



**St Stephen's Church of England Tockholes
PROPOSED SPEND of PUPIL PREMIUM
2016-17**

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA Virtual School Head accessed via PEP return)
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St Stephen's Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2016-2107.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

*Actual Funds released in September 2016 were **£16,420***

Anticipated figures for each group are as follows:

	Actual September 2016
: DEPRIVATION	14,520
: PREVIOUSLY LOOKED AFTER CHILDREN PP+	1,900

The three key objectives:

1. **Attainment** in literacy and mathematics: to improve the outcomes for FSM children in literacy and mathematics
2. **Language:** to provide early language intervention and support for FSM children in Foundation Stage and Key Stage 1
3. **Engagement:** to improve curriculum engagement and academic achievement for FSM and CIOC children

OBJECTIVE 1

ATTAINMENT: To narrow the gap and improve the outcomes for PP/PP+ -FSM children in phonics, literacy and mathematics through delivery of interventions programmes.

The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP/CIOC funding but who are in need of such programmes will be able to access these throughout the year.

Action:

To re -deploy teaching assistants to provide small group and 1 to 1 intervention for children in receipt of PP-FSM who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in literacy and mathematics in the following year groups:

15/16 data	Number of FSM/PP pupils	Number of FSM/PP who have SEN	Number of Other Pupils	Number of SEN Other Pupils	FSM/PP Pupils	Other Pupils	Gap
EYFS	1	Under investigation	6		0% GLD	83%	-83%
Year 1	1	0	0	0	100% attained phonic standard	n/a	n/a
Year 2	2	1	8	3	At Age related expectations FSM/PP Pupils	Other Pupils	Gap
					Reading 50%	Reading 62.5%	-12.5%
					Writing 50%	Writing 25%	+25%
					Maths 50%	Maths 62.5%	-12.5%
					Reading Writing and Maths 50%	Reading Writing and Maths 25%	+25%
Year 3	1	1	5	1	At Age related expectations FSM/PP Pupils	Other Pupils	Gap
					Reading 67%	Reading 33%	+34%
					Writing 33%	Writing 33%	0
					Maths 67%	Maths 67%	0
					Reading Writing and Maths 33%	Reading Writing and Maths 0%	+33%
Year 4	1	0	5	2	At Age related expectations FSM/PP Pupils	Other Pupils	Gap
					Reading 100%	Reading 60%	+40%
					Writing 0%	Writing 60%	-60%
					Maths 0%	Maths 60%	-60%
					Reading Writing and Maths 0%	Reading Writing and Maths 60%	-60%

Year 5	4	1	3	1	At Age related expectations FSM/PP Pupils	Other Pupils	Gap
					Reading 50%	Reading 80%	-30%
					Writing 50%	Writing 60%	-10%
					Maths 50%	Maths 80%	-30%
					Reading Writing and Maths 50 %	Reading Writing and Maths 60%	
Year 6	3	0	2	1	At Age related expectations FSM/PP Pupils	Other Pupils	Gap
					Reading 100%	Reading 50%	+50%
					Writing 100%	Writing 50%	+50%
					Maths 100%	Maths 50%	+50%
					Reading Writing and Maths 100%	Reading Writing and Maths 50%	+50%

Rationale:

Sutton document 'One-to-one tutoring +5 months moderate impact'

'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve a Level 4 at KS2 and make two levels of progress than those who did not receive tuition. (Secondary ready with a scaled score of at least 100 and making at least expected progress)

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP

Success Criteria:

A reduction of the attainment gap of FSM and non FSM children in all years from September 2016 to July 2017 in reading, writing and mathematics

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2016	Executive Headteacher Classteachers Gill Ross SENCO	<ul style="list-style-type: none"> Tracking and monitor data of FSM children Entry and exit data analysed for all intervention programmes Increased targeted support from Teaching Assistants for phonics, reading and mathematics Focused 'Narrowing the Gap' support – including Phonics, Reading recovery Read Write Inc, Better Reading, Numbers Count 1st Class @ Number, Pre-teaching Vocabulary, talk for number, inference, maths and literacy booster Additional support in literacy and mathematics booster for children currently working below age related (at risk of falling below 100 on the scaled scores) 	£8,000

OBJECTIVE 2

LANGUAGE/ORACY:

To provide early language intervention and support for PP-FSM children in Foundation Stage and Key Stage 1

To provide oracy support in key stage 2 through specific intervention programmes and oracy projects

The programmes will benefit **all children** as most are delivered in small groups. Children not eligible for PP funding but who are in need of such programmes will be able to access these throughout the year.

