

**GLPS Pupil Premium Expenditure and Impact Report 2017 -2018**

**What is the Pupil Premium Grant?**

The Pupil Premium Grant is additional funding given to publicly funded schools in England; it is designed to help schools raise the attainment of disadvantaged children and close the gap between them and their peers.

**Who is this for?**

The Pupil Premium is allocated in order that support is given to those children identified as being entitled to, and receipt of, free school meals (FSM) and children who have been in receipt of FSM any time over their last 6 years. It is also directed towards children who are Looked After (by the Local Authority), or who are under Special Guardianship and those who are adopted.

**Pupil Premium:**

We now receive pupil premium funding which is given to schools for each pupil registered and eligible for pupil premium. The funding is currently £1320 per pupil. This money enables us to support these pupils in any way necessary to improve their education.

You are entitled to claim for Pupil Premium if you are in receipt of any of the following benefits:

Job Seekers Allowance (income based) or Income Support

Child Tax Credit (not working Tax Credit)-provided your annual income, assessed by the Inland Revenue does not exceed £16,190 (Please note, anyone receiving Working Tax Credit, regardless of income, will not qualify)

Employment Support Allowance (income related)

Guaranteed Element of Pension Tax Credit

National Asylum Seekers Support (NASS)

Please register and find out if your child is eligible by visiting the Milton Keynes Citizens Portal. The system is quick and simple to use and can be accessed via a smart phone or hand held device. If you qualify, please show the Application Summary to your school on your smart phone or print a copy for your school. Please register with the portal, even if you have applied and been unsuccessful in the past. By doing so we will have your contact details and can inform you straight away if your eligibility changes.

All looked after children are entitled to pupil premium. Each Virtual School provides a set amount which is spent as detailed below, however we are able to apply for further funding if a child needs more intensive support than this would allow for.

**At Great Linford Primary School:**

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

focusing on quality first teaching.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who

are in receipt of pupil premium will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are in receipt of pupil

premium. We reserve the right to allocate the premium 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 based on close scrutiny

of school data which will help us to identify priority pupils, groups of pupils and classes.

Limited funding and resources means that not all pupils in receipt of Pupil Premium will

receive or require interventions at any one time.

**We have identified the following barriers to success in our school population:**

* Developing resilience and wellbeing of children who have or are going through severe attachment and trauma due to a number of circumstances
* Developing resilience and wellbeing of children who have parents who are addicted to drugs or alcohol
* Access to language – especially from books – lack of parental support with regular reading at home
* Access to extra-curricular activities – educational experiences such as trips and after school sports clubs
* Attendance and lateness
* Parental engagement with school – especially regarding attendance at information evenings and workshops.
* The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition, language and learning.
* Number of pupils living with threat of losing their homes and relying on foodbanks

The progress of children entitled to pupil premium will be monitored closely throughout the year, particularly in reading, writing and maths. Their progress will be compared to levels of progress expected nationally for a child of their age. If their progress is found to be falling short or exceeding the national expectation, appropriate support and challenge will be immediately put in place in consultation with their class teacher. This would be a programme of support designed specifically to meet an individual child’s needs. This may either be delivered by the class teacher themselves or a learning support assistant with the individual or small group with similar needs. The impact of the intervention will be continually reviewed to ensure its effectiveness in terms of the continuing progress of the pupil concerned. On a case by case basis, the remaining funds are allocated to finance activities or opportunities where a clear learning benefit has been identified for the child. This is considered particularly but not exclusively in cases where the child’s attainment and progress is good.

**Funding may be provided for activities such as:**

Extracurricular clubs which require payment

Enrichment activities

Uniform (see table below for further detail)

We will measure the impact of the pupil premium spending using progress and attainment data and comparing pupil premium children with the rest of the school population and with other children nationally.

We will review our pupil premium strategy in termly joint pupil progress meetings.

