



Longmeadow Primary School

Impact of Pupil Premium Grant 2015-2016

CONTEXT

The Department for Education (DfE) gives additional funding to schools for children who have received Free School Meals (FSM) during the last 6 years. The funding is called Pupil Premium Grant (PPG). This report shows how the funding received by our school for academic year 2015 – 2016 was used, and the impact of expenditure. There is some reflection on how to improve the impact of expenditure.

FUNDING

Pupil Premium Funding received for year 2015 / 2016 was £186,616

PROVISION

Additional provision included:

- The appointment of additional teacher in Year 6 to support children eligible for Pupil Premium Grant.
- The appointment of a 1:1 tuition tutor to target individual children's progress.
- Tuition by an experienced teacher for 1 week during the school Easter holidays.
- Funding contributions to the emotional, health and welfare support for children.
- Revision packs provided for children.
- Individual support for younger children on recognised catch-up programmes such as Fisher Family Trust.
- Significant provision of Speech and Language support for younger children.
- Employment of a Parent and Child Support Worker.

IMPACT

End of Key Stage 2 Outcomes

At the end of Year 6, children are expected to achieve Age Related Expectations in Reading, Writing and Maths. (The previous system of using Levels has now been replaced.)

There were 45 pupils in Year 6 in 2015-2016, 16 who received PPG and 29 who did not. There were a number of children with Special Educational Needs. The percentage reaching the required standard is as follows:

Achieving ARE in:	Reading	Writing	Maths	RWM Combined	Grammar Punctuation & Spelling
Disadvantaged Pupils	65%	82%	76%	47%	71%
Pupils not entitled to PPG	72%	90%	86%	62%	90%
National "OTHER"	72%	79%	76%	60%	78%

In-year Impact – Year 6

Y6 additional teacher:

There was an extra teacher allocated to Year 6 to support the cohort, teaching whole classes whilst the class teacher was released to provide focused support to pupils. The pupils were given additional teaching in small groups, and most of the targeted children made better than expected progress.

The provision of additional teaching clearly had a positive impact. In future years, the school will improve the targeting of additional teaching, and the provision of additional teaching resource throughout the school.

Key Stage 1 Outcomes

Year 1 Phonics Check

Of the 59 children in Year 1 who took the Phonics check, 17 were entitled to PPG.

Of these 17, 14 (82%) met the standard, and 3 who have SEN (18%) did not. This compares favourably with the National "Other" (non-PPG) pass mark of 83%.

By the end of Year 2, 88% of the 16 pupils entitled to PPG had met the required standard. The 6 pupils who did not have additional SEN needs. They require continued support into Key Stage 2.

Year 2 Achievement

Children are expected to achieve an Expected Standard by the end of Year 2. The outcomes for the 52 pupils in Year 2 are as follows:

Achieving Expected Standard in:	Reading	Writing	Maths
Disadvantaged Pupils	69%	56%	63%
All Pupils	69%	60%	75%

Impact of Pastoral Support

The aim of the Parent and Child Support Worker (PCSW) is to help tackle underachievement, remove barriers to learning and promote positive outcomes and wellbeing for children facing difficulties. She promotes the engagement of families in their child's learning, development and wellbeing and contributes to the effective and efficient delivery of information and support to families and children. With an increasing Safeguarding caseload for the school, Senior leaders will need to consider how to continue to utilise current staffing to provide support whilst meeting commitments to children in school.

Transition support was provided for vulnerable children to support their move to secondary school. The support consisted of a programme of group sessions for one term, and included visits to the children's future secondary schools. This is welcomed by pupils and parents.

We used Imagine If.... to support the resilience and emotional development of Year 6 pupils. Children and parents reported a positive impact. Pupils were taught skills of self-regulation, through understanding how their minds work.

Considerations for PPG Expenditure 2016-2017:

- Improve the data collection and analysis of achievement and progress for children entitled to PPG
- Improve outcomes for all children entitled to PPG, especially previously higher achieving pupils
- Continue to develop the targeting and provision of teaching and learning support
- Ensure there is more Outstanding teaching throughout the school
- Continue with additional teaching resource in Year 6; explore how additional Outstanding / Good teaching can be provided more widely
- Improve achievement in Reading
- Review the composition of the Inclusion team