

Houghton Primary School

PUPIL PREMIUM EXPENDITURE 2016-17

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 2016-17 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 2016-17, Houghton Primary School's Pupil Premium allocation was £24,000. This represents £19,800 from FSM6 and £4,200 from Service Premium.

How the funding was spent:

This money was used towards helping provide the following support for pupils:

- Provision of "20/20" lunchtime club developing social and communication skills and supporting children with Social, Emotional and Behavioural needs
- Provision of Inclusion Worker to provide personalised support on an individual needs basis, working with children and their families.
- Inclusion Worker liaison with Forces/SCISS to support forces families/children.
- Financial support to enable children to go on educational day trips and residential trips and after-school clubs.
- Free milk to all children qualifying for pupil premium funding if they wish.
- Additional focused TA support for PP pupils identified as being at risk of not making desired progress.

Impact of funding 2016-17

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:

End of Key Stage 1

There were 5 Pupil Premium pupils in this cohort.

	Percentage meeting Age-Related Expectations (ARE)			
	Reading	Writing	Maths	Reading/Writing/Maths combined
School Pupil Premium children	100% (40% exceeding ARE)	83% (40% exceeding ARE)	100% (40% exceeding ARE)	83% (40% exceeding ARE)
All Year 2 children in school	71%	68%	71%	57%
National for all Y2 children	76%	68%	75% (40% exceeding)	64%

End of Key Stage 2

There were 5 Pupil Premium children in this cohort. 2 of whom had significant special educational needs/disability (SEND).

	Percentage meeting Age-Related Expectations (ARE)			
	Reading	Writing	Maths	Reading/Writing/Maths combined
School Pupil Premium children	60% (20% exceeding ARE)	40% (40% exceeding ARE)	40% (40% exceeding ARE)	40% (20% exceeding ARE)
School Pupil Premium children without SEND.	100% (33% exceeding)	67% (67% exceeding ARE)	67% (67% exceeding ARE)	67% (33% exceeding ARE)
All Year 6 children in school	89%	79%	79%	71%
National for all Y6 children	71%	76%	75%	61%
National exceeding for all Y6 children	25%	18%	23%	9%

Pupil Premium Plan 2017-18

Funding allocated: £26,920

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

Barrier to progress	Proposed initiative	Estimated cost	Measuring impact
<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>£4,500 IW 10 hours a week</p>	<p>Pupil Premium Record sheet completed by class teachers termly to record impact of any interventions termly.</p> <p>Analysis of impact by PP champion and feedback on an individual basis.</p> <p>Feed back to SLT an DPs.</p> <p>PP to monitor attendance of PP pupils.</p>

Potential for children to be hungry due to difficulties with finances and chaotic home life.	Free milk and fruit to be provided at break times for those in need.	£160	Increased concentration and improved mood observed by TAs and Class teachers.
Children missing out on opportunities such as school trips and extracurricular events/clubs due to lack of funding.	Hardship fund to provide additional support for those families in need.	£1,000	PP pupils receive the same opportunities as those not in receipt of PP, allowing for high aspirations.
Poor concentration in lessons/ anxiety regarding start of day	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.	£900 2 TA hours per week	Monitor impact through IW and PP Champion's regular discussions with class teachers and TAs. Feedback from PP record sheets.
Lack of engagement with reading at home	Opening of school library at lunchtimes as a quiet place to read and regular story times.	£860 2.5 hours Lunchtime supervisor	Monitor impact through school Accelerated Reader system. Engaged reading time, level of books, reading age etc.
Lack of parental engagement in home learning tasks	Home learning club to be run to support children with time and resources to complete tasks.	£1,500 1 hour a week Teacher	Pupils feel included within the class and proud of work. No learning opportunities are missed.
Child protection/ Safeguarding issues	Release time for meetings relating to child protection and meeting with colleagues from outside agencies	£900	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.	£16,000 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.
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.	£500 Termly meetings 8 hours a year	Increase communication will provide for stronger relationships between school and the base. Minutes of regular meetings.

Total: £26,320

Contingency: £600

Next review of PP strategy July 2018