**Expenditure**

|  |  |
| --- | --- |
| **Number of pupils and pupil premium grant received** | |
| Total numbers of pupils on roll | 344 |
| Total numbers of pupils eligible for pupil premium | 111 |
| Percentage of pupils eligible for pupil premium grant | 32% |
| Amount of PPG Received  Amount of CLA PPG Received | £146,520  £20,302.81 |
| Total amount of PPG received | £166,822.81 |

|  |  |  |
| --- | --- | --- |
| **Strategies Undertaken** | | |
| Approach | Cost | Explanation/Reasoning |
| Family champion attendance, pastoral support worker.  Deputy CLA lead.  Set up and lead family partnership workshops.  Meet all families first thing in the morning and after school each day so that problems can be addressed immediately. | £25,488 | Develop further engagement and support of parents in their child’s learning.  To raise attendance and improve time keeping by identifying all children whose attendance and punctuality cause concern and work with the parents and children to improve this.  Attend all PEP meetings to ensure school is meeting targets for all children.  Induction and deployment of key workers ensure children have a trusted adult in the school to check in with each day to support wellbeing. |
| Nurture support  2 trained nurture specialists, set up of specialist nurture room | £40,716 | Nurture specialists ensure social, emotional and communication is assessed and developed. Specialist LSAs also support learning targets 1-2-1 and in the class environment to extend the time a child can be successful in the classroom. |
| Play Psychotherapists | £11,700 | To help our children to become aware of what feelings and how these feelings manifest in behaviour or one's body. They can learn how to become better at regulating emotions and expressing them in constructive ways. They can discover who they are and what their strong and weak points, needs, wishes, thoughts and dreams are. |
| Additional LSA in EYFS | £14,784 | Planned interventions to support Communication and language, physical, literacy and maths |
| Specialist LSA to run Forest School | £19,400 | Confidence: children have the freedom, time and space to learn and demonstrate independence  Social skills: children gain increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play  Communication: language development is prompted by the children’s sensory experiences  Knowledge and understanding: the children develop an interest in the natural surroundings and respect for the environment. |
| EAL specialist | £9,888 | 1-2-1 and small group intervention work to enable children to develop a secure understanding of spoken and written English as soon as possible.  Maths interventions to enable children to understand the language of maths and achieve their potential.  Parent engagement at parents evening and workshops supported. |
| Targeted interventions  Additional support staff employed to enable targeted teaching across school in all year groups to enable disadvantaged children to make accelerated progress to close attainment gap. | £14,874 | Additional staffing to work on removing barriers to learning to close the attainment gap to improve academic progress, to work with parents and to work with pupils who are at risk of not achieving the age related expectation of attainment for English and Maths. |
| Year 6 AHT guided group work | £18,308 | Smaller groups across year 6 for maths and English to enable children to have higher adult to child ratio to close gaps in readiness for transition to secondary school. |
| Community family potter | £1,792 | To encourage families to work together with their children on creative activities that develop communication skills. |
| Talk 4 writing training – January 17th key stage 1 teachers and 2 days supply. | £1,400 | To continue to narrow the gap in writing and improve quality first teaching in writing. |
| RWI training - | £3,550 | To continue to teach RWI consistently and with quality across the school, to narrow the gap in comparison with National Other children. |
| Encourage full participation in all school trips and residential | £7000 | All ignite activities and trips for children eligible for pupil premium are offered at a reduced cost for parents.  Pupil premium is used to offer eligible children the opportunity to participate in school residential at a reduced cost to parents. |
| Total expenditure £168,900 | | |

**Impact**

**Key Stage 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 6 % attainment at expected standards +** | | | | |
|  | **All children** | **Disadvantaged**  (12 children) | **Non-disadvantaged**  (38 children) | **National 2018**  **(all children)** |
| Reading | 88% ▲  *Above National* | 92% ▲  *Above National* | 87% ▲  *Above National* | 75% |
| Writing | 90% ▲  *Above National* | 83% —  *Broadly In Line* | 92% ▲  *Above National* | 78% |
| Maths | 90% ▲  *Above National* | 75% —  *Broadly In Line* | 95% ▲  *Above National* | 76% |
| Combined  (R, W, M) | 78% ▲  *Above National* | 67% —  *Broadly In Line* | 82% ▲  *Above National* | 64% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 6 % attainment at greater depth/high score** | | | | |
|  | **All children** | **Disadvantaged**  (12 children) | **Non-disadvantaged**  (38 children) | **National 2018**  **(all children)** |
| Reading | 38% ▲  *Above National* | 42% ▲  *Above National* | 37% ▲  *Above National* | 28% |
| Writing | 20% —  *In Line* | 25% —  *Broadly In Line* | 18% —  *Broadly In Line* | 20% |
| Maths | 38% ▲  *Above National* | 42% ▲  *Above National* | 37% ▲  *Above National* | 24% |
| Combined  (R, W, M) | 12% —  *Broadly In Line* | 17% —  *Broadly In Line* | 11% —  *Broadly In Line* | 10% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 6 progress across Key Stage 2** | | | | |
|  | **All children** | **Disadvantaged**  (12 children) | **Non-disadvantaged**  (38 children) | **National 2018 (all children)** |
| Reading | + 2.7 ▲  *Above National* | + 2.4 ▲  *Above National* | + 2.8 ▲  *Above National* | 0.0 / 0.3 |
| Writing | + 1.5 ▲  *Above National* | + 0.7 ▲  *Above National* | + 1.8 ▲  *Above National* | 0.0 / 0.2 |
| Maths | + 2.4 ▲  *Above National* | + 0.5 ▲  *Above National* | + 3.1 ▲  *Above National* | 0.0 / 0.3 |

