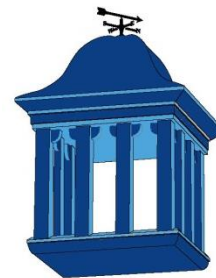


Sherington Primary School

PUPIL PREMIUM



2015/16 PUPIL PREMIUM SPENDING PLAN

Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, children who have been looked after continuously for more than six months and children from Services families. This also includes any pupils eligible for FSM at any point in the last six years.

Schools are free to spend their Pupil Premium as they see fit. However, we will be held to account for how we have used the additional funding to narrow the gap for these targeted pupils. We are required to publish online how we have used the premium. This is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school.

Our School

In 2015/16, Sherington Primary School are allocated approximately £155 100 in Pupil Premium funding for our children.

Key priorities

From our analysis of pupil achievement from 2014/2015, we identified that our key priorities to maximise the impact of this funding on achievement will be:

- to continue to narrow the gap for disadvantaged pupils by addressing inequalities and raising the attainment of pupils in low income families or those who are 'looked after'
- to develop individualised programmes of learning for pp who are not making expected progress
- to continue to prioritise achievement in phonics and reading in year 1
- to ensure that the quality of provision and learning experiences for our youngest pupils in EYFS is consistently good or better
- to continue to provide pastoral support for any pupil who may experience difficulties outside of school that may impact on their learning in school
- to ensure equality of access by providing funding for activities such as school journey, after school clubs, trips out
- To buy in extra educational psychology time to support children with particular needs and ensure pupils in need of EHCPs are quickly identified and supported.
- To embed our new form of Learning Ladders and Learning Journeys across the school
- To further enrich the curriculum for all pupils

What are our desired outcomes?

- Ensure that disadvantaged pupils make outstanding progress across the school
- Closing the attainment gap between school and national outcomes
- To narrow the gap for pp pupils in year 5 in reading, writing and maths
- To develop more comprehensive intervention programmes in maths across the school
- To refine methods of quality first teaching in maths across the school
- To ensure early identification of pupils with SEN in particular language and communication difficulties in EYFS
- To ensure pupils in EYFS improve basic communication and language skills
- To increase opportunities for all pupils to use and develop their speech in order that they can communicate effectively with a wide ranging audience
- To ensure the level of achievement in reading and phonics for year 1 pupils is maintained
- To ensure Learning journeys are used to support children in owning their own learning
- To continue to track and monitor progress of PP pupils with EAL to ensure they receive additional tailored support where necessary
- To ensure that pupils with EHCP or SEN support have individualised programmes of support in order that they can make outstanding progress against personal targets
- Increased opportunities for curriculum enrichment through extra-curricular opportunities

Pupil premium Spend for 2015/16

Total allocation **£155,100**

Singapore and Shanghi Maths resources	£5,000
Behaviour Lead	28,613
Support for pupils with SEN in wrap around	
Centre 1:2 and small group support	17,153
Year 6, intervention 1:1 and small group (Level 3 TA)	24,000
EYFS Intervention	20,540
Reading specialist intervention teacher	35,000
Additional Ed Psych time	19,950
Active Kids	2,000
School meals assistance	<u>550</u>
	<u>152,806</u>

Successful strategies for 2015/2016

Singapore and Shanghai Maths Resources

Maths No Problem has proved to be a successful resource for children and teachers.

Subject knowledge for Teachers and Teaching Assistants is enhanced.

PP pupils needs being addressed through quality first teaching.

Enabled teachers to swiftly identify potential barriers to progress.

Rapid intervention has helped teachers and teaching assistants to narrow the gap for pp pupils.

Pupil Well Being Lead

Draw and Talk Training for Pupil Well Being Team led to pupils being able to communicate significant difficulties that may have impacted on their learning/progress.

Children's Mentoring Qualification for PWB Lead enabled her to better plan to meet the needs of vulnerable pupils

Pupils Wellbeing Lead, effectively manages team of Assistants, who directly impact on pupil behaviour ensuring consistently good learning behaviour, which allows all pupils to make expected or better progress

Learning Mentor/Wrap-around-Centre

Pupils with significant additional Learning needs receive exceptional teaching in the development of their basic numeracy/literacy skills.

Through individualised Learning Ladders pupils make significant progress.

Pupils Pastoral needs are particularly well managed with children being exceptionally well supported prior to and during transitions.

Year 6 Intervention

Key Stage 2 results were above National in reading, GPS and maths.

In school tracking shows that pupils working with HLTA make rapid progress.

EYFS Intervention

Pupils with SEN quickly identified

Pupils with additional learning needs made good or better progress against their starting points.

PP pupils made good or better progress in CL and PSED

Above national results in pupils achieving a good level of development.

Reading Specialist Intervention Teacher

Above National Phonics results at end of year 1 88% working at required level

Year 1 pupils made rapid progress in reading with exceptional outcomes.

83% of pupils in year 2 reached the new expected standards with 31% working at greater depth.

