



Regis Manor Primary School



Review of Pupil Premium Grant Spending 2017/18

This document outlines a summary of how Regis Manor Primary School spent its Pupil Premium funding allocation for the financial year 2017 / 2018 and the impact this has had.

What is Pupil Premium?

Pupil Premium is a stream of funding that a school receives in addition to its main funding. The Government believes that the Pupil Premium is the best way to address the current underlying inequalities between children eligible for free school meals (FSM), children previously entitled to free school meals (ever 6), looked after children (LAC) and children from service families (CSF), and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

What are the barriers faced by Pupil Premium children at Regis Manor

1. Low levels of speech and language upon entry to the school
2. Higher than average levels of absence and persistent absence
3. Poor engagement with reading for pleasure
4. Lower levels of additional support at home
5. Less additional opportunities available
6. High levels of SEN both related to learning and SEMH

What are the desired outcomes of the PP spending (including high ability)?

1. Raising attainment and levels of progress in all subjects between KS1 and KS2
2. PP children to finish KS1 with strong phonological awareness and capability
3. Raising PP attendance to at least 94% and significantly reduce persistent absence
4. Revitalise the school's approach to reading so that more PP pupils, especially boys, engage positively with reading material and achieve end of year expectations
5. Provide strong early literacy support including speech and language through Early Years and Year 1

6. Provide additional support for PP with SEND
7. Provide wider curriculum opportunities for PP children
8. To support children's emotional development and well-being so that they can better access their learning

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	37 (Nursery) 403 (FS - Year 6)
Total number of pupils eligible for PPG	TBC (nursery) 133 (FS-Year 6 (3 CLA))
% of children eligible for PPG	TBC% of nursery 33% of FS to Year 6
Amount of PPG received per pupil	Ever 6/FSM - £1 320 CLA/Post CLA - £1 900 Service Children - £300 Nursery PP - £300
Total amount of PPG received	£175 560

Headlines 2016-17

Additional information to be provided after the release of the OFSTED Dashboard.

Strengths

- PP phonics pass rate Year 1 was 77% and a significant rise from the year before. 100% of PP children passed the phonic screening check at the end of Year 2.
- PP attainment at KS1

Areas to Develop

- PP absence is higher than the national average
- Progress from KS1 to KS2 was below the national average in 2016-17
- PP children's attitude and access to high quality reading material

*Please see end of document for the 2016-17 summary of PP outcomes

Planned Expenditure (*Data shown below is only for PP children)

Reviewed July 2018

Target exceeded

Target broadly met

Target not met

Desired Outcome: Raising attainment and levels of progress in all subjects between KS1 and KS2					
End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
<p>To raise the % of PP children making good progress from their starting points</p> <p>Maths</p> <p>Targets Year 6 75% (Exp+) 10% (GDS)</p>	<p>2016-17</p> <p>KS1-2 progress Reading -4.9 (-3.1 minus significant SEND)</p> <p>Attainment Year 6 48% (Exp+) 0% (GDS)</p>	Additional resources and staff training	To purchase new resources to focus on greater depth and application To develop staff confidence about GDS	-Lessons show opportunities for GDS built in -Staff feel confident supporting children moving from EXP to GDS	£3 000
		Additional TA support	To support target children in lessons and in maths	-Children meeting end of year targets -Pupil progress	£13 000

