

Thurnham C. E. Infant School

Report On Pupil Premium Funding Expenditure, Use And Impact

All data correct and up to date as at 21.7.16

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1. Overview:

The Government allocates specific, additional funding to the school for children in receipt of Free School Meals (FSM), as historically these disadvantaged children have often achieved less than their peers. Should they no longer be eligible for a FSM, the funding continues to follow the child for six years. These children are known as 'Ever Six Children'. All schools are expected to demonstrate the positive outcomes and impact achieved from having this funding and will be held accountable for them.

At Thurnham C.E. Infant School it is our intention to narrow the disadvantage gap by addressing any inequalities and raising the attainment of those pupils in low-income families. However, against national numbers of pupils in receipt of PP Funding here at Thurnham CE Infant we have fewer children. This small number in groups from year to year can cause apparent swings in the data presented.

We expect to provide this provision through personalised targeted additional support strategies. This will result in every pupil, however financially disadvantaged, being able to improve their levels of attainment and progress. They will also close any attainment gaps relative to school averages; ensure full access to our curriculum; ensure access our extra-curricular provision and provide any other physical resources that may be required such as individual equipment or uniform.

As we tend to have a smaller Pupil Premium cohort than the national average, any barriers to the children's learning (if any barriers at all) tend to be individual to their needs rather than a consistent reason across the small cohort. Some of our Pupil Premium children do have individual learning needs, medical issues or social and emotional needs that we cater for.

2. Report on 2015/16 Pupil Premium Allocation Use:

The Government delegates to us funds related to the number of eligible children on role within in our School.

For the previous financial year 2014/15 the amount given to this school was £13,600

For this year 2015 to 2016, schools received the following Pupil Premium funding for each child registered, under the following categories:

£1,300 per Pupil Premium or Ever 6 FSM pupil

£1,900 per Pupil Premium+ Post looked after child

£ 300 per Pupil Premium Ever 5 Service child

Note:-

- We currently have one service child on the school roll.

- We have one child who is in a long term guardianship (PP+) on the school roll who is also entitled to Pupil Premium.
- Pupil Premium numbers in this school are below the national average and are relatively small. However, for complete transparency, data for these statistically small cohorts by national comparisons within each year group have been displayed.

Population by Year Group:

Year Group	Number of PP pupils involved	% of each year group (90 Rec, 90 Y1 & 90 Y2)	% of whole PP cohort (10 pupils)
Reception	3	3.3%	30%
Year 1	3	3.3%	30%
Year 2	4	4.4%	40%
Whole School	10	3.7%	100%
National Average (2016)	N/A	N/A	N/A

(if 1 Service Pupil Premium (SPP) is included the figure would be 11)

Number of children eligible for any form of Pupil Premium funding at Thurnham CE Infant School

	2014/15	2015/16
Number of children eligible for Pupil Premium funding	11	11
Number of children on school roll	271	270
Percentage of Pupil Premium Children in the school	4%	4%

Total amount of funding received by Thurnham CE Infant School

	2014/15	2015/16
Total amount of Pupil Premium funding received	£13,600	£15,400
Total expenditure	£14,079	£15,645.70

The change in the amount of funding was due to the composition of the different Pupil Premium elements.

Use of Pupil Premium Funding – 2015/16

Objective	Support Provided by	Cost	Impact
To provide targeted intervention and support for PP children in and out of the classroom. Including Sensory Circuits, Academic Support.	Learning Support Assistants SENCo Teaching Assistants	£9,100	This was able to provide support based on a Plan, Do, Review cycle. All children have had their needs identified and teaching has been adapted to meet these. All PP have made at least 6 stages of progress this year.
To ensure that all children have their emotional needs and well-being met through the Thrive nurture and intervention sessions	Trained Thrive Practitioner – Teaching Assistant	£2,333	The children who have been involved in their weekly and daily therapy sessions have all moved through the different development stages. One of our PP premium children has matured emotionally over 3 years this year and is now able to self-regulate and function within the classroom environment. All the children feel secure and understood.
Identified pupils to work with trained class teachers to support learning and help children meet the Expected Standards.	Class Teachers, SENCo	£ 2,100	In Year 1 2 out of the 3 PP children have achieved the Phonics Screen benchmark and made Expected in all aspects of the curriculum. In Year R all 3 of the PP children have made Expected and have a Good Level of Development.
Support in the playground to help our more vulnerable children interact and engage in a positive way with their peers	Learning Support Assistant	£ 972	Playtimes are a little calmer now. Children have a base and an adult to work with. More traditional games are being played and this is giving a greater structure. Situations are diffused before they escalate
To enable children to attend before and after school clubs and school trips.	School Trips Before and after school clubs and activities	£496	This provided increased and wider opportunity to ensure all children were able to attend these. It provided enhance learning within the taught curriculum and beyond. It has developed greater self-confidence, greater independence with better team-working and collaborative skills. More PP children at school clubs.
Special resources to enable pupils to participate in school life without feeling that they are in any way different to others. This includes school uniform, shoes and PE kit. It also includes staff training.	Physical Resources	£325	All children look smart and are proud of their appearance. No child feel that they are in anyway different or that they have to go without.
To ensure that all children have equal access to the Milk scheme that runs in the school.	Cool Milk	£214.70	All PP children have milk every day. They enjoy sharing this with their peers at playtime. They are not discriminated against in any way.
To ensure that we are up to date with the current thinking and that our practice is current.	Training For The Thrive Programme	£105	Using the Thrive approach continues to have a huge impact

