



Cherish, Nurture, Achieve

## The Pupil Premium 2017-18

### What is it?

The pupil premium is funding allocated to schools for the specific purpose of boosting the attainment of pupils from low-income families. Funding is based on children who have registered for a free school meal at any point in the last 6 years, children that are in care or adopted and children whose parents are currently serving in the armed forces.

### Why has it been introduced?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for Free School Meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Whilst schools are free to spend the Pupil Premium as they see fit we are required to publish online information about how we have used the Premium and the impact it is having.

For the financial year **April 2017 to March 2018** our school has received **£123,340**. The percentage of our pupils known to be eligible for free school meals is: **41%**

### Current Attainment in 2016/17

#### % Achieving National Standards

	Pupils eligible for PP at Becket	Pupils not eligible for PP at Becket	Pupils not eligible for PP National Average
Reading, writing and Maths combined	25	27	66
Reading	25	27	76
Writing	56	63	80
Maths	50	54	79
Grammar, Punctuation and Spelling	50	54	81

## Impact of funding in 2016/17

- A greater proportion of pupils eligible for PP (79%) attained a Good level of Development (GLD) in foundation stage compared to pupils not eligible for the funding (66%)
- 25% increase in Pupil Premium children attaining the expected standard in writing at KS1.
- 8% increase in Pupil Premium children attaining the expected standard in maths at KS1.
- 13% increase in Pupil Premium children attaining the expected standard in writing and in the grammar, punctuation and spelling test.
- 92% of the Pupil Premium Children have good behaviour records (colour coded green)
- Pupil Premium children in most cohorts made expected or better than expected progress in all core subjects.
- No pupils entitled to pupil premium had a fixed term or permanent exclusion.

Differences in attainment remain between Becket children eligible for PP and other children nationally who are not eligible.

- Interventions with the highest impact were:
  - ✓ Achieve in reading programme with an average ratio gain of 1.4. (Ratio Gain of >1.4 is significant progress.) Progress had been sustained in the 3 and 6 month follow up.
  - ✓ Precision teaching with an average ratio gain of 3.8
  - ✓ Fresh Start in reading group intervention with an average ratio gain in reading age of 2.5.
  - ✓ Fresh Start 1:1 Tuition with an average ratio gain of 3.3
  - ✓ Switched On Reading intervention with average book band progress of 3 in a ten week period.
  - ✓ Talk, Learn, Communicate (TLC) intervention with an average sublevel progress of 3.8 in receptive language skills (listening) and 1.8 in expressive skills (speaking)

## Barriers to future attainment

- Attendance rates for PP children are lower than other children. (92%).
- Oral language skills are low on entry to the school for pupils in reception.
- PP children with mid prior attainment at KS1 make less progress than their peers at the end of KS2.

- Some children have poor memory skills which hinder the fluency of their maths work.
- Children sustaining interest and stamina in reading.

**Following evaluation of the progress and outcomes for each cohort, the school plans to spend the funding for 2017/18 in the following way:**

	<b>Actions</b>	<b>Funding</b>	<b>Intended outcomes</b>	<b>Actual Outcome</b>
<b>General support for all disadvantaged pupils</b>	Develop Quality First Teaching through focusing on questioning skills to develop depth of understanding.	£1000	Specific pertinent questioning skills are being used effectively to move on pupils' learning. Curriculum coverage is reviewed to ensure that we are covering less but at a greater depth.	
	Action research on provision for children with mid prior attainment in reading.		Shared strategies that have had the biggest impact on progress	
	CPD on vocabulary development.		Systems are in place for teaching vocabulary – Incidental and Instructional.	

	Retention of Learning Mentor and TA support to provide support for families and teaching inputs focusing on children's well-being and removing barriers to learning. ('Positive Play', social stories and attendance)	£54,000	No FTE or PEx for PP and other disadvantaged children.  Vulnerable children on the Learning mentor cohort are making better than expected progress.  Behaviour logs show reduced number of incidents and number of pupils with completed logs is reducing.	
	Retention of 0.8 member of staff to support children with English as an Additional Language. Strategies to include:  Baseline and proficiency in English assessments completed for all new children to the school.  Pupil ambassadors to support new arrivals. Thorough Induction programme.  'Talk, Learn and Communicate' intervention.  'Early Years EAL Focus group.'  Support for staff with new arrivals.	£30,000	Sustained progress rates of EAL children across the school. (6 steps progress in each cohort)  EAL groups progress tracked against the proficiency in English codes.  New arrivals settle quickly into school and feel supported. Parents have all the necessary information to enable a settled start. Protocols on attendance, uniform, homework etc. are clear to parents.	
	Breakfast club subsidy for pupils with poor punctuality.	£1200 (2 free places per year)	Vulnerable children have access to a safe environment out of school hours. Reduction in number of families with persistent absence.	