Year 5 79% (Exp+) 15% (GDS)	Year 5 62% (Exp+) 19% (GDS)		interventions (inc GDS)	meetings -Provision mapping outcomes	
Year 4 55% (Exp+) 9% (GDS)	Year 4 58% (Exp+) 21% (GDS)	Mathletics	To engage PP children in maths To develop a competitive approach to mental maths To give children opportunity to practice core skills To involve home with maths skills learning	-Percentage accessed (including class and year group data) -Fluency at mental maths increased -Children meeting end of year targets -Pupil conferencing	£2 600
Year 3 76% (Exp+) 10% (GDS)	Year 3 (NB 10/23 children come from below Exp at KS1, 3 have significant needs) 38% (Exp+) 6% (GDS)				
Writing Targets Year 6 75% (Exp+) 10% (GDS)	2016-17 KS1-2 progress Writing -4.5 (-3.1 minus significant SEND)	Additional TA support	-To support and extend children's writing both in class and in focused interventions (where needed)	-Pupil Progress meetings -Moderation of writing -Outcomes of provision maps -Children meeting end of year targets	£13 000
Year 5 79% (Exp+) 10% (GDS)	Attainment Year 6 46% (Exp+) 0% (GDS)	Raise children's confidence and self-esteem in writing by planning opportunities to celebrate writing and	Children to write their own class blogs (or similar) to apply their writing Work celebrations planned to share in	-Pupil conferencing -Moderation of writing -Children meeting end of year targets	£1 000
Year 4 55% (Exp+) 14% (GDS)	Year 5 52% (Exp+)				

<p>Year 3 76% (Exp+) 10% (GDS)</p>	<p>10% (GDS)</p> <p>Year 4 47% (Exp+) 5% (GDS)</p> <p>Year 3 48% (Exp+) 16% (GDS)</p>	<p>apply it to real life contexts</p>	<p>exhibition style children's writing</p>		
<p>Reading</p> <p>Targets</p> <p>Year 6 75% (Exp+) 11% (GDS)</p> <p>Year 5 80% (Exp+) 10% (GDS)</p> <p>Year 4 59% (Exp+) 9% (GDS)</p> <p>Year 3 70% (Exp+) 10% (GDS)</p>	<p>2016-17</p> <p>KS1 to KS2 progress Maths -3.7 (-1.8 minus significant SEND)</p> <p>Attainment</p> <p>Year 6 48% (Exp+) 4% (GDS)</p> <p>Year 5 48% (Exp+) 24% (GDS)</p> <p>Year 4 58% (Exp+) 11% (GDS)</p> <p>Year 3 48% (Exp+)</p>	<p>Additional TA Support</p>	<p>-Opportunities to listen to readers who do not get to read at home</p> <p>-Additional targeted support both in class and out as needed</p>	<p>-Surveys showing how often children are reading at home</p> <p>-Children on track to meet end of year targets</p>	<p>£13 000</p>

	16% (GDS)				
Opportunities across all subjects (targets as above)	As above	Parent Workshops	As part of open mornings and open afternoons share how we support children to empower parents to move their children's learning forwards Provide resources so parents can continue this at home	-Attendance by parents -Feedback by parents following workshops -Children meeting end of year targets	£1 000
				Total Cost	£54 600

Desired Outcome: PP children to finish KS1 with strong phonological awareness and capability					
End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
Over 70% of PP children to pass the phonic screening check at the end of Year 1 Result: 64% 100% of PP children to pass the phonic	End of Year R GLD - PP 50% (5/10)	Phonics Lead	-Manage RWInc groups -Lead target setting and monitoring of children -Monitoring provision and moving this forward -Phonics action plan	-% of children on track to meet target at end of year -monitoring shows positive impact on pupil outcomes -action plan targets met	£5 000
	End of Year R 70% of PP were expected or higher in C&L (7/10) 77% PP children	Additional TA support	-Enable smaller RWInc groups	-% of children on track to meet end of year	£12 000

<p>screening check at the end of Year 2 Result: 85%</p> <p>Phonics results were different than targeted due to mobility and additional pupils with high levels of need</p>	(10/13) met the required standard in phonics at the end of 2016-17 (84% of cohort)		-Provide targeted intervention support in the afternoon	expectations -Children meet intervention targets	
	100% of PP children met the required standard at the end of year 2 2016-17 (98% of cohort)	Phonic workshops and resources for parents	-Support families in how we teach phonics so they can help their children at home -Provide phonic resources that parents can use at home	-% of children on track to meet expectations	£2 000
				Total cost of outcome	£19 000