- The great majority of this funding is for a Learning Support Assistant who offers booster and interventions to these children and others. The SENCo delivers pastoral interventions and support to all the children. All interventions are planned to meet the needs of each child. They are usually delivered in a 1:1 or small group situation. Each intervention is time -limited and has planned long and short term objectives. The programme interventions are set by the class teacher and discussed with the LSA who delivers it. All of the interventions are measured and the impact assessed each term. Based on a Plan, Do, Review Cycle. Every child has an individual plan and folder showing progress and activities. Within this folder are also photographs of other activities and events that the children have enjoyed. These interventions and children are discussed in detail during our termly Pupil Progress Meetings. Parental views and engagement are also key to this process and so parents are involved as often as possible.
- We have worked to become a Thrive school and implement the Thrive Programme. This has really benefitted some of our Pupil Premium children this year and will continue to do so in the future. The change in their behaviours for learning has been really marked and they are now able to make huge academic achievements. Adults being ‘atuned’ to children’s emotions and reactions has had a positive impact upon all the children in our school. The Approach teaches how to be, and what to

do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Based on neuroscience and attachment research, Thrive training provides a targeted Pastoral intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes.

- The small remaining amount is offered for use to fund any enriching activities provided by the school or others. The funding for enrichment involves paying for before school childcare, paying fees and charges on the behalf of pupils eligible for any chargeable clubs and activities, making them free (e.g. school trips).
- We also offer to use remaining funds for resources and items the children may need in or out of school. Physical Resources is not only particular learning resources that will aid the children's progress but also items such as school uniform and shoes etc.
- We write to all parents of children in receipt of Pupil Premium funding every year to explain how we can and do use the funding and that it can also be accessed to support other activities and the purchase of resources and items that may benefit their child.
- We have also 'signposted' to parents the available benefits for children if they are eligible for this funding and ensured all parents are aware of the criteria to meet for Free School Meals and therefore Pupil Premium funding.
- We received £300 funding for two pupils with parents in the armed forces in 2015/16. These children are included within this offer.

3. Attainment during 2015/16 for the Pupil Premium pupils:

Attainment end of Summer Term – Foundation Stage – End of EYFS

	Emerging %	Expected %	Exceeding %	At least expected	Pupil Premium			At Least Expected
					Emerging	Expected	Exceeding	
Communication and language								
Listening and attention	7	58	36	93		1	2	100%
Understanding	6	61	33	94		2	1	100%
Speaking	6	68	27	94		2	1	100%
Physical development								
Moving and handling	11	66	23	89		2	1	100%
Health and self-care	1	67	32	99		2	1	100%
Personal, social and emotional development								
Self-confidence and self-awareness	6	64	30	94		2	1	100%
Managing feelings and behaviour	8	60	32	92		1	2	100%
Making relationships	3	62	34	97		2	1	100%
Literacy								
Reading	12	59	29	88		2	1	100%
Writing	16	62	22	84		2	1	100%

Mathematics			
Numbers	8	67	26
Shape, space and measures	6	66	29
Understanding the World			
People and communities	3	68	29
The World	4	69	27
Technology	2	81	17
Expressive arts, designing and making			
Exploring using media and materials	2	72	26
Being imaginative	1	62	37

92	1	2	100%	
94	2	1	100%	
97	3	0	100%	
96	2	1	100%	
98	2	1	100%	
98	2	1	100%	
99	3	0	100%	

All three children met Expected in the ELG .

