

## Pupil Premium Grant (PPG)

### Background

Funding is received at the start of each financial year (April) and we are free to spend the Pupil Premium as we see fit. We will be held accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we have been required to publish online information about how we have used the Premium. This will ensure that parents and other stakeholders are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

### Pupil Premium 2015-16

In 2015-16 the level of the premium was £1320 per pupil known to be eligible for FSM under the Ever 6 criteria, £1900 for looked after pupils (LAC - defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority) and £300 for those children whose parents serve in the armed forces. This year we will receive a total of £36, 220 for Pupil Premium (which was adjusted from £45,000 by Croydon LA in September 2015).

#### Aims of PPG spending 2015/16

- To ensure improved levels of progress and attainment for all children eligible for the PPG, specifically focussing on Reading, Writing, and Maths. This will ensure that the gap narrows between this group of children and their non-PPG peers. (This objective is linked to Target setting, RAISE online and the School Improvement Plan).
- To provide social/emotional support for pupils and their families to improve children's readiness for learning alongside their educational outcomes for PP children.
- To improve rates of attendance for those children eligible for PPG.

#### Overview of impact of PPG spending 2015-16

The school evaluates the impact of interventions and support on a regular basis. The evaluation focusses on the pupils' academic gains, their progress, their improved attitude towards learning and the development of confidence and self-esteem if appropriate. The impact of interventions will determine future interventions and the effective deployment of the PPG. This year we have analysed data from in house tracking and end of key stage data (unvalidated).

- A total of 10 children undertaking the KS1 SATS were eligible for the Pupil Premium Grant (or had been during the previous 6 years). Of this group 30% had additional Special Educational Needs (SEN) identified. There were 6 children in Year One eligible for the Pupil Premium Grant, of which 33% (2 children) had an additional SEN. There were 11 children in Reception identified as being eligible for the grant, totalling 27 children across the school (10% school population).
- All children eligible for the PPG were part of an extensive intervention programme, with the individual's needs targeted. Rigorous tracking and monitoring of attainment and progress was undertaken by all relevant school staff with an emphasis on Reading, Writing and Maths and in the Early Years in the Prime Areas of Learning.

#### Attainment (This is currently unvalidated data)

- In Reading, Writing and Maths we had predicted 70% children eligible for the Pupil Premium Grant would achieve the expected standard for Year 2 children. This year analysis of KS1 SATs data shows that 80% children, achieved *at least* the expected standard in Reading (with 20% working at a "greater depth"), 70% achieved the expected standard in Writing and 70% achieved at least the expected standard in Maths (with 20% working at a "greater depth"). This indicates that intervention was successful during 2015-16 and can now continue to be further developed.

	END OF KEY STAGE ONE	% predicted to reach expected standard	% achieving at least expected standard	% working at a greater depth
R	Eligible for PPG	70	80	20
	Non eligible	92	96	57
W	Eligible for PPG	70	70	0
	Non eligible	92	93	30
M	Eligible for PPG	70	70	20
	Non eligible	89	92	42
(Chn in this group had specific additional needs including SEN)				

- In 2016 83% (5 of 6) pupils eligible for PPG in Year One, reached the expected standard for the phonics screening test, compared to 63% in 2015. This was as a result of high quality phonics teaching for ALL children throughout Reception and Year One, with targeted intervention groups to identify and support children struggling with phonics acquisition at the earliest possible stage.
- In 2016 the **prime areas (in purple)** of the Early Years Foundation Stage (EYFS) curriculum remained a focus for this group of children as historically these have been areas that PPG children have been assessed as being lower attaining on entry into Reception and are vital for further development and to achieve a Good Level of Development at the end of the EYFS. A higher proportion of this group in Reception had significant or additional Special Educational Needs, compared with previous years. This needed to be taken into account and planned for appropriately.

Aspect	% making at least expected progress	% making better than expected progress	Expected or Exceeding the ELG	
			% PPG	% non PPG
Listening & attention	100	91	82	91
Understanding	100	91	82	95
Speaking	100	91	82	91
Moving & Handling	100	100	91	94
Health & Self Care	100	100	91	96
Self Confidence & Self Awareness	91	82	82	94
Managing feelings and behaviour	100	91	82	95
Making relationships	100	73	82	95

36% PPG children achieved a GLD. This was due to specific need in these prime areas due to SEN.

### Attendance

For the academic year 2015-16 the average percentage attendance for children eligible for Pupil Premium was 93.84% compared to 92.4% during the previous year. Although this is an improvement, this figure still falls short of the national average for all pupils (2014-15) of 96.1%. We will therefore continue to work closely with our EWO and families to improve attendance for all pupils and that of persistent absentees.

