



NOTLEY GREEN PRIMARY SCHOOL

PUPIL PREMIUM REPORT FOR THE ACADEMIC YEAR 2015 / 2016

What is it?

The Pupil Premium is funding allocated to children from low-income and service families who are currently known to be eligible for Free School Meals in both mainstream and non-mainstream settings; and children who have been looked after (e.g. in foster care) continuously for more than six months. The purpose of the Pupil Premium is to help support those students from low income families to ensure that they make progress at an equal rate to their peers. Such funding can also be used to give access to extracurricular provision and educational visits.

'Ever 6'

Children who have received Free School Meals at any time over the last 6 years are also eligible for Pupil Premium Funding.

Is my child entitled to Free School Meals?

For your child to be eligible, you must currently be in receipt of one of the following:

- Child Tax Credit, with an annual taxable income of less than £16,190 (provided you are not also entitled to Working Tax Credit)
- Income Support or Income-based Jobseeker's Allowance
- Income-related Employment and Support Allowance
- Support under Part V1 of the Immigration and Asylum Act 1999
- The Guarantee element of State Pension Credit

The relevant forms to apply for Free School Meals for your child (ren) can be found at:

<http://www.essex.gov.uk/Education-Schools/Schools/Pupil-Parent-Support/Pages/Healthy-Living-School-Meals.aspx>

How much Pupil Premium Funding will the school receive this academic year?

'It is for the schools to decide how the Pupil Premium allocated to schools per Free School Meal (*FSM) pupil is spent, since they are in the best place to assess what additional provision should be made for the individual pupils within their responsibility'. (DfE website)

The school is expecting to receive £1320 per eligible child from April 2015 – April 2016. There is additional funding if children are adopted, in care or are children of service families.

Therefore the allocated Pupil Premium Funding is £118,040 which is based on 87 children. In addition the sum of £44,000 has been carried forward from the previous year, giving us a total of £162,040 for the year 2015/6.

Planned Spending for the 2015 / 2016 of the Pupil Premium Grant and the expected impact is as follows:

<i>Project / Activity</i>	<i>Amount</i>	<i>Expected Impact</i>	<i>Actual impact (to be advised at the end of the academic year)</i>
Well-being support <ul style="list-style-type: none"> • Pastoral Care Manager – counselling, behaviour support, family liaison, attendance / punctuality • Social groups • Learning mentor – social support, learning support, play therapy • Pet Assisted Wellbeing • Therapy rooms 	60,000	Pupils learn how to self-manage their learning behaviour Pupils gain life skills Pupils have strategies to manage their feelings	The PCM and LM continue to work closely with the children on their behaviour and emotional issues. Once children are more secure in themselves, then they are able to concentrate on learning. The school uses restorative justice and children are encouraged to work through their issues with support from staff. We also have three rights which the children adhere to. We have been able to introduce Pets as Wellbeing this year and this has had a positive impact on the emotional well-being of the children. The programme is designed to support children with social problems: it can increase communication and self-confidence or encourage decision making, and also supports cognitive problems: memory, concentration and attention. There have been three opportunities for children to be enrolled on this programme and staff have worked closely with parents and children. Each child, on enrolment of the programme has to decide on three personal targets that they wish to work on. At the end of each session and programme, the facilitator and LM meet with the children to discuss the impact the programme has had on achieving their goals. One example: Children’s own targets: 1 - To be able to listen carefully <i>Impact: xx stated that he is listening more at school and this area has improved through practice.</i> 2 - To be able to follow instructions <i>Impact: xx stated that he follows instructions better as he listens more.</i> 3 - To feel brave enough to put my hand up in class <i>Impact: xx stated that he does put his hand up more in class however he sometimes becomes a little muddled with the answers.</i> Facilitator’s comments: <i>The outcome measure has demonstrated that xx feels he has improved within his</i>

