



## **Summary for Parents to show the impact of Pupil Premium Spending 2016-17 and plan for 2017-18**

### **What is Pupil Premium money for?**

The Government is concerned that, nationally, there is an attainment gap between those who are eligible for benefits based Free School Meals (FSMs) and those who are not. All schools receive money from the government to help raise the achievement of disadvantaged children and close those gaps in attainment. Pupils are entitled to receive this premium if they are from a low income family and would be entitled to 'Free School Meals' in KS2. Schools are required to evidence the impact of this spending and report to Parents and Governors.

### **What are the barriers to learning for these pupils?**

Every family is unique and has many obstacles to navigate in life, whether they are eligible for Pupil Premium or not. However, we have identified some common barriers to learning that may be faced by children on the PP register in our school which stop them being ready to learn.

- For some children, attendance and punctuality needs to be monitored closely to ensure that children are in school whenever possible, accessing all learning opportunities.
- Language deficit has been identified as a barrier, where children have not had access to an enriched language environment at home. This does not have to be in English as it is about the number of words a child hears in any language they speak.
- Some children may find positive social interaction difficult which may be a barrier to taking part successfully in all school opportunities.
- Some children may lack self-esteem or belief in their own abilities to achieve highly.
- Some parents may need help to support their child with homework.
- Significant issues at home, which could be due to any number of circumstances, may lead to children feeling unsettled and not ready to learn.

### **What we did last year (2016/17)—allocation: £163,680**

We employed a teacher to work with PP children in small groups or one- to-one, initially focussing on Maths.

We continued with teacher research and development days.

We employ support staff to deliver bespoke interventions for struggling pupils at the point of learning (Booster Intervention Time).

We employ a part time member of staff to support reading.

We continue to deliver and evaluate successful intervention programmes.

We developed peer learning programmes in Reading and Maths.

We continue to employ extra teachers to ensure small groups in English and Maths in Y6.

We employed staff to run our 'Nurture Group'.

We purchased new resources to promote Reading and Maths.

We continued mentor work with pupils and families.

We subsidised trips and visits as required for PP pupils and support with transport/uniform in special circumstances.

We continued to employ our EWO to support PP families to improve attendance and punctuality even further.

We continued to employ a data manager to monitor the impact of interventions on progress and attainment of PP pupils.

Teachers were involved in half termly Pupil Premium meetings to plan and share ideas for additional support and provision for PP children in their year group.

The inclusion manager trained staff and monitored delivery of specific interventions.

### **What was the impact in 2016 -17?**

The gap closes over KS2 by the time that pupils leave Devonshire Junior Academy so that pupils who are in receipt of additional funding are much closer to those that are not eligible.

#### **Progress**

PP (non-SEN) pupils make slightly less progress in Reading. They made more progress in Writing and Maths than our non PP group.

#### **Attainment**

The percentage of pupils (non-SEN) reaching the expected standard was slightly lower than non PP for Reading, very similar for Maths; and a greater percentage of pupils receiving funding achieved the expected standard in Writing than in the non-PP group.

### **Where can we find the evidence?**

Extracts of Analyse School performance (data document from DfE)

In house tracking systems– PP trackers and PP Profiles

Data analysis files

Pupils' books and work samples

## **What is the plan for 2016 -17? 46 pupils**

### **(allocation £147,200)**

We will continue to develop Talk4Writing techniques and resources to support language development.

We will continue to embed 'Emotion Coaching' techniques to support emotional resilience.

We will further develop the mastery approach to maths to support mathematical development and reasoning skills.

We will enhance the way in which we teach reading to improve outcomes for all children.

We will purchase new resources to promote Reading to engage and challenge pupils and promote a love of reading.

We will further develop teacher research days to continue to improve practice.

We will continue to employ a teacher to work with PP pupils in small groups.

We will continue to employ support staff to deliver bespoke interventions.

We will continue to deliver and evaluate successful intervention programmes.

We will continue peer learning in Reading and Maths.

We will continue to employ an extra teacher to ensure smaller groups in English and Maths in Y6.

We will continue to employ staff to run Nurture Group.

We will continue mentor work with pupils and families.

We will continue to subsidise trips and visits as required for PP pupils and support with transport/uniform in special circumstances.

We will continue to employ our EWO to support PP families.

We will continue to employ a data manager to monitor the impact of interventions on progress and attainment of PP pupils.

### **How will we measure the impact of the Pupil Premium Grant?**

- The attainment gap between eligible pupils and the non-Pupil Premium pupils will close by the time they leave Y6 in reading, writing and maths.
- The attainment gap between eligible pupils and national non-Pupil Premium pupils will diminish by the time they leave Y6 in reading, writing and maths.
- The gap in attainment will reduce in each year group, as a result of accelerated progress because of the strategies stated above. We will measure this using in house data and national tests.

- All pupils will access an enriched curriculum and will be engaged and enthusiastic about learning. They will know about themselves as learners and have successful strategies for overcoming problems. We will talk to the pupils and monitor books and lessons.
- Families will be more engaged with school and understand how to support their children's learning. Feedback from IMPACT sessions and Family Mentor groups will demonstrate this.
- Pupils' ability to regulate their own emotional responses.

**Next Pupil Premium Strategy Review: July 2018**