



Pupil Premium Report – September 2017

For Academic Year 2016/17

Pupil Premium Grant (PPG)

The Pupil Premium Grant is a Government initiative that provides extra funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers.

Willingham Primary School receives a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled to over the last 6 years; and for any Looked After Children or Service Children.

The Government is not instructing schools how they should spend this money; it is not ring-fenced and schools *'are free to spend the pupil premium as they see fit'* (DfE 2011). The Government is, however, clear that schools will need to: "employ the strategies that they know will support their pupils to increase their attainment, and 'diminish the difference'." Schools will be accountable for closing the gap, and there is a planned reform to the school performance tables to include new measures that show the attainment of pupils who receive the Pupil Premium compared to their peers.

At Willingham Primary School we will be using the indicator of those eligible for free school meals, as well as other identified vulnerable groups, as our target children to 'diminish the difference' regarding student achievement.

In making provision for disadvantaged pupils, the Governors and staff of Willingham Primary School recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. *They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.*

Willingham Primary School is totally committed to social justice and improving life chances for children who are potentially vulnerable. It is dedicated to sharing its work and findings beyond the school to improve outcomes for as many children as it can reach.

Context of the School

Willingham Primary School is a 2 form entry school with 313 pupils currently on roll. Pupil premium funding represents a small proportion of our overall budget; however we are committed to providing personalised targeted support to ensure that it is spent to maximum effect for identified pupils.

During the 2016-17 academic year we had 334 children on roll of which 48 pupils, 14.4% of our school population were eligible for pupil premium.

An Overview of Vulnerable Groups at Willingham Primary School

Willingham Primary School is committed to ensuring all pupils make excellent, progress including those who could be vulnerable.

What are vulnerable groups?

Vulnerable children are amongst those groups that may need additional support or intervention in order to make optimum progress. Children who have needs, dispositions, aptitudes or circumstances may require particularly perceptive and expert teaching and in some cases, additional support beyond the school.

Willingham Primary School aims to work effectively with every pupil; we support them, to overcome academic or emotional barriers that could prevent optimum progress. We strive to enable all pupils to participate in the full range of activities offered within and beyond the school day, to ensure they have the very best learning experience and make outstanding progress.

Willingham Primary School ensures all staff develop the skills necessary to meet the needs of pupils and families, whose circumstances may make them vulnerable. This, along with good support from external agencies and the Local Authority, helps the school to diminish the difference in the progress pupils are making.

The school works very effectively in partnership with the parents and carers of potentially vulnerable children to help to break down barriers to learning and progress which pupils sometimes encounter.

Pupils for whom the school receives Pupil Premium Funding, those who are disabled and those who have special educational needs currently make variable progress. Willingham Primary School ensures resources are deployed which have a proven impact on raising standards. Provision for this group of pupils is led by Senior Leaders; teachers and teaching assistants are supported with a range of resources aimed at accelerating learning

Nationally boys perform less well than girls but the school has put in place strategies which have helped to diminish the difference through carefully chosen boy-friendly topics and a range of approaches.

Assessment plays an important role in supporting all children and pupil progress meetings ensure that all staff understand where the children are at any given time and in which areas support is needed. Tasks are matched to students' abilities and teachers, teaching assistants are deployed to help pupils by providing appropriate resources, support, encouragement and demonstrating skills that impact learners.

As a school, we are consistently evaluating how individual pupils benefit and progress from provision. This may not always be accessed through data but also from a learning culture of talk and shared professional thoughts and judgements.

As a school, we track all pupils against multiple vulnerabilities. Potentially vulnerable groups form the focus of our termly Pupil Progress Meetings and are tracked carefully to in order that they can receive the appropriate support to make the targeted progress, thereby diminishing the difference in attainment.

We track the attainment and progress of these groups:

- Disabled pupils, and those who have special educational needs
- Boys
- Girls
- Low attaining pupils
- High attaining pupils
- Disadvantaged high attaining pupils
- Pupils for whom English is an additional language
- Minority ethnic pupils
- Gypsy, Roma and Traveller children
- Looked after children
- Pupils known to be eligible for free school meals (FSM)
- Pupils and their families who receive support via external agencies including through CAF
- Pupils whose attendance falls below 95%
- Pupils who are persistently late.
- Other vulnerable groups

Willingham continues diminishing the difference in attainment between Pupil Premium pupils and their peers. We believe school has a fundamental part to play in securing wellbeing, enhancing life chances and realising personal potential. We believe in the social the power of art, music and performance. We want our children to develop a passion for subjects and pupils have an increasing part to play in the school environment and its provision which they help to create.

We have six Golden Rules, all simple rules for a good life. We, as a school, have a good understanding of fairness and inclusion. All staff take part in educational development, courses, SENDCO qualification, NQT Mentor etc., and this also enhances the provision for all children.

We have designated staff within the school, who work with specific families and children to ensure they are supported within and beyond the school. Multi-agency meetings are always attended by school staff and every effort is made to support whole families, where we can, recognising that the learning of children from vulnerable families can be significantly hindered by their basic needs not being fully met. For example, providing free morning Breakfast Club and After School Club for children eligible for Pupil Premium Funding. We have seen significant impact on attendance, engagement and attitude to school and learning, for children to whom we have provided such support.