<i>Project / Activity</i>	<i>Amount</i>	<i>Expected Impact</i>	<i>Actual impact (to be advised at the end of the academic year)</i>
			<p><i>psychological and emotional health and cognition, which have all increased from good to very good. xx also states that his overall health and well-being has increased from good to very good.</i></p> <p>In the meetings with parents, they commented that the PAW sessions had made a positive difference to their children. This shows that the programme has had a positive impact on the way children have developed strategies to manage their feelings and gained life skills.</p> <p>A therapy room is now in place and it is used well during the day for sessions run by the LM, which include play therapy. It is also used by a school counsellor and drama therapist.</p> <p>The LM and counsellor have worked successfully with a number of children within school, helping them to come to terms with their difficulties and work out ways of overcoming them. The LM has also worked closely with a number of children over the year and has seen an improvement in their ability to manage their learning behaviour. Use of the Kagan Structures and the MITA programme have also focused the children to become more independent learners and they have begun to have the 'I can do this' attitude as opposed to 'I don't need to listen because an adult will tell me what to do'.</p>
<p>Targeted support</p> <ul style="list-style-type: none"> • Tailoring each intervention to suit each child • Matching skills of staff to needs • Speech and language • Use of high quality IT hardware and software 	46,000	<p>Accelerated progress in reading</p> <p>Accelerated progress in writing</p> <p>Accelerated progress in maths</p> <p>Quick recall of times table facts</p> <p>Increased understanding</p>	<p>Staff identified the needs and barriers to learning for children in receipt of the Pupil Premium grant and identified interventions that have supported them in their learning. Targeted support was put in place for these children which has included research based intervention programmes, GAP assembly learning times where children complete focused activities, overlearning or pre-teaching, biscuit club (after school club for Y2 focusing on English and Maths) and booster groups for Year 6 children.</p> <p>Year 6 <i>Progress – average expected steps is 6 steps progress</i></p> <ul style="list-style-type: none"> • Progress in reading: 6.4 steps • Progress in writing: 8.1 steps • Progress in maths: 5.5 steps • Progress in reading, writing and maths: 6.6 steps

<i>Project / Activity</i>	<i>Amount</i>	<i>Expected Impact</i>	<i>Actual impact (to be advised at the end of the academic year)</i>																																								
		of vocabulary in maths and application in writing	<p><i>Attainment</i></p> <table border="1"> <thead> <tr> <th></th> <th>PPG – age appropriate</th> <th>Non PP – age appropriate</th> <th>Non PP + Non SEN – age appropriate</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>38.5%</td> <td>76.7%</td> <td>50.0%</td> </tr> <tr> <td>Writing</td> <td>46.2%</td> <td>79.1%</td> <td>75.0%</td> </tr> <tr> <td>Maths</td> <td>46.2%</td> <td>69.8%</td> <td>75.0%</td> </tr> <tr> <td>Combined RWM</td> <td>30.8%</td> <td>58.1%</td> <td>50.0%</td> </tr> </tbody> </table> <p>Year 2 <i>Progress – average expected steps is 6 steps progress</i></p> <ul style="list-style-type: none"> • Progress in reading: 6.6 steps • Progress in writing: 6.3 steps • Progress in maths: 6.1 steps • Progress in reading, writing and maths: 6.3 steps <p><i>Attainment</i></p> <table border="1"> <thead> <tr> <th></th> <th>PPG – age appropriate</th> <th>Non PP – age appropriate</th> <th>Non PP + Non SEN – age appropriate</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>69.2%</td> <td>85.1%</td> <td>90.0%</td> </tr> <tr> <td>Writing</td> <td>53.8%</td> <td>72.3%</td> <td>70.0%</td> </tr> <tr> <td>Maths</td> <td>76.9%</td> <td>74.5%</td> <td>90.0%</td> </tr> <tr> <td>Combined RWM</td> <td>53.8%</td> <td>68.1%</td> <td>70.0%</td> </tr> </tbody> </table> <p>Speech and language continues to be low on entrance into school and children continue to be supported using a range of materials. In recent assessments 80% of children on the programme are now working at age appropriate levels for their speech and language – some children making 2 years progress.</p>		PPG – age appropriate	Non PP – age appropriate	Non PP + Non SEN – age appropriate	Reading	38.5%	76.7%	50.0%	Writing	46.2%	79.1%	75.0%	Maths	46.2%	69.8%	75.0%	Combined RWM	30.8%	58.1%	50.0%		PPG – age appropriate	Non PP – age appropriate	Non PP + Non SEN – age appropriate	Reading	69.2%	85.1%	90.0%	Writing	53.8%	72.3%	70.0%	Maths	76.9%	74.5%	90.0%	Combined RWM	53.8%	68.1%	70.0%
	PPG – age appropriate	Non PP – age appropriate	Non PP + Non SEN – age appropriate																																								
Reading	38.5%	76.7%	50.0%																																								
Writing	46.2%	79.1%	75.0%																																								
Maths	46.2%	69.8%	75.0%																																								
Combined RWM	30.8%	58.1%	50.0%																																								
	PPG – age appropriate	Non PP – age appropriate	Non PP + Non SEN – age appropriate																																								
Reading	69.2%	85.1%	90.0%																																								
Writing	53.8%	72.3%	70.0%																																								
Maths	76.9%	74.5%	90.0%																																								
Combined RWM	53.8%	68.1%	70.0%																																								
<p>Enriching the curriculum</p> <ul style="list-style-type: none"> • Free places given to after school 	20,000	Pupils have a rich bank of experiences to support ideas for writing	<p>School clubs are running and children in receipt of PPG were offered ‘free places’ to encourage participation.</p> <p>Autumn Term, 20% of the club participants were children in receipt of PP (24 out of 122). Spring term, 18% of the club participants were children in receipt of</p>																																								

