Reader system. Engaged reading time, level of books, reading age showed improvement.	10% of service pupils received additional support in reading. Increase in reading fluency and speed noted.
Child protection/ Safeguarding issues	Release time for meetings relating to child protection and meeting with colleagues from outside agencies	88% of all FSM6 pupils were given support for CP issues. The parents were also supported and signposted to additional support when needed.	No PP Service children needed support with CP issues.
Identified gaps in learning resulting in lower than expected progress	Additional TA support for identified pupils through dialogue between class TA and class teacher.	56% of pupils received additional regular TA support, class intervention records show progress made. Assessment data and analysis of tests shows progress has been made.	35% of service pupils received additional TA support. 10% of this was for extension support to support gifted pupils.
Potential for lack of communication between school and military families to cause division within school community.	Close liaison with local military base to keep updated with issues and opportunities as they arise. Forward planning for any increase or decrease in forces family within the school.		Regular discussions with parents regarding possible postings/ and knowledge of parent postings enabled increased teacher awareness of pupil's emotional needs and ability to signpost support of IW when needed.

Monitoring of funding 2017-18

Each term the academic progress of each child is analysed and support is put into place to support and extend learning as and when needed. In addition to this the class teacher also monitors and records any events in the child's life which may result in them requiring emotional support. The pupil premium champion collates this data and meets with class teachers to discuss with them any specific needs relating to the PP pupils as and when they arise.

The funding of our inclusion worker has provided invaluable emotional and practical help for all vulnerable children and parents within our school community. She has liaised with the Forces/ SCISS to support service families and best plan for transitions in the pupil's lives.

The progress of Pupil Premium Pupils 2017-18:

Foundation Results:

4 pupils (1 service and 3 FSM6) 50% at GLD in all areas

Year 1 Results 6 pupils (5 Service and 1 FSM6)

Reading 67% at ARE (33% GDS)

Writing 50% at ARE (33% GDS)

Maths 67% at ARE (33% GDS)

Year 2 End of Key Stage 1 Data

There were 5 Pupils (3 FM6 PP & 2 service) pupils in this cohort.

	Percentage meeting Age-Related Expectations (ARE)			
	Reading	Writing	Maths	Reading/Writing/Maths combined
School Pupil Premium children	80% (20% exceeding ARE)	80% (20% exceeding ARE)	80% (20% exceeding ARE)	80% (0% GDS)
All Year 2 children in school	71% (23% GDS)	71% (19% GDS)	81% (19% GDS)	67% (6% GDS)

Year 3 Results

There were initially 7 service pupils in this cohort, two of which left before the end of the year.

Reading- 100% at ARE (40% at GDS)

Writing 100% at ARE (40% at GDS)

Maths 100% at ARE (40% at GDS)

Year 4 Results

There were 3 FSM6 pupils. There was initially 1 service pupil in this cohort who left before the end of the year.

Reading- 100% at ARE

Writing 33% at ARE

Maths 100% at ARE

Year 5 Results

There were 2 service and 3 PP FSM6 pupils in this cohort.

Reading- 100% at ARE (40% at GDS)

Writing 80% at ARE

Maths 100% at ARE (40% at GDS)

End of Key Stage 2

There were 6 Pupil Premium children in this cohort. (1 LAC, 4 PP FSM6, 1 PP Service)

	Percentage meeting Age-Related Expectations (ARE)			
	Reading	Writing	Maths	Reading/Writing/Maths combined
School Pupil Premium children	83% (33% exceeding ARE)	100%	67% (17% exceeding ARE)	67%
All Year 6 children in school	83%	93%	76%	69%
National for all Y6 children	75%	78%	76%	61%

Pupil Premium Plan 2018-19

Funding allocated: £32,440

In 2018-19 Pupil Premium is £1,320 per pupil eligible under FSM6, £2,300 for Looked After children and £300 per pupil eligible under Service Premium.