We, in close liaison with our Parent Teacher Association (Willingham School Association), organise school-based and community events and strive to involve families fully in school life. We organise curriculum events in order that parents and carers can provide effective support for their child's learning.

We recognise how important attendance and punctuality are, if children are to make the progress of which they are capable. We work very hard with pupils and families to ensure this remains a key priority. At Willingham Primary School, we see correlation between absence and persistent lateness and low attainment and slow progress. As a school, we proactively bring together professionals from various agencies and we are relentless in implementing the Local Authority's guidelines.

Diminishing the difference is core to our work and all those working with the children have a level of accountability to develop practice which supports this aim.

Main objectives of Pupil Premium Grant provision

We recognise each pupil as an individual, and as a result, consider that there is no "one size fits all". By identifying individual barriers, our dedicated team of teachers and support staff are committed to meeting the pastoral, social and academic needs of all children within a caring environment. At Willingham Primary School we maintain a culture among all stakeholders, including parents, for high aspirations and ensure our key objectives are:

- Diminishing the difference between pupil premium pupils and the rest of the year group.
- Ensuring all teaching is at least good for all children.

We will ensure that all our vulnerable pupils have their needs clearly identified by recognising the barriers to learning and we closely monitor and track their progress through school.

The allocation of the Pupil Premium Grant for 2016-2017 has enabled the following interventions/strategies to take place :

- Deployment of Teaching Assistants during morning sessions when classes are being taught core subjects, allowing Quality First Teaching to take place
- Substantial 1:1 support for children where needed
- Blue Smile Therapy for identified pupils
- Regular Elklan Speech and Language support for targeted pupils
- Dedicated time for an Attendance Officer
- Ensuring a good start and end to the school day by provision of Breakfast Club and After School Club, where needed.
- Access to residential trips for older children
- Financial support for school trips
- Financial support for extra-curricular activities including 1:1 tuition e.g. peripatetic music lessons for higher attaining Pupil Premium children
- Tuck shop provision for all pupil premium children

We aim to:

1. Secure effective teaching and learning for all and to enhance achievement and wellbeing, irrespective of personal circumstances.
2. Make a commitment to creating a learning community based on high trust and interdependence with explicit values and a shared language centred on genuine respect and high performance.
3. We aim for each of us to be outstanding practitioners in all we do.
4. Our school leadership and governors value the quality of teaching and learning as our core purpose. This requires the deployment of time, energy and resources to enhance confidence in the quality of teaching and learning and the focus on achievement.
5. Grow leadership that is widely distributed across the school community and works through collective capacity rather than personal status. The focus is on middle leaders whose primary function is to model, monitor and secure effective learning and teaching.
6. Ensure that pupils and parents are active partners in the learning process with a direct role in the development of strategies which meet individual needs.
7. Secure active collaboration within school and working with other schools and professionals to ensure that the best practices and resources are available and shared with all.
8. Underpinning all of the above with rigorous and systematic planning, resource management and data-rich strategies to support effective teaching and learning.

Principles

In order to achieve our objectives and aims, all staff incorporates the following key principles.

Raising Aspirations

At Willingham Primary School we....

- Believe in ALL children
- Have 'no excuses' for underperformance
- Identify barriers and find solutions
- Motivate and encourage every child to achieve their best
- Celebrate academic and non-academic effort and successes

Know our Pupils

At Willingham Primary School we ensure that ...

- All teaching staff and support staff are aware of all pupil premium and other vulnerable children
- All staff are aware of the academic, social and emotional needs of our vulnerable children
- All teaching staff are involved in the analysis of data so we are fully aware of pupil strengths and required next steps
- We track and closely monitor all interventions to ensure they are having the desired outcomes
- We match the skills of support staff to maximise impact of interventions
- We work in partnership with parents to support children both at school and at home to help every child achieve their potential.

Pupil Premium Grant received 2016-17 Academic Year

Total amount of Pupil Premium Grant received £67,451

**Pupil Premium Expenditure and Outcomes 2016-17
September 2016 – July 2017**

Action	Cost	Objective	Impact
For teaching assistant support to be provided for all classes for core subjects.	£14,898	To enable teachers to target teaching in order that all pupil groups make good progress.	<p>There were 15 PP children in EYFS. 3 achieved GLD and two children exceeded in all areas. This cohort of children were lower than average on entry but, with the support of additional adults, made significant progress in areas which underpin the skills of reading and writing. The TAs were directed to support social and emotional development and support the development of the skills of learning, particularly listening, speaking and managing emotions. The evidence of impact can be seen in the increase in percentages of children who were at age related expectations at the start of the year to the end of the EYFS year. For listening and attention, on entry 53% were at age related expectations and 66% achieved ELG; speaking on entry, 46.6% were at age related expectations and 60% achieved ELG, self confidence and self awareness on entry was 46.6% were at age related expectations and 60% achieved ELG and managing feelings and behaviours 33% were at age related expectations and 66% achieved ELG.</p> <p>In Year 1, 71% of Pupil Premium children achieved phonics threshold as a result of targeted interventions. In Year 2, there were 5 PP children. In reading and writing 40% achieved age related expectations.</p> <p>In Year 6, 100% PP children achieved expected standard, with 50% at greater depth. In writing, 100% achieved expected standard and 25% at greater depth.</p>