<i>Project / Activity</i>	<i>Amount</i>	<i>Expected Impact</i>	<i>Actual impact (to be advised at the end of the academic year)</i>
<p>enrichment clubs</p> <ul style="list-style-type: none"> • Funding for educational visits • Visiting artist / educationalist for HA PP children 		<p>Pupils are able to develop interests and talents outside of the school curriculum</p> <p>Pupils experience high quality teaching in a wide range of subjects</p> <p>Pupils have access to good quality books</p> <p>Pupils develop communication skills and confidence as speakers</p>	<p>PP (18 out of 100). Summer term, 14% of the club participants were children in receipt of PP (26 out of 183). Children also participated in Stagekey drama group in the Autumn Term (5 out of the 8 children invited took up their offered place at Stagekey), Music lessons (11% in the Autumn Term (2 out of 18); 17% in the Spring Term (3 out of 18); 10% in the Summer Term (2 out of 20) and French club in the Spring and Summer Terms (42% take up of offered places).</p> <p>Children were invited to attend appropriate enrichment clubs if it was felt that they would benefit from the opportunities given.</p> <p>The children continued to be funded for educational visits and this has allowed them to participate fully in the learning that took place after the visits.</p> <p>A storyteller was funded via PP and all children took part in workshops. These have helped to improve the quality of the children's writing. In the Summer term a group of Y3 and Y4 children took part in an 'across schools' maths class for children in receipt of PPG to increase their confidence in problem solving in maths.</p>
<p>Staff Training</p> <ul style="list-style-type: none"> • Regular training for Support Staff • Regular staff training • Courses attended by Senior Leadership Team re pupil premium • Behaviour for learning – resilience / independence • Steps training 	16,000	<p>Staff understand barriers to learning and how to adapt strategies to support individual needs</p> <p>Funding is used effectively and is shown to have an impact</p>	<p>Staff have attended a range of high quality training over the year, to increase their understanding of how to overcome barriers to learning and to promote quality first teaching which all children have a right to receive.</p> <p>This training has enabled children to become more independent learners and build up strategies to support themselves when they get 'stuck'. This has meant that they have built up resilience and the ability to have a growth mindset.</p> <p>Staff have been introduced to the NASEN online training which support staff in identifying barriers within their classes and ways to overcome these. The programme will be continued throughout 2016.2017.</p>

