

The Downs Primary School and Nursery

Pupil premium grant: 2017-2018

(Planning provision for 2018 - 2019)

Overview of the school 2017/2018 (June 2018)								
Total number of pupils on roll	377	411 (inc Nursery)	Total amount of PPG received				£121 966	
No of pupils eligible for Pupil Premium Grant	93		Total PPG expenditure				£123.609	
% of pupils eligible for Pupil Premium Grant	25%		Pupil Premium Grant remaining				£1.643 over spend	
Eligible PPG pupils across the school	Total	YR	Y1	Y2	Y3	Y4	Y5	Y6 (one class)
	93	9	10	16	14	16	18	10

Summary of PPG spending 2017/18
<p>Intended outcomes:</p> <ul style="list-style-type: none"> • Close the attainment gap between PPG pupils and Non PPG pupils • Increase number of PPG pupils achieving ARE or above across the school • Increase progress made by PPG pupils to in line with progress made by all pupils • Improve attendance of PPG Pupils so it is in line with the whole school • Provide additional social and emotional support for pupils to remove any barriers to learning
<p>The following provisions were facilitated as a result of Pupil Premium funding:</p> <ol style="list-style-type: none"> 1. The continuation of additional English and Maths support / interventions for identified pupil premium pupils who are working below age related expectation. 2. Mathletics and TT Rockstars subscriptions to enhance teaching and learning in maths and homework. 3. Equal access to school trips and visits, including residential trips. 4. Subsidised places at Clubs, including Breakfast Club 5. Learning Mentor who supports a higher proportion of pupils eligible for PPG to remove barriers to learning

Record of PPG spending by item/project 2017/2018				
Barrier	Action	Objective	Cost	Outcomes
Low standards on entry to the school. Accelerated progress required to close the gap	<i>Specialist EYFS staff to complete speech and Language work</i>	Increase the number of children achieving ARE and above in Communication & Language at the end of EYFS Greater number of children speaking at age expectations	£5 087 salary	PP children were in line with Non-PP children in Communication and Language in July 2018. PP children made more accelerated progress than Non-PP children.
	<i>Appointment of additional class teacher for Spring and Summer Terms 2018 (4 days per week)</i>	To close the gap in attainment and progress in Reading, Writing and Maths (Years 5&6)	£23 297 salary	Non PP children achieved higher and made more progress than PP children in RWM combined. 8 out of the 10 pupils who receive PPG are also SEND. Progress for pupils in Year 6 Reading was in line with Non PP pupils. Maths and writing were below for PP pupils. In Year 5 the progress of PP and Non PP pupils is in line.
	<i>Maths Intervention Resource to address misconceptions and gaps in Years 5&6</i>	To close the gap in maths (Years 5&6)	£5 400 salary	In Year 5 progress of PP was 3.9 steps whereas Non-PP was 3.6 steps, therefore the progress gap was decreasing. 50% PP 65% Non PP at ARE. In Year 6 achievement of Non PP pupils was better (8 out of 10 PP are also SEND) Progress was better for PP pupils.
	<i>Focussed TA and Nursery Nurse support across the whole school to support interventions</i>	To close the gaps in Reading, Writing and Maths across all year groups	£36 964 salary	EYFS – Non PP (69%) attained a Good Level of Development compared to 36% of PP Year 1 – progress of Non-PP was better in Reading and Maths but PP progress was better in Writing. Phonics – PP (92%)attained higher in phonics than non PP (81%) Year 2 – progress of PP children in reading was better than non PP, in writing PP and Non-PP were in line and in maths progress of Non-PP was better. Year 3 – progress of PP was better in Reading, Writing and Maths than non PP Year 4 – progress of PP was better in Reading, Writing and Maths than non PP Year 5 – progress of PP was better in maths than Non PP. In Reading and Writing progress of Non PP was slightly better than progress of PP

				Year 6 – Progress in Writing and Maths was better for PP than Non PP. In Reading progress was in line between PP and Non-PP children. Attainment was also lower for PP children than Non-PP (8 out of the 10 PP children are also SEND)
	<i>Improve Quality First Teaching through high quality training and release to plan daily provision in the classroom</i>	All teaching to be good or better Pupils eligible for PP to make accelerated progress Improved planning ensuring high quality first teaching	£8 560 salary	Training has been received on Social and Emotional Well-being by all staff. All staff received training on Growth Mindset – pupils are more confident in having a go and developing solutions See above for progress measures Support has been given to teachers who are not teaching lessons deemed to be good or better (85% of teaching is good or better with a further 5% having the potential to move to good)
	<i>Improve home-school support for parents through in-school training workshops led by existing members of staff – parents targeted</i>	Parents able to support children at home, using methods taught in school All pupils eligible for PP to make at least expected progress	£2 700 salary	Workshops attended by parents in all year groups to work alongside children once a term in maths lessons. Parents becoming familiar with number and calculation methods used in school.
	<i>Funding for a full-time Learning Mentor to support pupils</i>	To ensure pupils develop appropriate social interactions with their peers To provide support to pupils and staff so all can learn To provide S&L support	£22 354 salary	Learning mentor worked with PP children in Fun Friends Groups as well as in other social awareness groups. Pupils more confident in the classroom and using Growth Mindset strategies alongside other strategies to learn. S & L support given to TAs
	<i>Funding for a full-time behaviour specialist to support pupils</i>	To ensure pupils develop appropriate social interactions with their peers To provide support to pupils and staff so all can learn To provide S&L support	£11 647 salary	Teachers trained in SEMH, de-escalation strategies enabling more children to learn more of the time in the classroom Breakfast support group provided for PP children where pupils could develop social interactions with others. Learning support given to PP children with high levels of SEMH need
	<i>Counsellor support</i>	To provide support for pupils' well-being and mental health	£1 500 salary	Counsellor supported well being of PP children as well as Non-PP children

