



Pupil Premium Spending Statement for 2016/17

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between pupils in specific groups. Pupil Premium Funding is therefore used to tackle disadvantage in order to reach the pupils who need it most.

Schools are funded Pupil Premium @ £1320 per pupil for

- all pupils who are eligible for free school meals (FSM).
- all pupils who have been eligible for free school meals (FSM) at any point during the last 6 years.

Schools are funded a further £300 per pupil for

- all EYFS pupils who are eligible for the funding

Schools are funded a further £300 per pupil for

- all pupils who have parent/carers in the armed services
- Schools are funded a further £1900 per pupil for
- all pupils who have been looked after continuously for more than six months by someone other than their immediate family.

The government awards the funding to help raise attainment for these pupils. National data shows that as a group nationally, pupils who have been eligible for FSM's at any point in time have consistently lower educational attainment than those who have never been eligible for FSM's.

Children eligible for free school meals 2016/17:

Year	Number of children in the year group	Number of children who are PP	Percentage of children that are PP
Nursery	33	15	45%
Reception	23	9	39%
Year 1	33	12	36%
Year 2	32	15	47%
Year 3	29	12	41%
Year 4	45	25	56%
Year 5	35	17	49%
Year 6	30	17	57%
Total	260	122	46%

All schools are required to publish, on their websites, what the funding they have received and how the money is being spent. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

At Victoria we are making provision for socially disadvantaged pupils, however we also recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged will be registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support pupils or groups of pupils the school has identified as being socially disadvantaged.

Our Pupil Premium allocation for 2016/17 is £148,140

Our planned expenditure for 2016/17 is as following:- In some cases, the money stated represents a percentage of a larger budget, being the proportion of that budget that covers Pupil Premium Children.

Pupil premium used for:	Amount allocated to intervention/action?	Is this a new or continued activity or cost?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
Improving the quality of teaching and learning (training)	£2055	Continuous	Continuing Professional Development in response to new initiatives and triangulation meetings in summer 2016 - <ul style="list-style-type: none"> - Marking and feedback - Building on prior learning - Effective questioning - Developing positive learning attitudes. - Self & peer assessment - Assessing without levels - NPQSL - Jane Reed 	To use the National best practice to inform staff CPD, remove barriers to learning and lead to more outstanding T&L For all teaching and learning to be at least good. For staff to secure at least 'good' lesson observation, triangulated with progress and work scrutinies To develop a positive learning attitude in the children through the use of the learning pit.	Spring/Summer term lesson observations, pupil progress data and outcomes from work scrutiny. End of year triangulation meetings	
Additional classroom support	£55603	Continuous	Targeted intervention groups/programmes delivered by trained support staff removing barriers for learning and guarantee accelerated progress.	For identified target children to reach targets and age related expectations, making accelerated progress	Monitored by <ul style="list-style-type: none"> - class teacher on a weekly basis. - discussions during phased meeting - termly progress meetings. Reported to Governors	
Phonics/reading intervention	£500	Continuous	Targeted intervention supporting reading and phonics. To work with small intervention groups to provide intensive phonic skills sessions	To raise the progress and attainment of pupil premium learners within reading and writing so the gap to non-pupil premium pupils shows improvement across school	Monitored by half termly pupil progress meeting with MH Fortnightly Phase meetings	
Intensive T&L support for targeted year	£69,060	Continuous.	To provide additional support to identified year	For target children to meet individual targets set	Monitored by <ul style="list-style-type: none"> - class teacher on a weekly 	

