

Tuel Lane Infant School Pupil Premium Expenditure 2015-16

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on roll who are eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more. In 2012, funding was extended to include pupils who have been eligible for free school meals within the past 6 years (Ever 6)

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are held accountable for how they have used the additional funding to support pupils from low-income families.

Many disadvantaged pupils also face vulnerabilities which are a barrier to good achievement. At Tuel Lane we therefore deploy pupil premium to plan and promote effective intervention and additional support in order to overcome these barriers and accelerate pupil progress.

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, language and communication difficulties, lack of confidence, social and emotional difficulties and possibly behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

As a school we have a good track record of ensuring that pupils make good progress, but historically levels of attainment have been lower for disadvantaged pupils - this is also a national trend.

Through targeted interventions we are working to remove any barriers to learning and progress.

For children who start school with low attainment on entry, our aim is to ensure that they make good or accelerated progress in order to reach age related expectations as they move through the school.

We have identified some key principles which we believe will maximise the impact of our pupil premium spending.

Key Principles

We will ensure that:

- ✓ ALL staff are aware of who disadvantaged children are
- ✓ ALL eligible children benefit from the funding
- ✓ Underachievement at all levels is targeted (not just lower attaining pupils)
- ✓ Children's individual needs are considered carefully so that we provide support for those children who could be doing "even better if . . ."

Building Belief

We will offer an inclusive culture where:

- ✓ Staff believe in ALL children
- ✓ There are "no excuses" made for underperformance
- ✓ Staff adopt a "solution-focused" approach to overcoming barriers

Analysing Data

We will ensure that:

- ✓ Our data collection is thorough and detailed
- ✓ All staff are involved in the analysis of data and understand the systems so that they are fully aware of strengths and weaknesses across the school

Improving Day to Day Teaching

We will continue to ensure that **all** children across the school receive good teaching, with more examples of outstanding teaching achieved by using our leadership team to:

- ✓ Set high expectations
- ✓ Ensure consistent implementation of our learning and teaching policies
- ✓ Share good practice within the school and within the cluster and draw on external expertise
- ✓ Provide high quality CPD
- ✓ Improve assessment through joint levelling and moderation

Increasing learning time

We will maximise the time children have to “catch up” through:

- ✓ Improving attendance and punctuality
- ✓ Providing earlier intervention particularly in EYFS

Individualising Support

We will ensure that the additional support we provide is effective by:

- ✓ Considering the individual needs of each child and identifying their barriers to learning
- ✓ Ensuring support staff and class teachers communicate regularly
- ✓ Matching the skills of the support staff to the interventions they provide
- ✓ Providing advice for parents to support the children’s learning within the curriculum
- ✓ Tailoring interventions to the needs of the child, extending the range of intervention programmes to match their needs.

Pupil Premium received 2015-16 £37,260

Funding Priorities

This year our aim is to raise standards in writing, by teaching children the skills they need to become confident writers. We have invested in a handwriting scheme, equipment to develop fine motor co-ordination and ‘Busy Fingers’, spelling resources for Y2, resources to enhance phonics teaching and training for staff in effective teaching for spelling, grammar and punctuation.

We are determined to ensure that the percentage of children working at age related expectations and above increases at KS1 and in the EYFS.

To increase parental engagement in learning, we are extending the support we offer for parents through information events, training in the curriculum and through providing targeted parents’ meetings to support them in helping children at home. A range of sessions will be on offer.

Education Welfare Officer Service Level Agreement £1200	<ul style="list-style-type: none"> ✓ Ensure identified pupils’ attendance improves ✓ Monitor PP pupils , attendance 95% ✓ Ensure whole school attendance is above 95%
HLTA/Teaching Assistants 1x HLTA Scale 3 £5800 (50% hours for disadvantaged) 1xTA Scale 2, £10,300	<ul style="list-style-type: none"> ✓ Use of HLTAs and TAs to deliver interventions and support pupil progress in class. ✓ Examples of interventions: Black Sheep language development, Lego Therapy, Social Stories
Nurture provision Teacher led, 1 term M6 £5000	<ul style="list-style-type: none"> ✓ Nurture support sessions ✓ Meet and greet children and families. ✓ Pastoral and learning support for targeted pupils.
Additional classroom support 12.5 hours scale 2 £2650	<ul style="list-style-type: none"> ✓ Nursery and Reception Class, needed for youngest pupils- PSED/ independence /communication, language and literacy- lowest areas of attainment on entry.
Additional lunchtime supervisor £2580	<ul style="list-style-type: none"> ✓ Promote healthy eating. ✓ Sociable and pleasant dining experiences- social interaction ✓ Social interaction/ play in the playground
Resources £2500	Language development ‘busy fingers’ supporting handwriting Wobbly Club- balance and co-ordination, indoors and out
Enrichment and enhancement £5000	<ul style="list-style-type: none"> ✓ Subsidise school trips e.g. Square Chapel Theatre ✓ Subsidise music and PE specialist teaching ✓ Access to school clubs
total :£35030	

Contingency: £2230

Contingency was spent on staff support in Family Learning each half term, additional access to school clubs- specifically ukulele lessons and additional Better Reading training and provision.

Attainment and Achievement, impact of Pupil Premium 2016 End of KS1 Attainment 2016/ Free School Meal (FSM) Eligible/ Not Eligible

Standards

Reading: 54% of our disadvantaged pupils reached the expected standard compared to 78% of other pupils nationally.

In writing, the figure was 46% compared to 70% of other pupils nationally.

In maths, 54% compared to 77% nationally.

Progress from the end of EYFS to the end of KS1

Reading and **Maths**, the number of pupils reaching the expected standard from 'emerging' at the end of EYFS shows 1 pupil difference from national figures as is the number from greater depth standard to expected.

