** Stockham School **

**Impact of Pupil Premium 2016-17**

Schools are able to choose how best to spend the Pupil Premium. We are held accountable for how we have used the additional funding to support pupils from low income families.

At Stockham School:-

 • We ensure that teaching and learning opportunities meet the needs of all of the pupils.

 • In making provision for socially disadvantaged pupils, we recognise that not all pupils who received free school meals will be socially disadvantaged.

• We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

• Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

A full break down of information on individual pupil premium children is used for school evaluation and is kept confidential with the Head Teacher.

**Author:  R Burbank**

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|  | **Children Eligible for Free School Meals now or at any time in last 6 years.****£1320 per child** | **Children** **Looked After (continuously for more than 6 months)****Up to £1900 per child** | **Children from Service families****£300 per child** | **Total** |
| No. of eligible pupils | 31 | 1 | 6 | **38** |
| Pupil premium funding received £  |  |  |  | **£43,000** |
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| **Action** | **Target group** | **NC Year** | **Cost** | **Leading staff**  | **Evidence and Impact** |
| **Free Breakfast club for PP children** | All years PP children | All | 2 x TA support – (39 weeks)Food hygiene certificate and training for HLTA.Running costs and food |  AD and DB | Up to 25 children attend this club. 20% are PP children and attend on a regular basis throughout the year.Improved behavior/transition from home school life reported.100% PP children made good progress (4 steps or more) in all areas (reading writing and maths) during 16-17.Breakfast club questionnaire results show: 100% children enjoy coming to breakfast club. 100% responses feel that the club helps parents get to work on time, reduce the stress of getting their child to school on time and agree that the club is affordable. Comments for impact include improved social times with friends, improved punctuality, helping with emotional well-being and children feeling more secure and looked after by older children in the school. One parent expressed their thanks as the club improved positive behavior as main drop off time was not successful –which in the past has led to poor behavior at the start of the day.Attendance rate of all PP pupils – 96.7% compared to whole school data 97.1%.  |
| **Achievement for all coach (AFA)** | Selected vulnerable cohorts of children PP focus | 20 children Years 4-6 | Peter Crockett per year. | RB/KR | Structured conversations have greatly improved communication between home and school, enabling teachers to put in additional support for individuals and work as a team with families. 88% engagement rate achieved his year compared to 50% in 15-16.TAs have received excellent training on encouraging children to work independently and using effective questioning to support learning. TAs have had many observations and have improved their practice in the classroom.SENCO has received excellent support in her new and permanent role.Tea parties and coffee morning and informal SEND discussion drop in days have allowed parents to open up about their worries and needs. Our recent (June 17) Playful parents program coffee morning had attendance from 8 Key families. We intend to run this course in September.AFA equality award achieved. (see AFA award information) |
| **Easter school** | Year 6Children needing gaps closing in both English and Maths | Year 6 | 2 days 2 x teachers 1 x TA plus cost of caretaker and electricity | CC, AD |  8 pp children attended. % of PP children reaching expected progress level (4 steps)

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|  | Progress maths | reading | writing | Spag |
| Satisfactory progress | 100% | 100% | 100% | 100% |
| Good progress | 88% | 100% | 88% | 75% |
| Accelerated progress | 38% | 50% | 38% | 50% |