groups/cohorts	Estimate: Based upon a mapped spend of 23,020 for Term 1		groups where target groups of children have been identified from tracking assessment data. Deployment and target children discussed with class teachers at phase meetings and pupil progress meetings.	for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	basis. - discussions during phased meeting -termly progress meetings. Reported to Governors	
Role of pastoral & intervention manager	£8,678	Continuous	A specialist professional is employed, to meet the needs of our most vulnerable children in school & engage with their families to support outcomes for learning. To work with and support vulnerable families at CAF, TAC and CIN level and engage in early intervention work liaising with inclusion manager and other external agencies. To provide enrichment and nurture provision for individuals to remove the barriers to learning.	For identified target pupils to work towards removing barriers to learning. Reports to EHT & HOS	Impact evidenced through caseload evaluations provided by professional to show significant improvements in attitudes towards learning, triangulated with attainment and progress in school.	
Attendance support SIMMS EWO Attendance Officer	SIMMS £1097 EWO/Attendance £317	Continuous	Employment of an attendance support staff member and additional EWO, who monitors attendance and supports parents to enable them to get their children to school every day.	Improved attendance - achieving at least National Average. Targeted parents signposted to additional agencies (school nurse). To work towards removing barriers to learning. Targeted pupils closely monitored and liaison with parents informing of attendance.	Monitored by NC and Office support staff every week. Impact evidenced through reports Termly report to governors.	
Behaviour and safety CPOMs	£895	Continuous	Continuous provision of CPOMS system in school enhancing the record keeping of any behavioural	More efficient system for the monitoring of safeguarding and behaviour issues, enabling	Monitored by SLT Impact evidenced through reports.	

			or safeguarding concerns.	allocated staff to ensure a clear overview across the whole school.	Pupil interviews Drop in lesson observations by DS Report to Governors.	
Enrichment experience After school provision Theatre Residential		Sept 2015	All pupils accessing after school provision linked to their interests. All pupils experience the enrichment of a pantomime either at the theatre or in school at no cost to the family. Children have the opportunity to have first-hand experience of drama promoting good speaking and listening skills. Year 6 did a residential trip to an adventure centre every year. We heavily subsidise this.	For pupils to achieve intended outcomes through enrichment activities promoting excellent speaking and listening skills. Fewer behaviour incidents recorded and consistent offenders. Improved attendance. Pupils make accelerated progress in reading, writing and maths.	Monitored by HOS termly. Impact and evaluation meetings Pupil interviews. Report to Governors.	
ICT enhancement	£9210 (Full-provision £19596)	Sept 2015	Curriculum resources to promote more skills based learning. Covers the lease of: • Laptops for learning • Clevertouch screens	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews. Improved attainment in all core subjects	Monitored by termly pupil progress meetings against objectives and report impact to Governors.	
External consult support	£1550	New in 2015/16	External CPD support for SLMT and whole school staff from - Jenny Deans -Maggie Bloat	For identified staff to receive additional support to challenge and extend their own professional development and understanding enhancing the leadership in the	Monitored termly through SLMT meetings and contact visits with consultants.	

				school.		
Enhanced literacy, numeracy and ICT resources	Active Learn Licence: £1175	New in 2015/16	Curriculum resources to promote more skills based learning. Reading resources - Book Club £10,000 Numeracy abacus £3,000 Phonics bug club - specifically PP	For target children to meet individual targets set for reading/writing /maths as identified during Pupil progress meeting during phase and in performance management reviews.	Monitored termly Pupil progress meetings and work scrutiny.	
	£148140					

This spending, along with a review of the impacts so far, is planned for January 2017. At that stage the impact of ongoing provisions will be reviewed and analysed. A new Pupil Premium provision map will be drawn up and changes to planned spending will be made as appropriate.

How Funding was used for 2015 - 2016

Aims and objectives

Foundation Stage

- To improve all areas of the EYFS curriculum for pupils. Particularly Language and Communication development.

Key stage 1

- To improve the attainment of pupils at L3 in writing
- To improve the attainment of pupils at L3 in reading.