### Well-Being

Staff and Governors received training on the Leuven Scale for Well-being and how this can be used to measure children's well-being and involvement at school. At the start of the year all children identified as PPG were analysed using this detailed scale to measure their levels of engagement and participation alongside their well-being, with the aim of

increasing these levels by the end of the year through promoting a range of initiatives including ‘Superskills for Learning’ and promoting a ‘Growth Mind-set’ amongst others. These were aspects of school life that we also worked closely with parents on, so they could further encourage these at home and promote independence skills and a love for learning.

Level of well-being	Autumn Term	Summer Term
1 – Extremely Low	5%	5%
2 – Low	24%	5%
3 – Moderate	33%	5%
4 – High	33%	43%
5 – Extremely High	5%	43%
Level of Involvement		
1 – Extremely Low	5%	0%
2 – Low	28.5%	10%
3 – Moderate	33%	24%
4 – High	24%	33%
5 – Extremely High	9.5%	33%

### Pupil Premium Grant (PPG) 2015 -2016 – Impact of Interventions

Activities		Targeted pupils	Intended Impact	Actual Impact
<b>Intervention Programme</b>	Small group intensive intervention from an experienced senior teacher (Deputy Head Teacher), focussing on <b>Numeracy</b> skills. This is for all children in Key Stage One (KS1)	Targeted pupils and dependant on need	Rapid gains for pupils eligible for PPG, narrowing the gap between this group and non-PP children.	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• 100% chn made better than expected progress from their individual starting points</li> <li>• 83% (5 of 6 chn) met or were working at a greater depth, the end of year expected standard in <b>Maths</b></li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>• 80% (8 of 10) chn made at least expected progress from their individual starting points</li> <li>• 70% (7 of 10) chn met or were working at a greater depth, the end of Key Stage One expected standard in <b>Maths</b></li> <li>• 30% (3 of 10 chn) children achieved a Greater Depth within the expected standard, having been predicted to only meet the standard</li> </ul>

	Small group intensive intervention from an experienced senior teacher (Assistant Head Teacher) for half a day per week, focussing on writing and reading. This is for all children from Reception through to Year 2.	Targeted pupils and dependant on need		<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>100% chn made better than expected progress in <b>Writing</b> from their individual starting points</li> <li>83% (5 of 6 chn) met or were working at a greater depth, within the end of year expected standard in <b>Writing</b></li> <li>100% chn made expected progress or better in <b>Reading</b> from their individual starting points</li> <li>83% (5 of 6 chn) met or were working at a greater depth, within the end of year expected standard in <b>Reading</b></li> <li>83% (5 of 6 chn) passed the <b>Phonics</b> Screening Check in Year One</li> </ul> <p><b>Year 2:</b></p> <ul style="list-style-type: none"> <li>90% (9 of 10) chn made at least expected progress in <b>Writing</b> from their individual starting points</li> <li>70% (7 of 10 chn) met or were working at a greater depth, within the end of Key Stage One expected standard in <b>Writing</b></li> <li>80% (8 of 10) chn made at least expected progress in <b>Reading</b> from their individual starting points</li> <li>80% (8 of 10 chn) met or were working at a greater depth, within the end of Key Stage One expected standard in <b>Reading</b></li> </ul>
	Small group intensive intervention from an experienced senior teacher (Assistant Head Teacher) half a day per week focussing applying phonic knowledge when reading and writing. This is for all children from Reception through to Year 2.	Targeted pupils and dependant on need	A higher % of pupils will achieve the benchmark in the phonic screening test.	
	<p>Targeted in-class intervention led by a TA for 60 minutes per day, as directed by the class teacher, to support children eligible for PPG with a varying range of needs and abilities, across the whole school. These will include:</p> <ul style="list-style-type: none"> <li>Catch-Up Handwriting Groups (whole school)</li> <li>Project Code X – reading programme</li> <li>Maths support</li> </ul>	Targeted pupils	<p>Rapid gains for pupils eligible for PPG. This will help this group of children narrow the gap across all areas, with their non-pp peers.</p>	
<b>Intervention Programme (EYFS)</b>	<p>Targeted daily in-class and out of class interventions led by a TA directed by the Early Years Team Leader, to support children eligible for PPG with a varying range of needs and abilities, across Reception. These will include:</p> <ul style="list-style-type: none"> <li>Fine and gross motor skills including mark making skills (Moving &amp; Handling)</li> <li>Phonics</li> <li>Counting and basic number skills</li> <li>Speaking and Communication (including “Bucket” and “Time to Talk” groups)</li> <li>Social communication/Friendship/ Independence skills (Health &amp; Self Care)</li> </ul>	Targeted pupils	<p>Rapid gains for pupils eligible for PPG. This will help this group of children narrow the gap across all areas, with their non-pp peers, supporting them to achieve a Good Level of Development (GLD) by the end of Reception</p>	<p>(By the end of Reception 11 children were eligible for the PPG with 45% of this group also having additional Special Educational Needs (SEN))</p> <p>Interventions supported increased numbers of PPG children achieving the ELG, particularly in the Prime areas of the Foundation Stage Curriculum compared with 2014-15.</p> <ul style="list-style-type: none"> <li>Children achieving the ELG in ‘Speaking’ increased from 67% to 82%</li> <li>Children achieving the ELG in ‘Moving and Handling’ and ‘Health and Self-Care’ increased from 83% to 91%</li> <li>91% children in reading made better than expected progress from their individual starting points, compared to 82% in 2014/15</li> <li>91% children made better than expected progress in ‘Number’ from their individual starting points, compared to 73% in 2014/15</li> </ul>