			In maths, 75% achieved expected standard with 25% at greater depth. 75% of PP achieved expected standard in reading, writing and maths combined, which is higher than non-pupil premium children and higher than national. 25% of PP achieved reading, writing and maths at greater depth, which is significantly higher than national.
To provide 1:1 teaching assistant support for identified pupils with high levels of need.	£45,366	To enable identified vulnerable pupils to access mainstream education, whilst ensuring that others can learn safely.	<p>Pupils were enabled to make progress in their learning.</p> <p>Various Pupil Premium children, without Educational, Health and Care plans, experienced a range of difficulties in school. By providing them with 1:1 support in class these children were able to access the learning and behaviours were managed as a means to ensure safety. The support ensured that teachers were able to continue with lessons and the children with higher needs could be given alternative provision, therefore continuing to access their education.</p>
To source Blue Smile Therapy for identified pupils over an extended period of time.	£4,495	To meet the emotional and social needs of highly vulnerable pupil, as a prerequisite to them being able to learn effectively.	<p>Targeted pupils engaged with therapeutic support. Some high needs children required specific Social, Emotional and Mental Health support. This was provided through Blue Smile Therapy. The therapy was delivered 1:1 and targeted key areas of development. This therapy enabled children to understand their own thoughts, feelings and emotions. They were then able to begin to manage these feelings and talk about them in a trusting and confidential environment. This result in relationships in the class room starting to improve and the staff and parents being able to better support these children with their very specific needs. The therapy enabled the children to manage their emotions and regulate them as well as being able to communicate them in a safe manner.</p>

<p>To provide regular Elklan speech and language support for targeted pupils.</p>	<p>£2,214</p>	<p>To support disadvantaged pupils in developing their speech and language in order that they can more effectively access the curriculum and make progress in their learning.</p>	<p>Targeted Speech and Language support with specific children across Foundation Stage and Key Stage one delivered by one TA and targeted support for specific children in Key Stage two delivered by another TA. Foundation. This work focussed on specific speech sounds identified by the Speech and Language Therapist and addressed during weekly sessions. These sessions ensured that speech difficulties were addressed and rectified. Specific children in Key Stage two had a programme which focussed on their confidence and clarity of speech. This enabled children the time to speak and work on language skills in a 1:1 environment and resulted in the children being able to express themselves more confidently in class.</p>
<p>To actively manage the absence of disadvantaged pupils (<95%)</p>	<p>£3,188</p>	<p>To raise attendance of disadvantaged pupils so that average attendance for this group is equal to or above 95%.</p>	<p>Average attendance for disadvantaged pupils by year group: EYFS 86.7% (88.6% excluding child travelling for a term) Year 1 89.8% (95.8% excluding child travelling for a term) Year 2 90.4% Year 3 89.1% (93% excluding child travelling for a term 93.15%) Year 4 96.8% Year 5 95% Year 6 94.5%</p>
<p>Financial support for residential trips and subsidising suggested donations towards costs of school trips</p>	<p>£1,500</p>	<p>To ensure that those vulnerable pupils with relatively limited enrichment opportunities are offered rich, stimulating and challenging experiences.</p>	<p>Pupils' improved engagement in their learning and heightened sense of 'belonging' and having a stake in the school experience (right of passage) and their own education. Evident increased confidence and sense of belonging seen.</p>

Financial support for 1:1 extra curricular activities including peripatetic music lessons	£900	To provide enrichment opportunities in order to ensure a broad range of educational opportunities, and to further support the development of the whole child, including their sense of self worth and self esteem.	Increased confidence and a new dimension to the learning experience at school. Growing confidence and self-belief to perform in front of an audience.
Tuck shop provision for all KS2 Pupil Premium children	£648	To ensure that all disadvantaged children's basic welfare needs are met, recognising the significant adverse consequence of hunger on a child's ability to learn.	Pupils have their basic needs met, receive a nutritious mid morning snack, thereby boosting levels of concentration in the class, diminishing disruptive, disengaged behaviour. Significant improvement seen in behaviour.
Places at Breakfast Club and After School club provision	£6,428	To ensure that all disadvantaged pupils have the option to receive breakfast in a calm and enjoyable setting as well as high quality after school care. To ensure that parents have the option to work for longer hours, should the need arise. Pupils begin their day of learning purposely and calmly. As a result, the climate of learning is improving. The After School Club provides a safe and homely place in which children relax and socialise with peers.	Parents have an option to work longer hours as children can be left at school from 7.45-6pm. Significant improvement seen in children's self esteem and willingness to socialise with others.
Total spent	£79,637 of which £12,186 was covered by the school		

Staff and Governors with specific responsibility for Pupil Premium

Named Staff: Mrs Vyveanne Francis (Headteacher), Mrs Laura Latham (Deputy Head)

Named Governors with specific responsibility for Pupil Premium: Mrs Sarah Morgan