



## Pupil Premium Funding



### 2016-17 Impact

Last school year our pupil premium grant was £63,776. We again allocated pupil premium funding to a Speech and Language Therapist for one day a week as tracking showed baseline entry scores continued to highlight low prior attainment in this key area. Nursery exit data from the previous year showed that 21.3% of all nursery pupils gained expected or above in understanding, 25.93% in listening and attention and only 8.33% were at least expected in speaking. As one of the prime areas of learning Communication and Language is the foundation for all other subjects therefore we ran specialist intervention groups to improve this. To able to speak confidently, using a wide range of vocabulary is a vital tool for access to our rich and varied curriculum. Spoken language is at the heart of pupil interaction, whether at home or at school, and children need to learn how to use talk to build relationships, share ideas, negotiate and challenge.

	Listening and Attention age-related expectations or above		Understanding age-related expectations or above		Speaking age-related expectations or above	
	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT
Nursery						
All PP eligible (15 pupils)	0%	9.09%	0%	0%	0%	18.18%
PP without SEND (12 pupils)	0%	16.67%	0%	0	0%	33.33%
Reception						
All PP eligible (18)	38.89%	66.67%	38.89%	66.67%	33.33%	66.67%
PP without SEND (13)	53.85%	92.31%	53.85%	92.31%	46.15%	92.31%

Employing our own speech therapist has enabled an increased number of disadvantaged pupils to benefit from speech therapy in house this year. Gaps in learning can be addressed speedily with an instant referral on a weekly basis, and regular liaison sessions ensure that all teachers can receive expert advice and support to develop communication interventions in the classroom. We have also developed a more skilled workforce, as learning support assistants and teaching assistants have delivered specialist support sessions in tandem with our therapist. This has enabled a growing number of children to benefit from highly focussed and targeted support as staff share their skills, cascading expertise to colleagues throughout the school. These intervention groups have included Colourful Semantics, Attention and Listening groups and Social Communication groups. Pre-teaching of key vocabulary is another way in which this initiative has helped children with low level speaking and listening skills to make accelerated progress. Although this does not specifically show in outcomes for Nursery children using the EYFS framework it does show in Wellcomm communication screening toolkits. During the year children with a severe delay in their Wellcomm scored showed vast improvements.

- Two children gained 28 months on their initial Wellcomm score in a year
- Three gained 15 months in a years
- Every child made accelerated progress.

We continued to directly allocate funding for all educational visits, clubs and music tuition as these opportunities increase pupil's social and life experiences, raise aspirations and foster a wider range of skills. It is also a key way to reduce existing inequalities between children eligible for FSM and their more affluent peers. This also gives our Pupil Premium children life and real world experiences that they may not have had the opportunity to have accessed otherwise

Our Playleader and Parent Support Advisor both impact on achievement by helping our most vulnerable young children to settle well into school, make firm friendships and develop confident relationships with staff. Records show that pupils with low level behaviour problems make excellent progress after spending time in our 'Golden Group' at lunchtimes, interacting with our playleader, learning how to play well and maintain purposeful friendships.

Our Parent Support Advisor plays a vital role in helping us to identify pupils at risk of disadvantage through poor attendance. Regular attendance is vital if children are to make the best possible progress, we are working hard to reduce the percentage of children who are classed as persistent absentees. Our PSA diligently contacted all children who were falling below the baseline for attendance, sent letters to parents and organised transport for PP children who were unable to travel to school, whether this was paying for a taxi fare or arranging for a member of staff to pick up the child.

### Our attendance figures for the year 2016-17

#### Pupil Premium – Average %

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Pupils	%										
Reception	19	94.81	18	93.25	19	93.43	19	92.74	19	93.29	19	93.74
Year 1	16	97.94	15	94.46	17	94.10	17	94.07	17	93.75	17	94.16
Year 2	17	96.97	16	96.23	17	96.11	17	96.15	17	96.28	17	96.28

#### Not Pupil Premium – Average %

Year	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Pupils	%										
Reception	72	96.78	74	95.25	74	95.32	74	94.99	74	95.52	74	95.60
Year 1	16	97.94	77	95.94	75	96.50	77	96.61	77	96.73	77	96.64
Year 2	74	97.44	75	96.70	74	96.87	74	96.85	74	96.92	74	96.95

We have also striven not only to narrow the gap between our lowest and highest attainers, but also to accelerate learning for our more able but vulnerable pupils. For this reason we invested in a part-time experienced teacher and one part-time teaching assistant colleague, to work with Pupil Premium children as part of a group in class. Their brief was 'challenge' 'pre-teaching' They worked with pupils in Year Two focussing on the academic areas highlighted in our School Development Plan, challenge in Writing and non-core subjects, as well as holding regular catch-up groups for key areas such as phonics and Maths.

Year 2	Reading Summer Term	
	% At least expected and above	% above
PP (22)	53%	6.67%
PP Non SEND (12)	80%	10%

Year 2	Writing Summer Term	
	% expected	% above
PP (22)	35%	6.67%
PP Non SEND (12)	60%	10%

Year 2	Mathematics Summer Term	
	% expected	% above
PP (22)	65%	6.67%
PP Non SEND (12)	80%	10%

As this has not had the full impact that we had hoped for, in the future support in classroom will be more targeted for just Pupil Premium. This support will ensure that these children diminish the difference faster.

