

Number of pupils & pupil premium grant (PPG) received

Total number of pupils on role	843 (KS2 only)
Total number of pupils eligible for PPG (2016-17)	142 (16.8%)
Amount PPG received per pupil	1,300
Total amount of PPG received	£213 840 (Financial year 2016/17)

Context

Legislation requires us to provide the following information on the pupil premium, our allocation, how we used the money, and its impact on pupil attainment and progress.

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), Looked After Children (LAC) and Children from Service families and their peers.

Our Vision

At Ocklynge we are determined that all children will achieve the very best that they can in our welcoming, creative, inclusive community.

Aims of spending PPG:

- ✚ We aim to ensure that teaching and learning opportunities meet the needs of all of our pupils.
- ✚ Pupil premium funding is allocated following a needs analysis which identifies priority classes, groups or individuals.
- ✚ Limited funding and resources means that not all children who are eligible for funding will be in receipt of pupil premium interventions at one time. However, all pupils eligible will receive extra support over time in order to boost their attainment and progress
- ✚ We aim is to raise the achievement of our disadvantaged pupils, to narrow the gap in their attainment compared to their peers and to ensure that they have equal opportunities and access to the wide range of curriculum enrichment activities that we offer through our school. Their pastoral care is important to us, in order that they are able to maximise learning in the classroom. All of the following items/projects includes at least 50% PP children.

Principal barriers to achievement for pupils receiving PP funding 2016-17.

- Children receiving PP funding must receive Quality first teaching and support (see No's 1,2,3,4 below)
- The attendance and punctuality of the children receiving PP funding.
- The engagement of the parents of the children receiving PP funding.
- Access of the children receiving PP funding to extra-curricular activities including the Year 6 residential weeks.

Record of PPG spending by item/project and their ongoing impacts to date 2016-17

* targeted children are those identified at Pupil progress meetings

Updated November 2017

Item/Project	Cost	Actions/Objectives	Outcomes <u>2016-17</u>
1. Deployment of specialist AEN teachers in years 3,4, and 5.	£38 000	To work with teachers and heads of year within the nominated year group to narrow gaps in attainment and accelerate the progress of dis-advantaged children; To attend termly year group pupil progress meetings with the nominated senior leader and HOY in order to monitor and maintain high standards of SEN provision and PP children's provision in order to narrow the gaps in attainment and accelerate progress.	They support the inclusion manager and Heads of year to improve outcomes for targeted PP children (including SEND, EAL too) The progress of disadvantaged children in each year group compared to non-disadvantaged: Year 3 Writing 0.3 steps more progress. Maths 0.1 step more progress. Year 4 No improvement Year 5 Reading 0.1 steps more progress Maths 0.1 steps more progress. Year 6 Reading children were in line. Maths 0.9 steps more progress
2. To support pupils in reaching their full potential in Reading, Writing and maths through small group work designed by teachers and implemented by support staff.	£91 890 £13 173 (T) £6000 (TAs)	Support staff deployment, Intervention programs (booster groups, SPAG support, within class TA support for PP, Read, write inc) Small group booster tuition during the school day for targeted children (in danger of falling behind). These children are those currently in years 5 and 6, targeting those children with the greatest gap.*	Read, write inc has made an impact on the reading of disadvantaged pupils. The % of disadvantaged children reaching ARE rose from 57% to 58%
3. Specialist teachers to deliver QFT to more able children in maths in all year groups	£13620	Target more able PP children in maths in all year groups to make accelerated progress and higher levels of attainment	Disadvantaged children have made the following steps more progress than their disadvantaged peers in maths: Year 3: 0.1 steps progress Year 4: -0.2 steps progress Year 5: 0.1 steps progress Year 6: 0.9 steps progress