Attainment at the end of Year 1

Phonics Screener

Year Group	Number of PP pupils involved	Number of PP passing screening	% of PP cohort passing screening
Year 1	3	2	67%
Year 2 (Retests)	1	0	0

	Reading			Writing			Maths			
	Emerging	Expected	Exceeding	Below	Emerging	Expected	Exceeding	Emerging	Expected	Exceeding
PP Pupils	1 33%	1 33%	1 33%	0	1 33%	1 33%	1 33%	1 33%	1 33%	1 33%
Other Pupils	5 6%	41 47%	41 47%	1 1%	10 11%	62 71%	13 15%	7 8%	74 85%	6 7%

There are only 3 pupils who are PP in Year 1

Attainment End of Key Stage 1

COMPARATIVE REPORT

			BLW	PKF	WTS	EXS	GDS	Disapplied Children	EXS +
Reading	Boys	School		1 2%	3 7%	17 40%	21 50%	0	38 90%
		National							
	Girls	School			2 4%	25 52%	19 40%	2 4%	44 92%
		National							
	All	School		1 1%	5 5%	42 47%	40 44%	2 2%	82 91%
		National							
	Pupil Premium					3 75%		1 25%	
Writing	Boys	School			7 17%	27 64%	8 19%	0	40 83%
		National							
	Girls	School			3 6%	32 67%	11 23%	2 4%	43 90%

		National								
	All	School			10 11%	59 66%	19 21%	2 2%	78 87%	
		National								
	Pupil Premium					3 75%		1 25%		
Mathematics	Boys	School			2 5%	25 60%	15 36%	0	40 96%	
		National								
	Girls	School	2 4%		3 6%	29 60%	14 29%	2 4%	42 87%	
		National								
	All	School	2 2%		6 7%	53 59%	29 32%	2 2%	83 92%	
		National								
	Pupil Premium					3 75%		1 25%		
Science	Boys	School		-	4 10%	38 90%	-	0	38 90%	
		National								
	Girls	School	2 4%	-	3 6%	43 90%	-	2 4%	43 90%	
		National								
	All	School	2 2%	-	7 8%	81 90%	-	2 2%	81 90%	
		National								
	Pupil Premium					3 75%		1 25%		

Reading, Writing, Maths Combined At Expected:- 78/90 Pupils or 87%

Reading, Writing, Maths Combined Boys At Expected:- 35/43 Pupils or 83%

Reading, Writing, Maths Combined Girls At Expected:- 43/48 Pupils or 90%

BLW – Below standard of pre key stage

PKF – Foundations for the Expected Standard

WTS – Working towards the Expected Standard

EXS - Working at the Expected Standard

GDS – Working at Greater Depth at the Expected Standard

Science is reported as Working at the Expected Standard or Not Working at the Expected Standard

4. Report On Intentions for 2016/17 Pupil Premium Allocation Use:

For the next financial year 2016/17 the Pupil Premium allocation delegated to Thurnham school is estimated at £9,700. Our Pupil Premium number from September will fall to six children from ten so we anticipate a fall in funding from 2016/17. There may be children entering the school who will be eligible but have not yet applied.

We intend to continue with our current approach with the majority of this funding for a Learning Support Assistant who offers booster and general small group work and support to these children and others as well as pastoral support, funding for any enriching activities provided by the school or others and for resources and items the children may need in or out of school. Our SENCO also wishes to carry out a Dyslexia accreditation this financial year which is felt will be greatly beneficial to our Pupil Premium children and also continue to utilise the Thrive programme with the children. We have substantially increased our allocation for enrichment activities as parents are now more aware of this facility and we automatically fund events and activities for the pupils rather than seeking permission from parents as previously. We have also allocated more money for physical resources as there are particular items we feel will be beneficial to the learning of particular individuals and parents are now more aware we can fund items for them. We continue to work very hard to publicise this funding with our parents and encourage them to access it and use it. Indeed this financial year parents have already taken up the offer to fund trips,

provide resources such as uniform and other equipment and fund after school clubs whereas previously many chose not to.

In our 2016/17 School Improvement Plan we will be focussing on a number of areas of particular benefit to the Pupil Premium children. We will be reviewing our provision for them within the development of greater creativity in the new national curriculum, Writing and Maths skills will be a key area of development and we will seek to improve the transition from each year further for Pupil Premium children. As we continue to plan for the new National Curriculum we will be ensuring the revised curriculum we provide is broad, balanced and exciting for all the children and especially any children in this particular category.

21.7.16