



## Pupil Premium Funding Grant Expenditure Strategy 2016-2017

In line with the school's development planning for the next academic year, the focus will be placed on ensuring that Pupil Premium pupils are supported and enabled to meet the standards of all pupils nationally in all subjects. This will be done through continuing to ensure that pupils:

- receive high quality teaching in a well-resourced environment
- have rich and varied learning experiences and widen their aspirations
- receive the appropriate support and guidance that they need to overcome learning barriers and excel at school.
- have support beyond the school and the school day to develop learning habits and behaviours that will prepare them for the next stage of their education
- receive support to overcome emotional or mental barriers that may make focussing on learning difficult

### Rates for eligible pupils

The Pupil Premium Grant per pupil for 2016 to 2017 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320

To be reviewed: January 2017, April 2017, July 2017

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
<b>Service children</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300

### **Use of the LAC (Looked After Child) premium**

The LAC premium must be managed by the designated virtual school head (VSH) and used without delay for the benefit of the looked-after child's educational needs as described in their personal education plan. In Redbridge the VSH is Meena Begum.

The VSH should ensure there are arrangements in place to discuss how the child will benefit from pupil premium funding with the designated teacher or another member of staff in the child's education setting who best understands their needs.

LAs may not carry forward funding held centrally into the financial year 2017 to 2018. Centrally-held LAC premium that has not been spent, or allocated to the child's education setting, by 31 March 2017 will be recovered. The school currently has 1 Looked After Child.

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Schools will also receive £300 for each Service Child from Reception to Year 6.

## **School context**

<b>Main barriers to education for PP pupils</b>	<b>Year group affected</b>
<p><b>Pupil Mobility-</b></p> <p>Movement into school throughout the year due to migration from overseas or being moved because of social housing changes. The majority of pupils who join from overseas are non-English speakers and a small proportion have had no schooling whatsoever. Families are often not settled or identified as being entitled to FSM until after some time in the country. Children face the barriers of unstable housing arrangements, lack of knowledge of English and inexperience of the routines and customs of English schools. They miss their home countries and often have had to leave family and friends behind. This has social and emotional implications as well as the academic implications of not being able to access the curriculum. The language barrier also sometimes disguises SEN needs that may be present.</p>	Years 1-6
<p><b>Low attainment on entry for the majority of pupils in EYFS (70-75% below or well below age expectation in Literacy and Numeracy)-</b></p> <p>Many pupils join the school without the basic knowledge, understanding and skills, particularly in number, reading and writing, that would be expected for their age. Pupils therefore have starting points that are behind those of their peers nationally and need to catch up in these areas in addition to learning what is expected for their current age.</p>	All year groups
<p><b>Lack of/ limited parental support for learning at home-</b></p> <p>Pupils come from homes where parents themselves face language barriers, have had limited schooling or have had negative experiences at school. The demands of family life may also mean that where parents may have the skills to support their children's learning at home, they may not have the time or resources to do so.</p>	All year groups
<p><b>Lack of/ limited access to resources that support learning at home</b> eg. Books, ICT equipment and internet access</p>	All year groups

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<p><b>Attendance and Punctuality issues-</b></p> <p>Due to a number of factors pupils do not attend school regularly or are often late for school. Factors include:</p> <ul style="list-style-type: none"> <li>- Housing/ re-housing location out of the borough</li> <li>- Difficulties with time organisation, especially for larger families and those with younger children</li> <li>- Difficulties providing breakfast at home before getting to school</li> </ul> <p>As a result pupils miss out on their learning or/and have an unstable start to the school day which impacts on their ability to focus and do well in class.</p>	<p>Year 2 – 94.92% (15/16)</p> <p>Year 3 – 93.61% (15/16)</p> <p>Year 4 – 93.49% (15/16)</p> <p>Year 5 – 94.22% (15/16)</p>
<p><b>Social. Emotional, behavioural and mental difficulties for a minority of pupils-</b></p> <p>A handful of pupils who come from disadvantaged homes also have to deal with difficulties in the home that have an impact on their emotional wellbeing. Their own lack of resilience or strategies to deal with and manage their own emotions is a barrier as it means that they get into negative situations, end up at risk of exclusion or are unable to focus fully on their learning.</p>	<p>All year groups</p>

Profile of Year Groups 2016/2017				
Year Group	No. of pupils in year group	No. of pupils with <u>low prior attainment</u> (% of group)		
		Reading	Writing	Maths
Year 1	16	4 (25%)	5 (31%)	6 (38%)
Year 2	10	7 (70%)	7 (70%)	7 (70%)
Year 3	25	7 (28%)	8 (32%)	10 (40%)
Year 4	28	10 (36%)	11 (39%)	10 (36%)
Year 5	30	9 (30%)	15 (50%)	12 (40%)
Year 6	34	7 (21%)	12 (35%)	10 (29%)

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Strategy Area	Intervention/ catch up strategy	Impact according to research sources	Cost	Year groups	Desired outcome	Measurement of impact	Rationale	Evaluation
Quality of teaching for all	Staff training (teachers and support staff) to accelerate reading through more accurate assessment and tailoring teaching to pupils' needs eg. Pupils having difficulty with skills of inference and deduction	Sutton Trust +5 months	£50,000  (In house training, coaching, bespoke training through consultant , external courses)	Years Rec-6	Improved reading skills in years all year groups- resulting in pupils being able to read with fluency and understand texts independently	<u>Increase/improvement in:</u> -reading ages -Autumn 1 Reading Test scores	Sharper diagnosis of reading difficulties for pupils will inform closely targeted solutions, particularly for early readers and older struggling readers.	
	Phonics training for new and newly qualified staff and refresher training for all staff	Sutton Trust +4 months		Years Rec-2	Improvement in pupils' Phonics skills including how to decode independently	<u>Improvement in Phonics as identified through:</u> -pupils' movement through phases -pupils' improved test scores  (source- tracking data)	If pupils are able to improve in their decoding of words, understanding of language structure and understanding of particular vocabulary they will make better progress. These will be taught explicitly and consistently in all year groups.	
	Staff training to develop <b>collaborative learning approaches</b> that accelerate	Sutton Trust +5 months		all	Improved achievement in writing and	Increase in the proportions of children reaching	Pupils will make more progress if they have frequent opportunities to	