The following plan is the result of needs analysis according to the **Pupil Premium FSM6 children** on roll.

Barrier to progress	Proposed initiative	Estimated cost	Measuring impact
<p>Behavioural, emotional and social issues including:</p> <p>Family stresses relating to financial difficulties at home.</p> <p>Chaotic home lives.</p> <p>Bereavement</p> <p>Inability of parents to support children due to health.</p> <p>Poor attendance leading to falling behind.</p>	<p>Inclusion Worker to undertake specialist training in counselling to better support the emotional needs of our PP pupils.</p> <p>Inclusion worker to work individually with parents and pupils to provide early help and tailored interventions.</p> <p>Regular practical support for children with complex emotional needs.</p> <p>20 20 club to allow children with social problems and anxiety a place to play and relax over lunchtime.</p> <p>Space and time to talk with a trusted adult.</p> <p>Social inclusion worker to monitor attendance of pupils, making contact with parents and agencies as and when required.</p>	<p>£9,000 IW 20 hours a week</p> <p>Cost of training: £500</p>	<p>Pupil Premium Record sheet completed by class teachers termly to record impact of any interventions termly. Analysis of impact by PP champion and feedback on an individual basis. Feed back to SLT an DPs. PP to monitor attendance of PP pupils. Liaise with Education Welfare officer.</p>
<p>Potential for children to be hungry due to difficulties with finances and chaotic home life.</p>	<p>Free milk and fruit to be provided at break times for those in need. Additional food provided when children come to school hungry.</p>	<p>£150</p>	<p>Increased concentration and improved mood observed by TAs and Class teachers.</p>
<p>Children missing out on opportunities such as school trips and extracurricular events/ clubs due to lack of funding. Support given with purchasing of school uniforms and sport's kit/ equipment.</p>	<p>Hardship fund to provide additional financial support for those families in need. Trip letters to include offer of assistance. Liaise with Social Inclusion worker to support families in need.</p>	<p>£1,000</p>	<p>PP pupils receive the same opportunities as those not in receipt of PP, allowing for high aspirations.</p>
<p>Poor concentration in lessons/ anxiety regarding start of day</p>	<p>Running of sensory circuits for children arriving with poor focus and potential for disruption to learning. Also recommended for a number of children by OT/Paediatrician/STT/Ed Psych.</p> <p>Purchasing of new equipment for sensory circuits including a spin board.</p>	<p>£1800 4 TA hours per week</p> <p>£200 New equipment to develop sensory circuits.</p>	<p>Monitor impact through IW and PP Champion's regular discussions with class teachers and TAs. Feedback from PP record sheets.</p>
<p>Lack of engagement with reading at home and support with home learning when needed.</p>	<p>Opening of school library at lunchtimes as a quiet place to read and regular story times.</p>	<p>£860 2.5 hours Lunchtime supervisor</p>	<p>Monitor impact through school Accelerated Reader system. Engaged reading time, level of books, reading age etc.</p>

Child protection/ Safeguarding issues	Release time for meetings relating to child protection and meeting with colleagues from outside agencies	£1000	CP issues quickly addressed with minimal impact on the child emotionally and educationally.
Identified gaps in learning resulting in lower than expected progress	Additional TA support for identified pupils through dialogue between class TA and class teacher.	£17,000 Daily TA support for 7 children	Class intervention records to record intervention and progress made. Assessment data and analysis of tests shows progress has been made.

The following plan outlines the *additional* needs of our **Pupil Premium Service** children on roll

Barrier to progress	Proposed initiative	Estimated cost	Measuring impact
Potential for lack of communication between school and military families. Information not passed onto school relating to parent absence and postings.	Close liaison with local military base to keep updated with issues and opportunities as they arise. Forward planning for any increase or decrease in forces family within the school.	£500 Termly meetings 8 hours a year	Increase communication will provide for stronger relationships between school and the base. Minutes of regular meetings.

Total: £32,010

Contingency: £430

Next review of PP strategy July 2019