			Vulnerable pupils have a punctual and positive start to the school day.	
	Cost of supply cover to enable Class teachers to have 1:1 mentoring time with pupils in their class at least once per term. Pupils' targets for core subjects and attitudes to learning are reviewed at these meetings followed by information sharing at parents' evenings.	£900	All children know and understand their next steps for learning. 90% of all cohorts have 'green coded' attitudes to learning.	
	Purchase of TT Rockstars to improve pupils maths' fluency skills.	£60	90% of each cohort will be fluent in times tables that are appropriate to their age group.	

Targeted Support				
	Actions	Funding	Intended outcomes	Actual Outcome
<b>Foundation Stage</b>	<p>Embed pre-phonics interventions.</p> <p>Key workers identified for all PP children and objective led planning completed dependent on baseline outcomes.</p> <p>Coffee mornings to target support for parents of PP children with activities that will be completed at home.</p>		<p>FS1 children will be ready to begin Phase 2 of phonics programme.</p> <p>Curriculum is designed to meet the needs of pupils. Individual outcomes are carefully monitored to ensure substantial progress across the key stage.</p> <p>Parents understand the curriculum and can support by completing activities at home leading to good rates of progress for this focus group.</p>	
<b>Year 1</b>	Retention of an additional member of teaching staff to support transition into Year 1 and provide additional interventions for Year 1 pupils.	£26 063	<p>Focus group of children will have progress rates &gt; 6 for writing and maths and a ratio gain o &gt; 1.4 in reading.</p> <p>Reading ages will be age appropriate.</p>	

	Retention of additional 0.5 member of teaching staff to teach 'Achieve in Reading Programme' (Focus on year 1)	£16 000	Targeted children will achieve better than expected progress in reading. (Reading Age ratio gain will be >1.4.). Progress will be sustained after 3 and 6 months of the intervention.	
<b>Year 2</b>	Additional member of staff to provide Intense phonics support.		100% of children to attain the Y2 phonics recheck.	
	Additional member of staff to provide leadership of forest schools in KS1.		Year 1 and Year 2 pupils access Forest Schools to increase level of engagement of boys in particular.	
	Retention of member of staff from Derby City KS1 Nurture Group to establish in - house Nurture provision in school for four afternoons per week.		Pupils referred to NG will show progress in behaviours which enable them to engage in lessons leading to progress which is better than expected (>6 steps)	
<b>KS2 General</b>	Support package from Derby City 'New communities team.'	£850	Improved attendance of children from New communities. Improved communication with parents and children. Progress rates for identified children to be better than expected.	
	Purchase of new reading material to extend the choice of book banded books in KS2	£1000	Reading materials are more age appropriate and assist pupils in making good progress in reading.	

	Counselling sessions for individual pupils with the need of emotional support.	£600	Increase in self- esteem. Greater awareness of emotional literacy.	
<b>Targeted Support</b>				
	<b>Actions</b>	<b>Funding</b>	<b>Intended outcomes</b>	<b>Actual Outcome</b>
<b>Year 3</b>	Focus group - Precision Teaching Input	(Part of Teacher and T.A salary)	Accelerated progress made in reading fluency.	
	Focus group - Maths Intervention including basic skills and pre-teaching.	(Part of Teacher salary)	Focus group achieves > 6 steps progress over the year.	
	Year 3 Study group established to support positive engagement of focus group of boys.	(Part of LM salary)	Improvements in attendance. Improvements in attitudes to learning.	
	Positive Play Intervention		Encourage self-esteem. Improve emotional well-being.	
<b>Year 4</b>	Switch On – Intense 1:1 reading support.		Support will enable children to meet ARE by the end of the year.	
	Positive Play Intervention		Encourage self-esteem. Improve emotional well-being.	
<b>Year 5</b>	Switch On reading intervention		Focus pupils to make better than expected progress (Ration gain > 1.4).	
<b>Year 6</b>	1:1 Targeted support in class for core subjects.	(Part of teacher salary x2)		
	Positive Play Intervention		Encourage self-esteem. Improve emotional well-being.	

	Intervention			
	Mentor Group	(Part of LM Salary)	Focus group of pupils to receive additional 1:1 support in preparation for KS2 SATs.	
	EAL Maths Vocabulary focus group	(Part of EAL Teacher Salary)	EAL pupils understand the mathematical vocabulary to support them in the end of KS2 tests.	
	Subsidised cost of residential visit.	£2500	There are no financial constraints for any pupil wishing to take part in the residential activity.	
	Total Spend = £134,173			