

St Nicholas C of E Primary School

Pupil premium grant (2016-17)

How do we spend our pupil premium grant?

The Pupil Premium funding is used for academic interventions; in particular, small group and 1: 1 tuition which is led by teachers and teaching assistants. St Nicholas C of E Primary School acknowledges that the attainment and progress of children can be affected by a child's self-esteem and wellbeing. Therefore the pupil premium can also be used for pastoral support and enrichment activities such as nurture groups, music tuition and Forest School). We also use Pupil Premium funding for staff CPD (Continuing Professional Development) as the quality of the staff delivering our interventions is of the utmost importance.

How do we measure the impact of PPG spending?

We continuously review our provision, and our evaluation focuses on academic gains and how pupils' self-confidence has developed as a consequence of the intervention. Where an intervention is not working, we either change how we are doing it, or stop it altogether. Our school governors have a good understanding of the Pupil Premium funded activities and their impact, and challenge our school to narrow the achievement gap.

We measure the impact of Pupil Premium Grant spending by tracking every pupil's progress and knowing every child's needs. We measure the impact of quality class teaching and every intervention, using a variety of impact data, including:

- Lesson observations
- Work in books
- Pupil interviews
- Parent and carer surveys
- Attendance data
- Individual pupil target-setting data

Pupil Premium Allocation for 2016 - 2017

Total number of pupils on roll	408
Total number of pupils eligible for PPG on roll	81
Total amount of PPG for 16-17	£138,756
Carry Forward for 2017-18	£23,163

Impact of Pupil Premium

% Expected	Reading	Writing	SPaG	Maths
All Year 6 (55 pupils)	82%	74%	75%	65%
Pupil Premium Year 6 (18 pupils)	94%	78%	83%	61%
All Year 2 (58 pupils)	84%	82%	82%	82%
Pupil Premium Year 2 (12 pupils)	74%	79%	64%	64%

Attendance	2014-15	2015-16	2016-17
ALL	96.7%	97.3%	96.8%
Pupil Premium	95.4%	96.4%	95.9%

Expenditure

Below is a comprehensive list of what the Pupil Premium money was spent on during each term of the 2016-17 academic year.

Item/Project	Objective	Outcomes
One to one and small group tuition		
1:1 pupil support in class	Develop concentration and independent learning. Enable child to access the learning in class.	Child to feel happier within themselves and be more confident. Demonstrate an element of independence. Progress in books due to support which allows access to the learning within the classroom.
1:1 My Plan targets	child to achieve SMART targets as shown on personalised plan	Child achieves SMART targets which are reviewed termly.
Early intervention Rec	to ensure that identified pupils receive additional support to enable them to make accelerated progress	children make expected/above progress. Evidence of progress is shown in learning journals and progress towards GLD
Early intervention KS1	to ensure that highlighted pupils have early intervention to close gaps and raise attainment to expected levels	objective met by cohort meeting above/expected levels
Maths intervention Rec	to match numerals and quantity correctly	evidence of progress shown in observations and through learning

		journals
Maths intervention Y1	To raise pupil attainment to expected levels	objective is met and progress is shown in maths books
Greater depth maths Y1	children explore problem solving using greater depth challenges	children make above expected/accelerated progress
Maths intervention Y1	use addition to solve problems	skills are transferred to maths sessions and progress is shown in maths books
Maths intervention Y2	To raise pupil attainment to expected levels	Objective is met, child makes progress and evidence is shown in their books
Maths intervention Y2	maths objectives based on calculations	objective is met, child makes progress and evidence is shown in their books.
Maths total recall support Y3	to double and halve numbers to 20 and know number bonds to 20	objective is met, children gain their total recall stickers
Maths intervention booster Y3	increase confidence in maths. Focus on number bonds, place value and times tables	objective is met, child makes progress and evidence is shown in their books.
Maths intervention Y4	consolidate understanding of formal written methods	evidence shown in maths books, children confidently able to show their method for formal written methods
Maths intervention Y4	to close the gap to meet the expected standard	objective is met, child makes progress and evidence is shown in their books
Maths total recall support Y5	focus on specific times tables and mental maths	children achieve their total recall sticker
Maths intervention Y5	to consolidate and reinforce mathematical methods	objective is met, child makes progress and evidence is shown in their books
Maths intervention Y6	develop understanding in calculation, conversion and equivalences	evidence shown in maths books
Maths intervention Y6	to close the gap to meet expected standard - focus on the 4 rules	evidence in maths books showing progress and independent application of the 4 rules. Evidence for moderation
Greater depth Maths intervention KS2	greater depth maths challenges	children make above expected/accelerated progress
Phonics intervention Rec	to recognise all phase 2 digraphs	objective is met and evidence is shown through phonics checks as well as in learning journal
Phonics intervention Y1	to recognise specific phonemes and digraphs.	children are able to blend, read and spell words containing specific phonemes and digraphs. Progress is shown through phonics screening.