Educational Psychologist

Children with significant additional needs (academically and emotionally) were able to gain access to the Local Authority assigned Educational Psychologist more promptly. This enabled recommendations and actions to be implemented more swiftly, improving the outcomes for those identified children. In some cases Class Teachers and Teaching Assistants were given whole class support strategies which impacted on a wider scale.

Active Kids

2 families were supported during Summer holidays.

Children were active and came into school ready for learning.

Children throughout the year joined in additional Active Kids activities, keeping our vulnerable children fit and healthy.

School Meals Assistance

Provided hot meals daily for two families and other families at a time of crisis.

Breakfast provision to ensure pupils attend school regularly and punctually.

Evidence of Impact
EYFS

Early Years Foundation Stage Profile 2016 - School Summary

Number of children in the school: 59

		% At expected level or above		
		School	LA*	National 2015
Prime	ALL Communication and Language	85%	86%	80%
	ALL Physical Development	95%	89%	87%
	ALL Personal, Social and Emotional Development	86%	88%	84%
Specific	ALL Literacy	78%	80%	70%
	ALL Mathematics	78%	83%	76%
	ALL Understanding the World	85%	86%	82%
	ALL Expressive Arts and Design	93%	89%	85%
ALL Prime Early Learning Goals		81%	84%	76%
ALL Specific Early Learning Goals		75%	78%	66%
ALL 17 Early Learning Goals		75%	77%	64%
Achieving a Good Level of Development[^]		75%	79%	66%
Average total score		35.7	35.7	34.3

The % of pupils achieving a GLD 75% is above National, and has increased year on year at Sherington.

Children achieve above National in all areas.

There were 7 pupils classified pupil premium in year end 2016

2 pp pupils are EAL

4 pp pupils also quickly identified as SEND

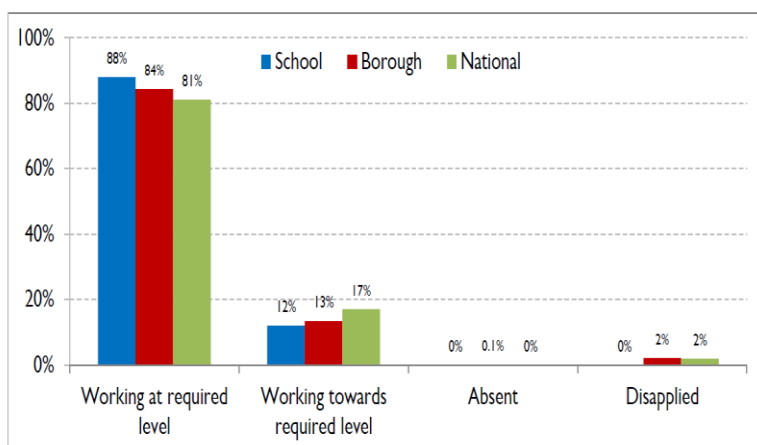
PP pupils 71% of Pupil Premium pupils reached expected in CLL (apart from speaking);

Less than 50% achieved expected in PSE, Literacy and Maths

Targeted work for this group will be extended into year 1

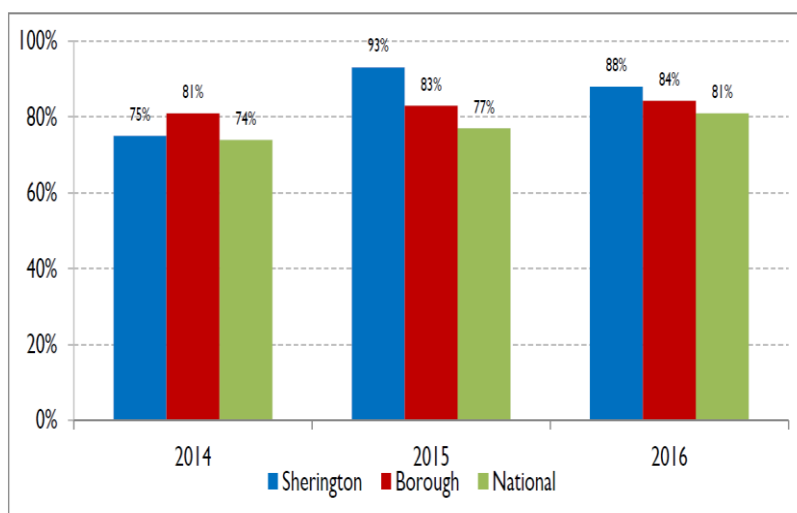
Sherington
2016 Year 1 Phonics Results
 % of pupils working at required standard (score of 32+)

Year 1	School	Borough	National*
Working at required level	88%	84%	81%
Working towards required level	12%	13%	17%
Absent	0%	0.1%	0%
Disapplied	0%	2%	2%



Sherington

2014 - 2016 Year 1 Phonics Results
 % of pupils working at required standard (score of 32+)



Maintained above National % of pupils achieving expected in phonics

In school tracing shows a higher % of pupils reaching expected in reading by the year end