Key stage 2

- To improve the attainment of pupils at L4 and L5 particularly in reading, maths and SPAG.
- To continue to improve the attainment of writing at L4 and L5 and maintain above national outcomes
- To make rapid progress towards children making expected and above expected progress in all subjects

Action	Cost	Aims
Improving the quality of teaching and learning (training)	£14,000	Improve the quality of teaching and learning within school to help ensure children make adequate and accelerated progress.
Additional classroom support	£96,000	To give both in class support and targeted interventions to help the children make accelerated progress.
Phonics/reading intervention	£500	As above
Intensive T&L support for targeted year groups/cohorts		To give targeted interventions to help the children make accelerated progress.
Role of pastoral & intervention manager	£15,000	To ensure the safety of children.
Attendance support SIMMS EWO Attendance Officer	£10,500	To ensure the safety of children. To improve attendance to 96%
Behaviour and safety CPOMs	£2,000	To ensure the safety and adequate behaviour of children. Improve behaviour should impact on overall success of learning.
Enrichment experience After school provision Theatre Residential	£4,300	To improve the life experiences of children. In giving the children enriched experiences, we expect that they will have more life experiences to draw on when completing work and this will lead to improved standards.
ICT enhancement	£20,000 (Full-provision)	Enhance teaching and learning through the use of

	£84,000)	ICT.
Children's University Programme	£200	
External consult support	£5,000	To improve judgements of teaching, learning and management. This will then lead to improvements in teaching, learning and management which should impact on pupil achievement.
Enhanced literacy, numeracy and ICT resources	£2580	Enhance teaching and learning through the use of lesson resources.

The impact of Pupil Premium and how it is making a difference.

Please note that at the time of writing, there is no National Pupil Premium or Free School Meal information for 2016 Key Stage 2 SATs. As there was a significant national drop in SATs results this year, owing to the increased level of expectations in the new curriculum, it seems unwise to compare 2016 in school achievements with National PP and FSM data from previous year's SATs. Therefore the only comparison that can be made for 2016 is against the All Pupils national figure.

Our school performance data indicates that pupils eligible for Pupil Premium funding in Key Stage 1 achieved broadly similar to the same children nationally in 2016 and significantly better than that group of pupils nationally in 2015.

Our school performance data indicates that pupils eligible for Pupil Premium funding in Key Stage 2 achieved lower than the same children nationally in 2016 and achieved better than that group of pupils nationally in reading and writing in 2015.

% at Expected Standard + 2016) or L2+ (2015) at end of year 2	2016			2015		
	Reading	Writing	Maths	Reading	Writing	Maths
Year group	71%	68%	75%	93%	93%	98%
FSM pupils	64%	45%	55%	91%	91%	95%
National FSM	60%	50%	58%	82%	77%	86%

% at Expected Standard + 2016) or L4+ (2015) at end of year 6	2016			2015		
	Reading	Writing	Maths	Reading	Writing	Maths
Year group	49%	74%	57%	78%	76%	73%
FSM pupils	40%	63%	27%	83%	79%	63%
National All Pupils 2016 National FSM 2015	69%	74%	70%	80	75	77%

Impact of Pupil Premium

The table below shows how effective the interventions were to narrow the gap between FSM and non FSM pupils

Pupil Progress year ending	End of year progress 2015/16								
	Reading			Writing			Maths		
	School	PP	Non PP	School	PP	Non PP	School	PP	Non PP
Year 2	3.7	4.3	3.3	3.0	2.7	3.2	3.4	3.5	3.3
Year 3	3.1	3.2	3.1	3.2	3.3	3.1	3.1	3.2	2.9
Year 4	3.2	3.7	2.7	3.4	3.2	3.5	3.4	3.7	3.2
Year 5	3.5	3.5	3.5	3.4	3.5	3.3	3.3	3.5	3.1
Year 6	4.2	4.6	3.8	4.8	4.8	4.8	4.0	4.3	3.8

Key  Accelerated Prog  Good  Requires Improvement  Inadequate

The support put in place, as appropriate, for pupils receiving free school meals results in those pupils making expected or above expected progress. Close observation of the results achieved by pupils receiving free school meals ensures that if a pupil should show signs of falling behind, they are provided with the necessary support offered by one of our interventions.