<p><b>Catch up Numeracy</b></p>	<p>Provision of a specifically trained member of staff to deliver a numeracy intervention, out of school hours to enable all children to achieve their full potential. (Focus PPG children)</p>	<p>Targeted Year 2 pupils</p>	<p>Raised attainment and rapid gains.</p>	<p>Catch Up Numeracy contributed towards raised levels of progress and attainment for targeted children as follows:</p> <ul style="list-style-type: none"> <li>• 70% (7 of 10) chn met or were working at a greater depth, the end of Key Stage One expected standard in <b>Maths</b></li> <li>• 80% (8 of 10 chn) made at least expected progress from their individual starting points</li> </ul>
<p><b>Catch up Literacy</b></p>	<p>Provision of a specifically trained member of staff to deliver a highly effective numeracy intervention out of school hours to enable all children to achieve their full potential. ( Focus PP children)</p>	<p>Targeted Year 2 pupils</p>	<p>Raised attainment and rapid gains.</p>	<p>Catch Up Literacy contributed towards raised levels of attainment for targeted Year 2 children as follows:</p> <ul style="list-style-type: none"> <li>• 80% (8 of 10 chn) made at least expected progress in <b>Reading</b> from their individual starting points</li> <li>• 80% (8 of 10 chn) met or were working at a greater depth, within the end of Key Stage One expected standard in <b>Reading</b> whilst only 7 chn were predicted to reach this expected standard.</li> </ul>
<p><b>Speech and Language Intervention</b></p>	<p>A structured intervention programme to boost communication and build language skills that are a basis for accessing all other aspects of the curriculum.</p>	<p>Targeted pupils</p>	<p>Raised attainment in Speaking &amp; Listening levels.</p>	<p>Teachers and parents reported that children who had had specific Speech and Language intervention noticed improved outcomes in this area. Targeted work on attention and listening skills for many children improved their readiness for learning across the curriculum.</p> <ul style="list-style-type: none"> <li>• 82% children achieved the ELG in both ‘Speaking’ and ‘Understanding’ in the Foundation Stage.</li> <li>• 80% (8 of 10) children reached the expected standard for Speaking and Listening at the end of Key Stage One (Teacher Assessed)</li> </ul>
<p><b>Learning Mentor Support (School Counsellor and Home/School Support Worker)</b></p>	<p>Provision of a trained mentor to work with identified pupils with specific emotional needs which are creating a barrier to their learning (individual and group sessions). Support for parents through counselling, advice and home visits to improve relationships between home/school in order to improve educational outcomes for PPG children.</p>	<p>Dependant on need</p>	<p>Social, Emotional and mental health support for pupils and their families. Promoting well-being and readiness for learning. Pupils and families who are struggling with a variety of differing needs will be able to access specialist support. This will ensure that all pupils have the opportunity to make good progress despite home life situations. Nurture groups will promote positive attitudes and enhance pupils self-efficacy</p>	<p>Children who were identified with specific social, emotional or mental health needs were highlighted and attended interventions either in a small group or 1:1. Teachers reported through SDQ’s (Strengths and Difficulties Questionnaires) that this has supported children with their learning behaviour in the classroom and contributed to raised progress and attainment for this group of children. Data analysed by the Support Worker and Inclusion Leader demonstrated the impact for each child and identified whether further intervention was required.</p>

