



Part of Synergy Multi Academy Trust from 1<sup>st</sup> April 2017

## **Pupil Premium Spending Impact Report (for 2016-17)**

During the academic year 2016-17 we received £50,480 in Pupil Premium Funding from the DfE, which supported 37 children who had been identified as disadvantaged.

### **Distribution of children:**

Reception - 2 children  
Year 1 - 1 child  
Year 2 - 2 children  
Year 3 - 10 children  
Year 4 - 8 children  
Year 5 - 6 children  
Year 6 - 8 children (including 3 LAC)

### **Rationale:**

We fully support 'closing the gap' or 'diminishing the difference' agenda which fuels the allocation for Pupil Premium Grant money. Every child deserves to achieve the best they can be.

We can support children in the provision we provide. Academic achievement is extremely important as this offers life chances. It can raise aspiration and open doors to potential future careers and a sustainable existence in our society. However we also believe in giving children experiences that may be outside their current remit. Both widen opportunities and enable children to be able to access further possibilities in their futures.

### **We aim to:**

- Widen children's opportunities beyond their home experiences
- Support the whole child with both academic and pastoral support
- Support children with social, emotional and behavioural difficulties to be in the right 'mental pace' to be able to learn
- Offer equal opportunity to all in consideration of our school's contextual data

With these principles in mind we allocate our Pupil Premium Grant funding to a wide range of activities which we aim to have an impact on achievement and aspiration.

Some of the things that we do in school support the child to be in the right frame of mind for learning and nurture their needs. Others are directly linked to targeted interventions or quality additional (first) teaching to increase progress and thus aim to improve attainment.

Nature of Support 2016-17		
Focus on learning in the curriculum	73%	£36,880
Focus on social, emotional and behaviour	13%	£6,500
Focus on enrichment beyond the curriculum (clubs and residential trips)	6%	£3,000

Focus on families and community	8%	£4,100
Curriculum Focus: <i>To close gaps in attainment and accelerate progress in reading, writing and maths for pupil premium grant children.</i>		

The **IMPACT** this spending has had on those PPG pupils is as follows:

**Educational visits and residential opportunities ( Kingwood, Norfolk & Normandy, France):**

This support for residential visits and school trips has provided curriculum enrichment opportunities that these children would have otherwise not been able to access. As well as children benefitting, parents have been appreciative as it has ensured that PPG children have had greater opportunities available to them.

**Impact:**

- It broadened experiences of highly memorable activities
- Children experienced places outside of their 'normal' remit and had their horizons broadened
- It built self-esteem and independence
- It developed team work and relationships with peers
- Explicit in inclusion for all

**How was this measured?**

- Children's voice and written feedback from pupils.
- Their parents indicated enjoyment and acknowledgement of the experiences and the support given by school.
- The curriculum offered a wide range of educational visits, including paying for visitors to come into school.
- 100% of these pupils attended day trips linked to their topics.
- Also 60% of these children attended residential visits.

**Employment of part-time therapeutic worker:**

Child mental health and welfare needs being met is essential if children are to succeed in their learning. Many of our PPG children have additional limiting factors and influences outside of school, which can impact on their learning. This may be that they are a young carer, mourning the loss of a parent or living with a parent or sibling with additional needs. Therefore to ensure that children's social and emotional needs have been directly addressed by trained staff we employ a part-time therapeutic worker, who not only works with the children but can extend this work to involve the whole family. This has ensured that children feel listened to and supported.

**Impact:**

- Targeted pastoral support for individuals and groups with, linked to SEB needs
- Support for the families of these children
- Increased engagement in learning in school, due to less anxiety and disruption
- The child being in the 'right mental state' to learn and access the curriculum

**How was this measured?**

- Children's voice - they state how this has had a positive impact on their feelings, self-esteem, confidence and ability to use and apply breathing strategies to help stay calm.