The vast majority of average progress scores for Pupil Premium children is higher than Non-Pupil Premium children. This suggests that interventions are having a greater effect than just ensuring adequate progress.

We continuously monitor levels of progress and attainment for all pupils very carefully. Where pupils would benefit from additional support to boost their learning, this funding can add to the opportunities that we are able to offer. The funding is used on a priority basis to support any pupil who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the allocation is appropriate according to current levels of attainment and rates of progress. Funding supports the acquisition of skills in Literacy and Numeracy but also the social and emotional needs of our pupils.

Effective monitoring and evaluation of the impact of spending

At Victoria Primary we use achievement data frequently to check whether interventions or techniques are working and make adjustments accordingly, rather than just using the data retrospectively to see if something has worked. We have ensured that all support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve. We are systematically focusing on giving pupils clear, useful feedback about their work, and ways that they could improve it.

A designated middle leader is leading on the 'Pupil Premium' initiative ensuring that there is a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils, ensuring that class teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress.

Achievement

The support put in place, as appropriate, for pupils receiving free school meals results in those pupils making expected or above expected progress. Close observation of the results achieved by pupils receiving free school meals ensures that if a pupil should show signs of falling behind, they are provided with the necessary support offered by one of our interventions programmes. We continuously monitor levels of progress and attainment for all pupils very carefully.

Where pupils would benefit from additional support to boost their learning, this funding provides the opportunities that we are able to offer. The funding is used on a priority basis to support any pupil who needs it in order to achieve at least the levels expected for their age. This is reviewed on a termly basis so that the

allocation is appropriate according to current levels of attainment and rates of progress. Funding supports the acquisition of skills in Literacy and Numeracy but also the social and emotional needs of our pupils. Evidence from pupil progress scores suggests these interventions were successful.

Quality of Teaching and Learning

Teachers are focussed on differentiated for groups of all learners and are moving away from whole class teaching in order to target the learning more effectively within each lesson.

In addition to the above, the school recognises the fundamental importance of quality first teaching for all its pupils. We have therefore used our staff development time to focus on securing consistently good teaching and learning. We have reviewed our approach to marking and feedback, the use of effective questioning and enabling children to understand how to be effective learners.

The quality of teaching and learning is central to all pupils making progress throughout school and through the targeted intervention groups delivered by quality trained support staff enabling the pupils to remove any barriers to learning and guarantee accelerated progress. The strong focus on the basic skills enable the pupils to gain the skills and knowledge that they need to reach higher levels.

The enriched curriculum ensures all children are engaged in the learning by doing more. Pupils are more confident in their main classes and this increases their participation whilst positively impacting on behaviour.

Behaviour and Safety

Pupils' attitudes to learning are of an equally high standard across school, incidences of low-level disruption in lessons are extremely rare. Pupils' excellent conduct and behaviour reflects the school's effective strategies to promote high standards; this makes a strong contribution to an exceptionally positive climate for learning.

Staff and pupils are unreservedly positive about both behaviour and safety. Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work. Pupils' pride in the school is shown by their excellent conduct, manners and punctuality, which is identified through external visitors.

The schools focus on learning behaviours over the last 12 months has ensured that children are increasingly able to show positive attitudes to their learning and to challenges. This is ensuring that the children are making improved progress.

How we know that we are spending our Pupil Premium effectively and that it is 'narrowing the gap'.

- Our Pupil Premium spending action plan includes performance measures and all of our spending priorities are evaluated and reviewed to ensure that they are successfully improving outcomes for children.
- Many families have received targeted interventions to support their children's learning.
- Pastoral work targets the most vulnerable pupils to support their emotional needs.
- All classes have a wide range of phonic materials to promote reading.
- Narrowing the gap analysis conducted by Senior Leader within school shows that gaps are falling. Furthermore Pupil Premium children are starting to progress at a greater rate than non-pupil premium children due to the actions we have put in place. This should result in the gap continuing to narrow in future years.