Action: Access to a specialist Teaching Assistant

Rationale:

Primary National Curriculum: Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.

Success Criteria:

Language acquisition of PP children in line with year group national standards

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2016	Executive Headteacher Classteachers Gill Ross SENCO	<ul style="list-style-type: none">Track and monitor data on early language via BPVSUse of entry and exit dataFocused 'Narrowing the Gap' support – including Pre-teaching, talk for number, inference	£4,020

OBJECTIVE 3

ENGAGEMENT: To improve curriculum engagement and academic achievement for FSM and CIOC children

The programmes will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom behavioural, emotional or social needs present a barrier to learning.

Action 1:

Implement an academic subsidy to enable FSM students to fully access the curriculum and reduce the attainment gap

To identify and provide appropriate support for children with barriers to cognition and learning related to delayed behavioural, emotional and social development

Rationale:

Sutton document: 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment'

Success Criteria:

The attainment gap between FSM and non FSM reduces. FSM children make at least expected progress in line with expectations .

Dates	Person/s responsible	Monitoring and Evaluation	Costs
From September 2016	Executive Headteacher Classteachers Gill Ross SENCO Gill Boyes Family and child support worker	Children with delayed behavioural, emotional and social development identified and appropriate provision and support sourced through utilisation for Child and Family support worker. Progress of students provided with support to be monitored to ensure value for money <ul style="list-style-type: none">• Data – literacy and mathematics• Attendance figures• Punctuality data	Nil-sourced from The Redeemer School

Action 2

Rationale:

- PEP reports for current looked after children or children in care must show how the Pupil Premium has been spent of supporting the individual children in public care -(Margaret Prescott CIOC Teacher Gill Boyes Child and Family support worker)

Success Criteria:

CIOC make academic and social progress in line with peers

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2016	Executive Headteacher Classteachers Gill Ross SENCO	Progress of children to be monitored to ensure value for money. <ul style="list-style-type: none">• CFW and SBM to identify spend in academic terms for any monies specifically requested for.• CIOC Evaluation of spend via half termly PEP report.	£1900

Action 3:
 To provide PP-FSM children with a free breakfast for children particularly those
 1. not meeting year group national standards or
 2. for whom attendance are a cause for concern or who are falling under 95 % (currently 3 children)
 The breakfast club and targeted intervention will benefit **all children** as the Family and Child Support worker will be able to work with **all children** for whom attendance is a barrier to learning.

Rationale:
 To provide PP children with free membership to breakfast club, giving them opportunities to develop social skills and self esteem
 To improve attendance and punctuality

Success Criteria:
 To provide PP children with a free breakfast for children

- not meeting year group national standards
- attendance is causing concern

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2016	Executive Headteacher Classteachers Gill Ross SENCO	Monitor data/attendance/punctuality to devise list for targeted breakfast club attendance Attendance at breakfast club monitored through registration <ul style="list-style-type: none"> • Attainment monitored through tracking systems • Targeted interventions before school after breakfast 	£1,000

Action 4:
 To provide free access to out of school learning opportunities for FSM children
 To provide subsidies for educational visits

Rationale:
 To provide PP children with opportunities to develop their confidence and self esteem

Success Criteria:
 FSM children achieve in line with non FSM children

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2016	Executive Headteacher Classteachers Gill Ross SENCO	Monitor attendance through out of school learning registers <ul style="list-style-type: none"> • Monitor attendance at Out of school clubs • Monitor attendance at educational visits • Evaluate impact on confidence and self esteem through attendance/ punctuality and behaviour logs 	£1,500