- Entry and exit assessments (DL records) - 100% of participants felt successfully supported and developed 'coping' strategies.
- 100% of parents and children who took part felt that they were 'listened to' and given good practical advice to apply to situations outside of the school setting.

#### **Specific Projects for individuals:**

Throughout the year there have been a number of PPG children who have been supported by 'one-off' pieces of work. These have varied from providing financial support to enable participation in musical activities to ensuring that they have suitable equipment to assist with their learning, either in or out of school like CGP revision guides for KS2 children. Pupils have felt supported and encouraged by these specific projects and pieces of work, which in turn has helped their engagement and achievement.

#### **Impact:**

- Provision for vulnerable children in a tangible form
- Building self-esteem
- Inclusion for all
- Identification of a new talent and being able to pursue this
- Development of a new skill

#### **How was this measured?**

- Children's voice recognised the positive impact by providing new experiences and raising self-esteem
- Difficult to measure in terms of the % of children having influence on their academic achievement but children who were supported certainly participated with enthusiasm and were more engaged in their academic studies.

#### **Extra-Curricular Activities:**

All children have had the opportunity to attend an after school club. We have a variety of clubs throughout the year available to pupils. These are usually in six weeks blocks. They have varied from sporting activities to creative activities.

#### **Impact:**

- Provision for vulnerable children
- It built self esteem
- It developed team work and relationships with peers
- Explicit in inclusion for all
- Identification of a new talent

#### **How was this measured?**

- Children's voice indicated enjoyment and acknowledgement of the experiences
- The curriculum offered a range of clubs in school., with a heavy sport and health focus.
- 69% of PPG children attended some sort of club activity during this academic year.

#### **Attendance Monitoring:**

Attendance has continued to improve for all PPG children. This data is analysed weekly on both a class and individual basis. We have a weekly incentive for the class with the highest attendance, as they have the privilege of sitting on a bench the next week in assembly. This added level of peer pressure has helped to encourage positive attendance patterns.

**Impact:**

- Overall improvement in attendance for whole school
- Improvement in attendance and punctuality for individuals
- Profile of importance of regular attendance raised with children and parents

**How was this measured?**

- Analysis of attendance data for whole school and individuals. Children are discussed in weekly DSL meetings and rewarded in achievement assembly.
- Attendance in 2016-17 was 95.63%, with unauthorised absence at 1.21%.

**Rewards and incentives :**

We celebrate children's achievement in our school by rewarding them through in a weekly achievement assembly. For some of our PPG children pencils, stickers and small prizes for recognition is a huge boost to their well-being and they take pride from this. Rewards are presented to children to encourage good behaviour and achievements in learning, linked to our tiered positive behaviour and reward system.

**Impact:**

- Motivation for learners
- Raising self-esteem and aspirations
- Inclusion for all

**How was this measured?**

- Children's voice states enjoyment of recognition (see survey / questionnaire)
- Parental feedback
- Positive attitudes to learning
- Celebration Whole School Reward Display

**Additional adult support for learning**

We use a high proportion of PPG funding to help fund support staff salaries. This is mainly to support children with interventions, many of whom are PPG children. Additional use of teaching assistants in EYFS, Year 3 and 6 has helped to support and engage children with their behaviour and learning in a pastoral sense.

However, we would have liked to have seen this impact reflected in their academic outcomes much more, particularly in Year 6, but the barriers to learning were too great.

**Impact:**

- All staff aware of the vulnerability of PPG children
- Increased confidence / self-esteem for all learners
- Targeted intervention programmes of support for individuals
- Improvement in attitudes to learning, particularly from children with SESB who are PPG
- 'Closing the gap' / 'Diminishing the difference' to become more in line with national average for targeted learners

**How was this measured?**

- Children's voice - individuals feel supported
- Tracking and record keeping of interventions (Yr 6 Boosters)
- Data analysis in all year groups. However we do recognised that we would have liked to have seen more impact in year 6, however staff spent a high % of their time dealing with SEBD issues.