At the end of KS2:5/8 PP children met National expectations in Maths, 2 children exceeded6/8 PP children met National expectations in Reading, 3 exceeded4/8 PP children met National expectations in Writing, 2 exceeded4/8 PP children met National expectations in SPAG, 2 exceeded |
| **Training for First Class @Number** | Maths lighter touch intervention | SEN support | Course cost and TA cover time | AD | PP child targeted made13 month’s progress in 9 months. Child achieved expected level in maths at end of KS2 test. |
| **1:1 TA tuition in Maths and English****children 1x a week after school** | Yr 6 (2 chn) | Yr6 | TA time after school | AD and SP running sessions after school | Both children more confident in class and parents have asked SP to continue privately due to success. Children consolidate learning in the classroom and prepare for next week’s learning focus. |
| **Maths club after school** | Sept to May  | Year 6 to close gaps | TA supported teacher- 30 weeks  | JB, CC, AR | Based on end of year SATs:%PP achieving expected level in maths. = 63%% PP reaching higher level maths = 25% |
| **Phonics**  | Additional TA interventions in pm due to only 40% of whole class at expected in February | Year 1Year 2 |  | KM/SMSM and JB | Year 1 pp children phonics –whole class =77%80% (4/5) of PP achieved expected score. 20% of PP children (1 child) did not pass but only missed out by 2 marks.Year 2 - 4/5 retakes passed. 100% PP children passed retakes |
| **Less able and Gifted and Talented workshops to include PP children** | Foundation subjects | All | Music Easter assembly supply teacher costsComputing work shop for more able Sublime Science – Ks1 and 2Additional PE clubs | JDBTurn it on companySublime science | Less able children achieving in foundation subjects – boost morale, sharing to others in assembly, improved behavior noted in lessons.Increased enjoyment of children working with new resources and professionals in their field of workIncreased awareness for More able ICT users in internet safety. Programming course improved children’s knowledge.Gold award in PE achieved 3 years running. Children are better prepared for competitions, raised self confidence in own ability See report to Governors and parent PE board |
| **Additional Yr 6 TA Support** | Aiming for SATs grps.(maths reading and writing) Yr 6 | Yr 6 |  – SPAG 4 hours a week for 16 weeks AR – Maths 4 hours for 30 weeks | TA | SATs show - SPAG - school achieved 83% (National 77%), Greater Depth Score = school 53% National 2016 – 23%Maths – school achieved 87% (National 75%)GDS = school 40% National 2016 – 17% |
| **Whole school resources –** **Mathletics, SEN reading scheme (Badcock), Espresso and Espresso coding** | All (focus on Lower attainers, SEN and pp) | all | Subscription fees  | All staff | Children are able to access maths resources out of school. Teachers can set homework and monitor what the children have done out of school, including how much time they have spent on mathletics. Teachers/TA’s are able to access a range of multimedia resources the curriculum to help engage and inspire children. |
| **Trip/experiences short fall** | All PP (if relevant) | All | Estimated  | Nay/ RB | All children offered all experience regardless of cost.Year 6 children were financially supported to attend residential PGL trip. PP children supported to take after school clubs that they would not usually be able to provide. See parent PP support letters for evidence of support with trips. |
| **Elsa (Emotional support)** | Focus children |  | 1 morning TA time39 weeks a yearcontinued supervision (yearly cost) | RB, SP  | Pupil questionnaires, parent questionnaires and Teacher analysis at start and end of sessions.Children have improved relationship with other key adults in the school. Children feel more positive about handling challenging and stressful situations. |
| **Arch** Reader to work with selected pupils to improve reading skills and phonics. | Year 29 children a year | 2 x afternoons | Cost of volunteer | RB, KM | New Volunteer –Alison worked with six Year 2 children.End of year - 100% of PP children receiving Arch support reached the expected level in reading. 100% PP children reached re-takes pass level. |
| **Clear skies play sessions** | 4 children in total this year. | confidential | 2 x hours a week (Mondays in the bungalow)Yearly cost | RB/LB | Improved anxiety levels in childrenConfidential reports on individual children with Head Teacher and shared with parents. |
| **Home-school link worker** | Suzanne Clark | All | Yearly cost, visit every Tuesday morning | RB | 15 families- Children supported in school time with worries, anxieties, health issues. Parents are supported and advice given at home for routines, behavior support…EHA and TAF meeting support. Social services support for school and families. |
| **Educational Psychologist support** | Ann-Marie Bavistock | All | 3 days a year plus additional time if needed. | KR/RB | Support and advice given to school.  |
| **SNAST support** | Jo Allott | All | ½ a day every fortnight | RB, KR, JA | Support for the new school SENCO handover (KR).Carrying out of observations and assessments across the school and provision mapping. The SNAST also supports the building of evidence to support 2 x PP children with their EHCP and additional funding. |
| **Forest school** | Year 1,3 and 5 |  | Additional TA hours – 3 hours a week for 39 weeks (Wednesday morning) Shed for storageResources3 day First aid course  | SW/BL | Children enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.Children have had the opportunity to learn outside of their comfort zone.Improved team building and sharing skills. Parents comment positively on how much their children want to attend school on forest school/den day. Some children delayed their unauthorized holiday because it was den day! There has been noticeable improvement in behavior. Children who are less academic have the chance to shine in other school areas.  |
| **Opportunity to attend paid after school clubs through school funding** | All PP | All | 4 x PP children (Forces and FSM) | RB and SE | 4 x PP children attended a 10 week block of Pottery club/fencing club.  |
| **Website training** | E schools |  | Training costs | RB | Vulnerable/PP children parents kept informed through blogs, photos, video clips for school PGL trip in Year 6. This allowed additional children to attend due to anxieties from parents. |
| **New books for emotional library (front entrance)** | Vulnerables | All | Cost of additional books | RB | Parents have borrowed books from the library during stressful/emotional family times – positive comments show that the children have enjoyed the books and helped the children to understand their situations. |
| Total spend– £34,152 + £9,000 for TA cover in order to implement the above interventions and time out of the classroom.Estimated funding for **17-18 – £43,000** |

Notes: - Information which identifies individual pupils remains confidential and is not reported to parents or governors.

* Schools decide on the most appropriate way to spend their allocated Pupil Premium– funding is not tied to specific solutions.
* Governing Bodies are required to report online annually to parents on the impact of Pupil Premium, however schools and governor committees are likely to monitor more frequently as part of the school’s regular assessment process.

Actions for PP spend in 17/18

Continuation of all of the above plus:

* Playful parents course 12 week course £2,299 (2 x course in academic year)
* SENCO qualification estimated at £1980
* Gooseberry online ICT safety for children, staff and parents £600
* 3rd space learning £229 per child (12 sessions) 2 children identified for Sept 17