<i>Project / Activity</i>	<i>Amount</i>	<i>Expected Impact</i>	<i>Actual impact (to be advised at the end of the academic year)</i>
Extending School Support <ul style="list-style-type: none"> • Subsidized Year 6 school journey • Subsidized music support • Free 'Early Bird Learning Club' places • Free membership to Children's University 	17,000	Pupils are healthy, are able to make good choices and understand the importance of maintaining health Pupils are introduced to new experiences and feel enabled to pursue them	Children were subsidized for the extended Y6 journey and continue to have music lessons subsidized. The Early Bird Club is now up and running and is attended regularly by between 20 and 25 children on a daily basis. All of the children who are in receipt of pupil premium were invited to attend. Not only has the club enabled the children to have a nutritious breakfast they have increased their English and Maths skills via appropriate games and reading activities and have developed social communication and understanding. This has really benefitted some of our children who have had such difficulties. We now have 63 members of the children university with 4 of these members in receipt of PPG (6%). All children in receipt of PPG have access to become members of the university and out of those who do participate, one child has achieved her gold award (100 hours of extra curriculum learning) and two have achieved their bronze award (30 hours of extra curricula learning)
Parental Engagement <ul style="list-style-type: none"> • Parent workshops including reading and maths / internet safety - crèche provided • Free admission to FONGS events • Tapestry for Year 1 	3,040	Parents are able to support their children at school Positive relationships are built and fostered within the school community	Flying start parent workshops were held in the Autumn term which were successful and well attended. Additional parent workshops are in the planning stage ready for 2016.2017 Workshops about stranger danger in the 21 st Century were held in the Spring and Summer Terms and were very informative and supportive to parents. At the open morning in the Spring term, 61% of children in receipt of PPG had a parent attend. Tapestry for Year 1 was not activated
Total available funding: £118,040 + £44,000	162,040		

Results from May 2015

[Data taken from RaiseOnline 2015]

Percentage of pupils attaining or surpassing Level 4 and Level 5 in 2014 - 2015 in Key Stage 2 for Mathematics, Reading, Writing (TA) and English Grammar Punctuation and Spelling

The cohort was 61 children with 25 (41%) children on the Pupil Premium (PP) register. We had no Children in Care 2014 – 2015. Three of the children on the PP register were on the SEN register at SEN support and two children had a Statement of Educational Need. One of these is now at a special school for his secondary provision and the other was funded under the medical category.

Mathematics, Reading and Writing (TA)

68% (17 chn) of children eligible for PP attained L4 or higher in **Mathematics, Reading (4B+) and Writing TA (4+)**.

4% (1 ch) of children eligible for PP attained L5 or higher in **Mathematics, Reading and Writing TA**.

Reading

84% (21 chn) of children eligible for PP attained L4 or higher in **Reading**.

36% (9 chn) of children eligible for PP attained L5 in **Reading**.

The group of children achieving L4 is 8% lower than their non PP counterparts, and for those attaining L5, they are 43% lower than their counterparts.

ACTION: *Support continues to be tailored to these children to increase their progression over the key stage. The highly able children will be challenged appropriately and booster groups will be available, including an Early Bird Learning Club.*

Writing (TA).

84% (21 chn) of children eligible for PP attained L4 or higher in **Writing (TA)**.

12% (3 chn) of children eligible for PP attained L5 in **Writing (TA)**.

The group of children achieving L4 is 10% lower than their non PP counterparts and for those attaining L5, they are 44% lower than their counterparts.

ACTION: *Targeted children will be working in small groups to support their writing skills, focusing on composition and sentence structure.*

English Grammar Punctuation and Spelling

64% (16 chn) of children eligible for PP attained L4 or higher in **English Grammar Punctuation and Spelling**.

24% (6 chn) of children eligible for PP attained L5 in **English Grammar Punctuation and Spelling**.

The group of children achieving L4 is 14% lower than their non PP counterparts and for those attaining L5, they are 32% lower than their counterparts.

***ACTION:** English Grammar, Punctuation and Spelling training will be undertaken in the coming year to ensure high quality first teaching to support the learning of all groups. A new spelling resource will be purchased to ensure continuity of learning.*

Mathematics

84% (21 chn) of children eligible for PP attained L4 or higher in **Mathematics**.

32% (8 chn) of children eligible for PP attained L5 in **Mathematics**.

The group of children achieving L4 is 14% lower than their non PP counterparts and for those attaining L5, they are 21% lower than their counterparts.

***ACTION:** targeted children will be working in small groups to improve their maths skills and be challenged appropriately to their needs.*

Percentage of pupils who have improved by 2 or more levels in reading, writing and maths between key stage 1 and key stage 2

Reading

92% (22 chn) made at least expected progress in Key Stage 2. This is compared with 94% of their counterparts

Writing

100% (24 chn) made at least expected progress in Key Stage 2. This is compared with 100% of their counterparts

Mathematics

96% (23 chn) made at least expected progress in Key Stage 2. This is compared with 100% of their counterparts

Attendance

Attendance figures for the most recent full academic year (2014 – 2015) show that attendance by those children eligible for **Pupil Premium** is 94.21%.