

Sileby Redlands Community School – Pupil Premium Report

2015- 2016

Introduction:

The 'Pupil Premium' is allocated to children from low-income families who are currently known to be eligible for FSM (Free School Meals) in both mainstream and non-mainstream settings and children who have been 'looked after' continuously for more than six months. From April 2012, the Pupil Premium was extended to include children who had been eligible for free school meals at any point in the last six years. A premium has also been introduced for children whose parents are currently serving in the Armed Forces.

Schools are held accountable for how they have used the additional funding to support pupils from low-income families. From September 2012, schools are required to publish online information about how they have used the Premium. This is to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Sileby Redlands Primary School

Aims

We aim to ensure that every child leaves Redlands Community Primary School excited about learning and determined to succeed. We want to equip them with confidence, resilience and a passion for justice and equality. These qualities will enable them to thrive and to champion kindness and fairness at all stages of their future lives.

The targeted and strategic use of Pupil Premium funding will support us in achieving our aims.

This year Sileby Redlands has received £73,200 for Pupil Premium for the financial year April 2015-March 2016. Other funding was added to this to ensure that we could support all of our most disadvantaged pupils. As a school we understand that it is not only pupils who qualify for PP who may need the support from the school as detailed below; every child is assessed for extra support on an individual basis according to their need.

Principles

As a team of adults, working to ensure the needs of our socially disadvantaged children are catered for, we adhere to our Pupil Premium Principles (See Appendix A).

The allocation of pupil premium funding is to develop three main areas. These are:

- Be the best learner you can be
- Be the best citizen you can be
- Be supported in the best way you can be

Which are underpinned by the following values:

- Teaching and learning opportunities meet the needs of all pupils.
- Appropriate provision is made for pupils who belong to vulnerable groups. This specifically includes ensuring that the needs of socially disadvantaged pupils are addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who are eligible for free school meals, (or have been eligible in the last 6 years) are socially disadvantaged.

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

Contextual Information

Number of pupils and pupil premium grant (PPG) received 2015-16	
Total number of pupils on roll	296
Total number of pupils eligible for PPG	50
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£73,200

Males: 149

Females: 147

Summary of how money was spent to increase progress and attainment for 2015-16, and subsequent impact.

Area of development	Cost	Action	Impact
Close the gap between Non PP and PP children in all subjects at Year 2 to ensure that PP children reach at least National Expectations	£36,000 (Contribution to 1xQTS and 2xLSA)	<ul style="list-style-type: none"> ▪ Focus support for reading from JB/ LC – PM Benchmarking and intervention ▪ Additional Reading opportunity with teacher ▪ Writing Project resources from NYC trip launched ▪ Targeted Maths focus in lessons and in pre-teaching activities ▪ Magic Maths trialled with class 	<p>% of Year 2 Children @ ARE Pupil Premium – R 0 W 0 M 25 Non-Pupil Premium – R 67.5 W 65 M 77.5</p> <p>Although the above data shows big gaps between the amount of PP children reaching ARE compared to Non-PP children, 75% of the children in receipt of the Pupil Premium also have a Special Educational Need. Data also showed that 100% of the children in receipt of PP funding were working within the expectations of their year group, though not yet applying these consistently enough to achieve ARE. This shows that these children have made progress that is enabling them to close the gap to their peers.</p>
Close the gap between Non PP and PP children in all subjects to ensure that PP children reach at least National Expectations	£500	Increase the level of QFT across the school through targeted training opportunities.	Level of QFT rose throughout the academic year ensuring that the needs of Pupil Premium children were being addressed more effectively.

Close the gap between Non PP and PP children in all subjects to ensure that PP children reach at least National Expectations	£2600	Purchase magazine subscription and reading books for summer holidays for children in receipt of PP funding to raise profile and enjoyment of reading	36% of children receiving PP funding achieved ARE at the end of the academic year compared to 48% of those children not in receipt of PP funding.
Close the gap between Non PP and PP children in all subjects to ensure that PP children reach at least National Expectations	£7900	Funding for PP to attend Summer School (including sports sessions) to raise both academic attainment and pupil self-esteem.	Impact of Summer School to be monitored throughout 16-17 academic year
Y1 PP children to develop oracy skills and vocabulary range	£330	Speaking Intervention delivered across KS1 with identified PP children to develop oracy skills	Opportunity to talk, reflect and engage is still an identified target for the school – intervention across the area of Oracy is key to ensure that identified PP children can articulate and communicate their learning.
Increase oracy levels across school.	£4000 (90 per hour)	<ul style="list-style-type: none"> Private Speech and Language therapist employed to support and advise specific PP children with SLCN need Follow up support to ensure PP children's needs are met in the classroom 	The use of a SALT became imperative after identification of very specific need in our PP cohort across the school. Mel Carte provided specific SALT programmes for individual children, group work, training for key support staff working with these PP children and whole school training for staff.
Increase and improve self-esteem of children in receipt of PP funding	£300	10 pupils Year 3&4 or those who were not emotionally ready for the 'Think Wise' programme to attend six sessions of Forestry School	Children able to produce whole school display giving purpose to their skills in literacy and boosting self-esteem through increased teamwork/collaboration and positive comments about display. This self-esteem and built up resilience is now being applied to work in the classroom environment.
Increase and improve self-esteem of children in receipt of PP funding	£780	Continue "The Zone" – After School Care session	Exposure to range of activities and teamwork opportunities has helped to develop social interaction and developing of further friendships. This in turn has increased self-esteem.
Increase and improve self-esteem of children in receipt of PP funding	£1000	Basket Ball confidence sessions	Improved learning behaviours e.g. readiness for learning, resilience in learning etc. of those who attended. This impact benefits all children, not just those who attended the sessions through

			increased QFT.
Increase and improve self-esteem of children in receipt of PP funding	£500	Increase amount of sport that PP children are involved in through DSAT sports competitions.	Improved self-esteem of children through attendance and participation at sports competitions. This self-esteem and built up resilience is now being applied to work in the classroom environment.
Increase and improve self-esteem of children in receipt of PP funding	£8,960.78	Counselling/ Learning mentor support for vulnerable PP children (23) – Siobhan Hunter	Through identification of pupils who receive PP funding it became clear that a deeper level of involvement was needed – SH provided a support network for both pupil and family in accessing outside agency support – well-being levels increased and stability in attendance and attitude.
Increase and improve self-esteem of children in receipt of PP funding	£ 3000	Contribute towards educational visit costs for PP children, allowing them to participate in activities that they may not have been able to otherwise.	PP children able to attend educational visits and ensuring that all children have the same learning opportunities.
Increase and improve self-esteem of children in receipt of PP funding	£800	Contribution to school uniform	All children in school uniform builds inclusive environment and helps children of all backgrounds to maintain focus on learning.
Increase attendance of PP children and lower Persistent Absenteeism	£5929.44	Payment of fees for professional services.	The school recognised that several PP pupils were have difficulty in maintaining absence levels – funding was used to secure the services of an EWO to monitor and identify clear strategy to support these families.
Increase readiness for learning for PP children	£564.52	Subsidise milk/breakfast for PP children	Access to breakfast and/or milk where needed/requested has ensured that children are able to focus on learning throughout the whole school day, allowing gaps to their peers to be closed.
Total spend	£73,164.74		