<p>5. To improve the attendance (those who fall below 90%) and punctuality of PP children</p>	<p>£0</p>	<p>Meeting with parents and carers to explore means by which families can be supported to improve children's punctuality and attendance.</p>	<p>PP children's attendance compared to non PP attendance is 2 % higher than non-pp in Year 3, In year 4 PP attendance was 1.1% lower than non-PP, Year 5 PP attendance 1.6% lower than non-PP, Year 6 was 1.8% lower than non-PP Year 3 was particularly targeted and therefore there has been improvement. In 2015 – 2016 Yr 3 – PP children had 94.% attendance October 2017 Yr 3 – PP children had 95% attendance In 2015-2016 Yr4 – PP children had 94% attendance October 2017 Yr 4 – PP children had 95% attendance In 2015-2016 Yr 5 – PP children had 94% attendance October 2017 Yr 5 – PP children had 97% attendance In 2015-2016 Yr 6 – PP children had 94% attendance October 2017 Yr 6 – PP children had 95% attendance</p>
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	£9775	Deploy and staff the school minibus to collect children each morning in order to improve the attendance of PP children to 96%+ by the end of 2015-2016	All children using the minibus get to school are here on time 100% of the time.
6. To support the emotional and behavioral development of PP children (and others) so they are ready to learn.	£4260 £3050	Staff run the 'Haven' nurture facility for a targeted group of children in order that these children develop more secure social and emotional skills and so make accelerated progress. Proportional contribution to two behaviour and learning mentors across the school. Training and development of 2 THRIVE practitioners.	Staffing impacted through reduction of behavior incidents at breaktimes, and the prevention of extreme behaviours. Number of TOs in Year 4 reduced from 67 to 31, in Year 5 from 55 to 41 and in year 6 from 89 to 81 in one term. 2 teachers trained as THRIVE practitioners. Impact has been made on a selected group of identified children who have started THRIVE sessions – working with 11 PP children
7. Plan and introduce a detailed CPD program for support staff to improve skill levels and development specialist provision.	£7286	A program of 5 training sessions to be organized for support staff to upskill them in EFF highly effective strategies in improving the effectiveness of their teaching. The session will be organized into terms 1, 3 and 5.	CPD plan introduced in T1 2016-17. TAs invited to all teaching staff training that took place. TAs also specifically trained in Read, Write inc, behaviour management and use of concrete apparatus in maths. Proportion of quality first teaching rose from 45% to 65% good or better as judged by OFSTED and internal monitoring.
8. To help children to develop cooperation and team work and leadership skills and a sense of belonging, including support for PP children attending the 4D experience	£6659	To ensure that all pupils have equal opportunities and access to a wide range of curriculum enrichment activities that we offer across the school. To raise their self-esteem, confidence and enjoyment of learning new and different skills. Train primarily PP children to be peer mediators and volunteer play leaders.	Funding for specific Y6 children attended the week long residential trip. Boosting confidence, social skills and interpersonal skills for those attending (parental feedback) Peer mediators and volunteer play leaders set up, PP children more confident in their social skills and fulfil these roles effectively.

<p>9. To Improve children's ability to perform cognitive tasks more effectively through teaching strategies relating to meta-cognition and self-regulation (EEF strategies)</p>	<p>£3500</p>	<p>PP children in all year groups to focus on developing meta-cognition and self-regulation skills in line with the EEF research findings. Teachers and support staff employed to use questioning and learning to learn strategies with targeted children*</p>	<p>As part of a whole school strategy to deliver quality first teaching, training has been started for teachers and TAs (see no 7) in the most effective strategies for accelerating pupils progress (EEF research) Proportion of quality first teaching rose from 45% to 65% good or better as judged by OFSTED and internal monitoring</p>
<p>10. To introduce and launch the THRIVE curriculum, training, development of a room, resources</p>	<p>£3050 £1500</p>	<p>Training for 2 THRIVE practitioners see number 6. Designate a room for THRIVE work, adapt, equip and resource this space.</p>	<p>See no 6. THRIVE room set up and being used for therapy sessions (see no 6) Room is also used as part of behaviour management</p>
<p>11. Appointment of a full time parent support advisor to support PP families and others</p>	<p>£11494</p>	<p>PSA targets PP children and families and supports in attendance and access to services issues. The PSA will also play a very important role in engaging PP parents with the school in improving academic outcomes for</p>	<p>This PSA has been appointed and is currently working with 25 families (17 children receiving PP funding), providing social and domestic support for</p>

		PP children. The PSA to also support behavior issues around PP children through coaching of INAs who work with PP children who also have SEN.	these families, housing advice/support, assistance with benefit applications, attendance, transport and others aspects as required.
12. Release time for PP champion to lead staff training (to cover staff release)	£1200 (2 days per yr gp)	PP champion to train selected teachers and AEN teachers in the monitoring of PP interventions, preparing reports and data analysis for Pupil progress meetings and meetings with parents.	PP champion supports the inclusion manager and Heads of year to improve outcomes for targeted PP children (including SEND, EAL too) C/f progress seen in No. 1 and No. 2.

Data relating to the % of PP children reaching the expected standard

As taken from end of year Target tracker analysis.	2016-2017			
	% of PP children reaching the expected standard or above			
	Year 3	Year 4	Year 5	Year 6
Reading	58%	53%	41%	41%
Writing	51%	47%	31%	44%
Maths	56%	43%	36%	44%