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	learning for pupils				maths	age expectation in writing and maths	learn through carefully structured collaborative tasks.	
	Training for staff on providing stretch for more able pupils			all	PP pupils with high prior attainment achieve the higher standard	Increase in the proportions of pupils with high prior attainment achieving above expected standards in reading, writing and maths	Pupils with high prior attainment need to be challenged to maintain their achievement as they move through the school.	
	Pupil Progress Review meetings on a half termly basis to closely track and address progress of pupils		£20,000	all				
	Provision map review meetings (termly)							
	Lesson study project	Evidence from the use of Lesson Study by hundreds of leading teachers working with 'coasting schools' who used Lesson Study as a coaching approach to improve pupil progress in writing and mathematics at age 11 showed considerable	£3000  (20 days' teacher cover)	5				

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		impact year on year (Dudley, 2012). Evidence was also found in the independent evaluation of this National Strategy Programme ( <a href="#">Hadfield et al., 2011</a> )						
<b>Targeted support</b>	Small group provision for Phonics in Years 1 and 2	Sutton Trust +4 months	£10,000	1 and 2	Increase in proportion of PP pupils achieving expected standard in Phonics by the end of Years 1 and 2		Improvement in the accuracy of the children reading	
	Catch up provision for Reading- small groups		£10,000	5 and 6	Increase in proportion of PP pupils achieving expected standard in Reading			
	Catch up provision for Communication, Speech and Language Support		£20,000		Increase in proportion of PP pupils achieving expected standard in all subjects			
	Boosters	Sutton Trust +2 months	£20,000	6	Increase in proportion of PP pupils achieving expected		An after school and holiday programme with a clear structure, a strong link to the	

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					standard in all subjects		curriculum, and well-qualified and well-trained staff will enable pupils to have extended and extra opportunities to learn and apply their skills.	
	Tuition for families with 2 or more children	Sutton Trust +5 months	£20,000	Various	All children in a family attend regularly, enjoy learning individually and together and develop key learning behaviours and attitudes including asking for help, concentrating and putting in good effort. Parents engage with the learning process beyond the school day through attendance at parent conferences and children are rewarded regularly for meeting set goals for their		Support for families with two or more children will enable the work ethic that is fostered and supported in the school environment to be extended or transferred beyond school. Pupils will get more opportunities to practise their learning behaviours and be able to work with and observe children from other schools who practise these behaviours and attitudes. This is particularly important where parents may find it difficult to sustain support for more than one child in a family. This is to help create a culture and ethos within homes that promotes study and dedication beyond the school day.	

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					learning behaviours and attitudes.		An after school and holiday programme with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff will enable pupils to have extended and extra opportunities to learn and apply their skills.	
<b>Attendance Support</b>	Breakfast club places hosted by a local provider within easy access of the school with drop off		£2500	Various	Increased attendance and improved punctuality		Pupils will have a better start to the school day	
	In-house EWO (0.6 days term time only)		20,000	All	Increased attendance and improved punctuality			
<b>Emotional/ behavioural support</b>	Learning mentor	Sutton Trust +5 months	20,000	All			Targeted interventions for those diagnosed or at-risk of emotional or behavioural disorders	
	Counsellor	Sutton Trust +5 months	5,000	All				
	Support for parents	Sutton Trust +5	£500	All				

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		months						
<b>Access to wider opportunities in sports and the arts</b>	Funded places at Saturday club for multi sports and performing arts	Sutton Trust +2 months	£860	Various				
<b>Wider opportunities including outdoor experiences</b>	Funded places at Year 5 Residential	Sutton Trust +3 months	£5000	5	Increase in pupils' self-confidence, self-efficacy and motivation			
	Funded/ subsidised trips and visits		£5000	All	Widening of experiences in order to widen knowledge and understanding of the world and aspirations			
<b>Access to ICT based resources</b>	Bug Club daily club		£5,000	All	Increase in proportion of PP pupils achieving expected standard in Reading and Maths.	Increase in the proportions of pupils with high prior attainment achieving above expected standards in reading		
	Mathletics Club daily club		£5,000	All	Widening reading opportunities and access to good quality books and Maths activities	Increase in the proportions of pupils with high prior attainment achieving above expected standards in maths		

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					on a regular basis. Develop pupils' independent learning skills.			
<b>Parental Engagement</b>	Numicon home kit and training for parents		£1500	Reception -Year 2	Pupils receive additional support to develop their maths learning at home	Increase in the proportions of pupils with high prior attainment achieving above expected standards in maths	Enabling parents to support Maths learning at home by using the resources that are being used at school.	
	Structured conversations with parents of PP pupils (at least twice per year)		£5,000	All	To improve the engagement of parents of children and young people from disadvantaged families		If parents are more engaged in their child's learning, they will develop their confidence in working with the school and forge better relationships. Lines of communication will be further improved and the school will be able to better understand what the needs of pupils as well as parents are.	
<b>Total funding</b>			<b>£228,360</b>					

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