	<i>Purchase of Mathletics subscription to support Maths at home</i>	Support for high quality maths materials to be used at home Improved outcomes for pupils Develop a love of maths	£1 000	See data above
	<i>Purchase of Times Tables interactive on-line resource to be used at home and school</i>	Support for high quality maths materials to be used at home Improved outcomes for pupils Develop a love of maths	£100	Pupils times table knowledge in Years 3-6 increased significantly and confidence has grown.
	<i>Funded extra-curricular activities to include breakfast club and residential visits</i>	To ensure pupils are able to participate in and experience new and challenging activities, resulting in improved self-esteem, motivation and learning	£5 000	Pupils were able to access Y6 residential and other school trips and benefit from visitors into the school as well, e.g. Fire of London experience day, Ancient Egyptian Day. Some PP children also attended clubs, including breakfast club at a discounted rate. All KS classes had the opportunity to send PP children to a poetry writing session.

Action for PPG spending 2018/2019			PPG Grant 2018/2019	£122,760 (93 pupils)	
			Allocated spending	£125,000	
Barrier	Action	Objective	Cost	Monitoring	Outcome
Low standards on entry to school Accelerated progress required to close the gap	<i>Additional support for EYFS and Y1 Pupil Premium children in reading, writing and phonics</i>	To close the gap in attainment and progress	£6,924	Reading, writing and phonics data	
	<i>Additional support for Y2 Pupil Premium children in maths and reading</i>	Increase teacher: pupil ratio in Year 2 To improve outcomes for children, especially disadvantaged.	£13,614	Maths and Reading data	
	<i>Intervention teacher Year 5 and Year 6</i>	Increase teacher: pupil ratio in Years 5 & 6 To improve outcomes for children, especially disadvantaged.	£20,000	Pupil progress data Intervention data every 10 weeks	
	<i>Provide focused reading, writing and maths intervention in Years 1–4</i>	To close the gap in attainment and progress	£44,314	Progress against common word lists Reading and writing data	
	<i>Use TT Rockstars to increase progress in maths</i>	To close the gap in attainment and progress	£100	Pupil progress data Intervention data every 10 weeks	
	<i>Use Mathletics to increase progress in maths</i>	To close the gap in attainment and progress Children developing a love and understanding of maths, thus boosting their confidence in the classroom	£500	Pupil progress data Intervention data every 10 weeks	
	<i>Use Spag.com to increase progress in GPS for Year 5 and Year 6</i>	To close the	£50	Pupil progress data Intervention data every 10 weeks	
	<i>Provide focused reading, writing and maths intervention Year 5 and Year 6</i>	To close the gap in attainment and progress	£13,000	Pupil progress data Intervention data every 10 weeks	
	<i>Year 6 Booster sessions before and after school</i>	Children receive additional tuition to boost learning and to	£3,000	Pupil progress data	

		help build a positive attitude towards their learning			
Limited life experiences to support learning School needs to provide financial support towards visits and school trips and clubs.	<i>Funding towards the cost of school trips</i>	To address inequalities between pupil premium pupils and their peers To ensure all pupils have the advantages that come from school trips	£1000	Number of Trips supported	
	To enable children in year 6 to experience a residential trip	To enable children to work co-operatively with peers in group situations, encourage self-reliance and independence and have the experience of being away from home	£1600	To enable children to work co-operatively with peers in group situations, encourage self-reliance and independence and have the experience of being away from home	
	To ensure all children start the day with a balanced meal, improving concentration and readiness to learn <i>All pupil premium pupils are able to have free places at our breakfast club alongside other discretionary places signalled by the Headteacher</i>	Improve attendance of specific pupils and reduce the number of persistently late pupils. To improve learning by ensuring pupils have had a good breakfast and are ready to learn	£1,900	Attendance figures Pupil progress data Teacher survey – concentration in class	
Significant number of children suffer from mental health issues that are a barrier to their learning	<i>Support from learning mentor 1:1, small group work, chill and chat</i>	Provide support to remove barrier to learning so children able to focus on work	£5,764	Number of behaviour incidents each half term Teacher confidence survey Intervention data	
School needs to provide additional social and emotional support for identified pupils to remove the barriers to learning	<i>Support from learning mentor as needed meets with parents 1:1, small group work, chill and chat and parent support</i>	Improved parental interest and involvement in their children's education supports future educational success	£7,644	Number of behaviour incidents each half term Number of pupils arriving late every 6 weeks Monthly meetings to discuss individual pupils Termly tracking of progress of pupils receiving Learning Mentor support Team Around the Family Meetings (TAF)	

Remove barriers to learning for children with SEMH through counselling	<i>Children needing time and space to talk things through</i>	Children developing resilience to cope with events in their life	£4,346 <i>2 of the 4 children are PP so 50% of what we pay for this service.</i>	Strengths and difficulties questionnaire	
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