<b>Educational Welfare Officer</b>	Provision of a trained officer to work with pupils and families to improve attendance in order to accelerate levels of progress and attainment.	Targeted pupils	Attendance will be improved for all pupils.	Attendance for this group of children has marginally increased on last year to 94%, compared to 93% last year. This will continue to be a focus in the forthcoming year.
<b>Continuing Professional Development</b>	Training and development opportunities for all staff, to further enhance our provision for children who are eligible for PPG and further improve outcomes and accelerate progress for them.	All staff	Staff will continue to be informed with up to date information about effective use and deployment of the PPG, resulting in improved outcomes for this group of children.	Courses staff attended: <ul style="list-style-type: none"> <li>• "Ambitious for Croydon Schools"</li> <li>• De-escalation and Positive Handling Training</li> <li>• "Teaching Assistants – High Impact Training and Effective Deployment"</li> <li>• Lego Therapy – building communication and social skills</li> <li>• Lego Play Convention</li> <li>• Teaching Assistants Network Meetings</li> </ul>
<b>School trips</b>	All children have access to and benefit from experiences on offer regardless of financial difficulty. This will ensure all children are able to participate in all aspects of our personalised curriculum.	All pupils	Raised attainment and outcomes. Broader and richer experiences, promoting opportunities to learn about the world around them and to experience and explore future interests/employment.	100% children attended school trips offered to them, subsidised by the school, contributing towards the vast majority of children across the school making at least expected progress.
<b>After-School Activities and Clubs</b>	All children will have access to and benefit from after-school activities on offer, regardless of financial difficulty. This will ensure all children are able to participate in all aspects of school life.	All pupils	Broader and richer experiences, promoting opportunities to learn about the world around them and to experience and explore future interests/employment.	School Clubs were subsidised for 17 PPG children including Yoga, Multi-skills, Modern Jazz Dance and Gymnastics Clubs.
<b>Swimming</b>	All children will have access to swimming lessons to promote important life skills and a healthy lifestyle regardless of financial difficulty.	All pupils	Children will have full access to the school curriculum, also supporting their physical development and providing them with opportunities to enhance their social, emotional and physical skills.	100% (KS1) children eligible for the PPG attended swimming sessions, subsidised by the school, promoting healthy and active lifestyles for all and enabling children to learn a valuable life skill.
<b>School Milk</b>	Subsidised by school to maximise wellbeing/ readiness for learning.	As requested by parents	Children will be ready for learning and helping to provide children with a healthy diet.	6 PPG children requested milk daily, paid for through the PPG funding
<b>Toast Bar</b>	To provide an opportunity for children in Reception to make and eat breakfast during the first part of the morning, ensuring that they are ready for learning, to enhance social skills and offer speaking and listening opportunities to all.	Available to all children (EYFS) but targeting those who may not always be given sufficient breakfast.	Children will be ready for learning, and have an opportunity to enhance their social, speaking and listening skills.	All children in Foundation Stage were involved in buying food and making toast for themselves and their friends. Children went to the local shop to buy bread and condiments in order to make toast. This activity allowed children to apply skills they had learnt across the curriculum to everyday activities, whilst providing breakfast to children so that they were ready for learning.

<b>Early Bird Breakfast Club</b>	To provide an extended opportunity for selected children eligible for the Pupil Premium Grant to start their school day 30 minutes before the rest of the school, allowing children to participate in meaningful, positive speaking and listening activities, providing a hearty meal for them and setting them up for a positive learning day.	Targeted pupils	Children will be ready for learning, and have an opportunity to enhance their social skills and speaking and listening opportunities.	This intervention was trialled for the first time during the Summer term 2016 and contributed to supporting children making at least expected progress from their own starting points (see purple table above)
<b>Reading Intervention programme</b>	Provision of a volunteer (1 x trained teacher and 1 x volunteer) to further support and teach reading to those eligible for the PPG. This is to supplement reading opportunities already offered within the school day.	Targeted pupils	Children who do not regularly read at home will have extra support in school from a trained volunteer teacher to support their progress and attainment in reading.	<ul style="list-style-type: none"> <li>88% (14 of 16) chn made at least expected progress in <b>Reading</b> from their individual starting points, across Key Stage One.</li> <li>81% (13 of 16 chn) met or were working at a greater depth, within the relevant expected standard in <b>Reading</b> (Year One or Year Two)</li> </ul>
<b>External Consultant</b>	To evaluate provision and assist in further raising standards for all pupils including children who are eligible for PP.	All pupils	To work effectively with Leadership and Management to continue to drive standards for all pupils, including those who are eligible for PPG.	Leadership Team continue to drive standards for all pupils including those eligible for the PPG, through analysis of current practice and discussion about how to improve it still further.
<b>Emergency before and after school care contingency fund</b>	During difficult and emergency situations, before and after school care will be subsidised by the school. This will ensure the well-being of the child/children concerned.	Identified pupils/dependent upon need.	To ensure all pupils feel safe and secure.	Emergency before and after school care was provided for 2 children this year to ensure their well-being and further support their families
<b>Additional contingency for unforeseen circumstances.</b>	A fund to be maintained for unforeseen circumstance or additional training and/or resources.	All pupils Identified.	N/A	Some of this funding was used to provide and replace items of school uniform for children, including jumpers, school ties and book bags.

Parent Feedback 2016:

"Thank you for taking the time to talk with me and also for the list of resources provided. All guidance and tips are very much appreciated."

"Early morning catch-up sessions provided by Park Hill for the last two terms were a wonderful support!"

"A big thank you to all of [my child's] teachers, who have given her the necessary tools to support her learning and development this year. A special thank you for your advice, support and insight."