The figures are the same for **Writing**, from expected to expected, 1 pupil difference from the national figure with no difference in the number of children moving from greater depth at the end of EYFS.

Overall, progress for our disadvantaged group was broadly in line with others nationally.

Much has been achieved to support disadvantage pupils although in 2016 standards of attainment were below national standards achieved by other pupils, the progress children made from their starting points was encouraging.

Teaching assistants are well trained and deployed effectively, making a valuable contribution in lessons. Teaching assistants also support pupils effectively using targeted interventions. Crucially, the work of this team is overseen by a senior leader with regular discussions, CPD for support staff and swift monitoring by leaders.

As a result, pupils who start to fall behind are quickly identified and supported. Their progress, from starting points is good. In Y2 (2015-6) we identified 12 children (PP+ Ever 6) 10 made good progress in reading, writing and maths. 2 children made accelerated progress in maths and writing. 3 children with identified SEND made expected progress.

In Y1 (2015-16) there were 8 children identified. 7 made good progress and met the expected standard for Y1.

End of EYFS results: 11 children identified.

54.5% achieved a good level of development (above Calderdale average 52.1%)

Non FSM eligible: 57.7%

Good progress and attainment of FSM children in: Communication and Language, PSED and Understanding the World shows that our intervention and nurture supports had a very positive impact in the targeted areas of learning.

The attendance of disadvantaged children is good and improving. The significant majority met attendance targets above 95% for the year. 2 children falling into persistent non-attendance improved significantly in the summer term after EWO and school intervention. One of these children made accelerated progress in maths and writing.

The percentage children achieving the required standard in the Y1 phonics test was growing year on year until 2015, slight dip in 2016 with 2/5 pupils achieving the standard.

Planning for 2016-17

The number of children registered for FSM and therefore eligible for PP had been dropping year on year in our school until 2016. There were no obvious clues to why this is happening, no changes in local demographic or economics. We believe it may be attributable to the introduction of universal

FSM for infants in Sept 2014 giving less incentive of families to register. In 2016, our number of eligible pupils has risen and is above the national average.

Currently, November 2016 (and this is subject to changes in family circumstances and will be updated regularly)

Nursery autumn term: 9/ 26 children are eligible of the Early Years PP (34%)

R: 11/37 children (29%)

Y1 11/40 (27.5%)

Y2 4/41 (9.7%)

2014 school/ national	2015	2016
25.5/26.6	21.4/26.0	30.2/25.2

2016-17

For the school year 2016-17, Tuel Lane has received £50.300

PUPIL PREMIUM: 2016/17 ACTION AND SPENDING PLAN

Pupil premium provision 2016/17	Total cost of provision	% from pupil premium	Cost from pupil premium	Monitoring/evidence of impact
<p>HLTA Support</p> <p>Accelerating progress for PP children who are currently under attaining and/or under achieving in reading, writing, communication and maths</p> <ul style="list-style-type: none"> Phonics support Interventions Bespoke feedback and guidance Learning Mentor to support the complex needs of vulnerable pupils around self-management of behaviour and building self esteem 	14,000	70%	9800	<p>Termly reports:</p> <ul style="list-style-type: none"> TA lesson observations Appraisal outcomes Intervention reports Work analysis Learning walks (drop-ins) Comparative attainment and progress data for PP children v non FSM/CLA
<p>Early Years Support: Additional TA hours in EYFS classrooms</p> <p>Accelerating progress from low starting points to raise attainment for PP Pupils</p>	2x12.5 hours 5300	100%	5300	<p>Termly report to governors</p> <ul style="list-style-type: none"> Progress towards prime and specific ELG's Progress towards GLD
<p>Nurture support</p> <p>Behaviour/ attention/ independence/ organisational skills</p> <p>Ensuring that lessons almost always flow smoothly and that behaviour outside lessons is of an equally high standard</p>	10300	100%	10300	<ul style="list-style-type: none"> Reduction in disruption to lessons Reduction in incidents Reduction in use of 'team teach' strategies CPOMS analysis
<p>Better Reading</p> <p>Additional 1:1 support for pupils in Y1/2</p> <ul style="list-style-type: none"> Baseline entry and exit measure (to programme) Teaching and application of reading skills 	8.26 per hr x 2hrs per week 660.08	100%	660.08	<p>Termly report</p> <ul style="list-style-type: none"> Numbers of pupils entering/leaving programme Progress of pupils by reading age
Inclusion Manager/ progress	8400		8400	Termly report to governors

manager: 0.2 FTE Lead and manage the provision for PP/CAL pupils				<ul style="list-style-type: none"> • Movement of pupils on SEN register • Intervention plans
Emergency Provision: Only if required <ul style="list-style-type: none"> • Counselling –Noah’s Ark • Behaviour support Angie Hook £80 per hour • Family support e.g. wrap-around care 	2000	100%	2000	End of year report Impact in class/school and at home
EWO	1200	50%	600	<ul style="list-style-type: none"> • Termly attendance report to governors
Educational Psychology Service	800 (2 days per year)	50%	400	<ul style="list-style-type: none"> • SEND report to governors
Enrichment/ access School clubs Music/ singing tuition Subsidised trips e.g., Termly Theatre trips	5000	100%	5000	<ul style="list-style-type: none"> • Discussed in termly progress meetings
Additional Lunchtime Supervisor	2580	100%	2580	<ul style="list-style-type: none"> • EYFS- Progress towards prime and specific ELG’s • PSED
Resources: Directly supporting learning	2500	100%	2500	<ul style="list-style-type: none"> • Pupil progress meetings
TOTAL PROJECTED SPEND 2016/17 ACADEMIC YEAR: £47540 Contingency:£2760				