Phonics intervention Y2	to apply phonic knowledge to decode words	child shows transfer of skills to guided reading activities and English work. Evidence is shown in books
Phonics intervention Y3	to recognise specific targeted phonemes, read and spell words containing them	child makes progress and is able to transfer skills to their reading and written work
SPAG intervention Y4	children are able to use conjunctions to extend their writing	extended sentences are evident within their written work
SPAG intervention Y5	to close gaps and raise attainment to expected levels	evidence is shown in books, skills from session are being transferred to independent work
Greater depth SPAG Y6	secure use of higher order punctuation in compound and complex sentences	independent use of higher order punctuation is shown in books
English writing intervention Rec	children to write labels, captions and short sentences	children begin to transfer skills and show through independent work which is evident in journals
English intervention Y1	to use capital letters, full stop and finger spaces correctly to write in sentences using adjectives	objective is met through evidence in topic books and guided reading books
English intervention Y2	to improve writing skills to enable child to make accelerated progress	objective achieved and books show clear progress
English intervention Y3	to understand sentence construction to improve writing skills to enable child to make accelerated progress	children show correct use of sentences in their written work
Greater depth English intervention Y4	to use leading openers in sentences	objective is met through evidence in topic books
English intervention Y5	develop description within writing using adjectives and adverbs focus on correct use of punctuation	evidence is shown through children using adjectives and adverbs to extend and add description to their writing
Reading support Y1	use phonic knowledge to read words accurately	child makes progress in reading and their accuracy and reading speed has increased
Reading support Y2	to raise pupil attainment to expected levels	child makes progress in reading and their guided reading work reflects the transfer of skills
Reading support Y3	to increase accuracy and understanding of texts	children to make progress in reading and increase their % on accelerated reading scheme
Reading support Y4	to develop reading skills	children are making progress in reading and beginning to transfer language and key features to their writing
Reading support Y5	To raise pupil attainment to expected levels	child makes progress in reading and their guided reading work reflects the transfer of skills

Reading support Y6	to evaluate writers language and the effect on the reader. To use evidence from the text to support sentences	objective is met through evidence of objective shown in guided reading work
ICT skills	practice basic typing and ICT skills including word processing	children develop their ICT ability and their confidence in accessing technology during ICT sessions
Fine motor Rec	to improve pencil grip	children transfer skill by beginning to naturally hold pencil in pincer grip when writing
Fine motor Y1	to improve letter formation through fine motor activities	evidence of correct letter formation is shown in books
Fine motor Y5	to improve letter formation through fine motor activities	evidence of correct letter formation is shown in books
EAL language support	EAL child to meet SMART targets as shown on language plan understand and answer simple questions in English	SMART targets are met. Child is able to use the English language with more confidence both orally and within their written work.
Speech and Language Rec	to use simple verb phrases, sentences and prepositional language	objective on language plans are met. Child is more able to understand language
Speech and Language KS1	to follow advice and recommendations from SALT professionals	objectives on language plan are met, child is more able to understand and use language
Nurture - Reception	children to develop their confidence in talking to others	children are more confident and begin to talk in front of small groups in class
Forest schools	develop team work, listening skills, confidence and self-esteem through the use of the outdoor environment	children transfer skills to class based learning
Specialist teacher for PP	To raise pupil attainment to expected levels	targeted children make progress
Specialist support		
Nurture focussed breakfast club	children to develop their basic social skills and confidence	pupils are emotionally prepared for learning
1:1 emotional support (in class)	pupils can say what they have learnt, focus their attention and complete a task	objective is met with impact on attitude to learning and ability to remain in the classroom
Therapeutic writing	children can name a range of feelings, can relax and be still.	children to feel happier within themselves and be more confident
Bereavement support	support children with a recent bereavement through activities and specialist support	child is able to voice their feelings and beginning to develop coping strategies
Building learning power	develop resourcefulness, confidence and self esteem	children to feel happier within themselves and be more confident. Demonstrate an element of independence.
Yogarillas	children develop their self-awareness, express their feelings	children begin to develop coping strategies and an awareness of how

	and participate within a group	they feel
Lego therapy	children can play alongside others, work closely with their peers, problem solve when things go wrong	objective met by child beginning to transfer these skills to the classroom environment
Therapeutic group work	develop team work, listening skills, confidence and self-esteem	child to feel happier within themselves and be more confident
Sensory and emotional recognition	develop self-awareness. Identify their own feelings and how others are feeling	children begin to discuss their feelings and use strategies to enable them to cope with how they are feeling
Sensory assessment	gain an understanding of child's occupational therapy needs	objective met by strategies recommended being used to support child in class
Emotional resilience	develop resourcefulness, confidence and self esteem	pupil is beginning to develop coping strategies and is becoming more confident in whole class situations
Food for thought	to develop pupil confidence with specific nutrition related issues	children become more positive about food, increased parental engagement
Activities		
Music lessons	ensure access is given to new experiences, improve confidence and relationships	objective is met with impact on attitude to learning visible in the classroom
clubs (outside of school)	increase pupil engagement in their community whilst developing self-esteem and independence	memorable opportunities created for pupils who continue to show an interest in their community
After school clubs	to increase self-esteem which impacts on attitude to learning	impact on attitude to learning visible in the classroom
Counselling service	regular, consistent counselling for children requiring emotional support	children to feel happier within themselves and be more confident
Parenting project	support families at home and create a link with school	increased engagement of hard to reach families
ACE (Attendance compliance enforcement agency)	to monitor the recording & reporting of whole school attendance	increased attendance for children especially those who were initially below 95%
Achievement for all	to raise the attainment of the lowest 10 % attainers through bespoke coaching, support and guidance led by the school champion	targeted children make rapid progress or progress that is at least in line with their peers.
Solihull approach online parenting course	support families at home and create a link with school	hard to reach families engaging with school staff and feeling supported when in crisis
Other		
School milk	to provide milk daily to children entitled to free school meals helping to ensure that they are able to	children are receiving milk each day, they are making progress in their learning

	concentrate on their learning	
Breakfast club	to provide an early drop off service for parents	children and families are accessing the early drop off
Staff training	ensure that staff are continuing to further their development, up to date with latest practice	staff skill set continues to be developed and children receive outstanding provision
School trips	ensuring that all pupils have access to school trips	children attend school trips, have memorable opportunities that impact on their learning and enthusiasm with the curriculum.