* **Disadvantaged attainment is above National (all children) in Reading at expected standard.**
* **Disadvantaged attainment is above National (all children) in Reading and Maths at greater depth standard.**
* **Disadvantaged attainment is above or broadly in line with National (all children) in all areas at expected and greater depth standard.**
* **Disadvantaged progress is above National (all children) in all areas.**

**Key Stage 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 2 % attainment at expected standards +** | | | | |
|  | **All** | **Disadvantaged**  (13 children) | **Non-disadvantaged**  ( 30 children) | **National 2018 (all children)** |
| Reading | 79% ▲  *Above National* | 54% ▼  *Below National* | 90% ▲  *Above National* | 75% |
| Writing | 72% —  *Broadly In Line* | 54% ▼  *Below National* | 80% ▲  *Above National* | 70% |
| Maths | 81% ▲  *Above National* | 69% —  *Broadly In Line* | 87% ▲  *Above National* | 76% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 2 % attainment at greater depth** | | | | |
|  | **All** | **Disadvantaged**  (13 children) | **Non-disadvantaged**  ( 30 children) | **National 2018 (all children)** |
| Reading | 33% ▲  *Above National* | 23% —  *Broadly In Line* | 37% ▲  *Above National* | 26% |
| Writing | 21% ▲  *Above National* | 8% ▼  *Below National* | 27% ▲  *Above National* | 16% |
| Maths | 30% ▲  *Above National* | 23% —  *Broadly In Line* | 33% ▲  *Above National* | 22% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 2 % attainment at expected standards + in comparison to at the start of the Key Stage** | | | | |
|  | **Disadvantaged**  (13 children) | | **Non-disadvantaged**  (30 children) | |
|  | **End of EYFS** | **End of Year 2** | **End of EYFS** | **End of Year 2** |
| Reading | 46% | 54% ▲ | 73% | 90% ▲ |
| Writing | 46% | 54% ▲ | 73% | 80% ▲ |
| Maths | 62% | 69% ▲ | 77% | 87% ▲ |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 2 % attainment at greater depth in comparison to at the start of the Key Stage** | | | | |
|  | **Disadvantaged** | | **Non-disadvantaged** | |
|  | **End of EYFS** | **End of Year 2** | **End of EYFS** | **End of Year 2** |
| Reading | 8% | 23% ▲ | 3% | 37% ▲ |
| Writing | 0% | 8% ▲ | 3% | 27% ▲ |
| Maths | 0% | 23% ▲ | 10% | 33% ▲ |

* **Although disadvantaged attainment is broadly in line with or below National, it has risen in all subjects since the start of the Key Stage.**
* **Disadvantaged attainment at greater depth has increased in all areas, significantly increasing in Reading and Maths, since the start of the Key Stage.**

**Phonics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 Year 1 % passing the phonic screening check** | | | | |
|  | **All** | **Disadvantaged**  (14 children) | **Non-disadvantaged**  (29 children) | **National 2018 (all children)** |
| Year 1 phonics | 88% ▲  *Above National* | 79% —  *Broadly In Line* | 89% ▲  *Above National* | 82% |

**EYFS**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **2018 EYFS % achieving a Good Level of Development** | | | | |
|  | **All** | **Disadvantaged**  (5 children) | **Non-disadvantaged**  (30 children) | **National 2018 (all children)** |
| EYFS GLD | 78% ▲  *Above National* | 40% ▼  *Below National* | 83% ▲  *Above National* | 71% |

* **Although Disadvantaged attainment was below National All in 2018, this was a far smaller disadvantaged cohort. 1 of these children had an EHCP and moved to a Specialist school at the end of the year.**