Desired Outcome: Raising PP attendance to at least 94% and significantly reduce persistent absence					
End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
<p>PP attendance to be 94% or above at the end of the academic year 93.6%</p> <p>PP persistent absence to be below</p>	<p>PP data end of 2016-17</p> <p>attendance - 93.1%</p> <p>persistent abs - 16.7%</p>	SEASS	<p>-Weekly meetings with key families.</p> <p>-Home visits</p> <p>-Correspondence raising profile of attendance</p> <p>-Key family data</p>	<p>% of meetings attended</p> <p>% of families / children meeting targets following interventions</p> <p>School meeting attendance targets</p>	£6 000
		Attendance Officer &	-Regular attendance monitoring	<p>-Weekly attendance tracking</p> <p>-School meeting attendance</p>	£12 000

10%		Family Liaison Officer	-Attendance action plan creation and monitoring -Meeting and support of families -Running of reward and incentive schemes	targets -Action plan targets met	
		Rewards and Incentives	-Vulnerable children/families identified and introduced to scheme -96% club reward scheme run termly -100% attendance incentives -Most improved attendance/punctuality	-Individuals/groups will have met their targets -% of children whose attendance is over 96% increases from previous year	£1 000
		Attendance and Punctuality Week	-To raise the profile of attendance within the school	Children able to explain the importance of regular attendance at school in pupil surveys and conferences	£750
		Breakfast Club	-Ensure vulnerable children get a good breakfast before school -Provide a service where children have a settled and calm start to the day and are ready to learn	% attendance at breakfast club	£0
					Total cost of outcome

Desired Outcome: Revitalise the school's approach to reading so that more PP pupils, especially boys, engage positively with reading material and achieve end of year expectations

End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
2017-18 PP Targets Year 6 78% (Exp+) 11% (GDS) Year 5 80% (Exp+) 10% (GDS) Year 4 (sig low DA) 65% (Exp+) 17% (GDS) Year 3 70% (Exp+) 10% (GDS) In years 3,4 and 6 75% of pupils achieved their target. In Year 5 this was slightly below with 65% meeting their target.	2016-17	Resources	Additional reading books to engage PP readers - including graphic novels	-Pupil conferencing -Surveys showing how often children are reading at home -Children on track to meet end of year targets	£6 000
	Year 6 48% (Exp+) 4% (GDS)	Reading Week	-Local author visit -reading competitions	-Pupil conferencing -Surveys showing how often children are reading at home -Children on track to meet end of year targets	£3 000
	Year 5 48% (Exp+) 24% (GDS)	Reading clubs and local bookshops	-To engage children who are not interested in reading with high quality texts -To immerse children in a culture of reading	-Pupil conferencing -Surveys showing how often children are reading at home -Children on track to meet end of year targets	£2 000
Year 4 (sig low DA) 65% (Exp+) 17% (GDS)	Year 4 58% (Exp+) 11% (GDS)				
Year 3 70% (Exp+) 10% (GDS)	Year 3 48% (Exp+) 16% (GDS)				

	Total Cost	£11 000
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Desired Outcome: Provide strong early literacy support including speech and language through Early Years and Year 1									
End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost				
<p>Year R GLD targets met</p> <table border="1"> <tr> <td>GLD</td> <td>78%</td> </tr> </table> <p>Phonics targets met</p> <table border="1"> <tr> <td>Phonics</td> <td>82%</td> </tr> </table> <p>KS1 PP Reading 80% (Exp+) 20% (GDS)</p> <p>KS1 Writing 70% (Exp+) 20% (GDS)</p> <p>KS1 Maths 80% (Exp+) 10% (GDS)</p> <p>Results:</p>	GLD	78%	Phonics	82%	<p>-Positive Year R and KS1 results end of 2016/17</p> <p>GLD 70%</p> <p>Year 1 Phonics 77%</p> <p>Year 2 Phonics 100%</p> <p>Year 2 Reading 67% (Exp+) 14% (GLD)</p> <p>Year 2 Writing 67% (Exp+) 10% (GLD)</p> <p>Year 2 Maths 67% (Exp+) 19% (GDS)</p>	<p>Reading book packs for Year R parents</p>	<p>-Provide reading sacks with children's stories and resources for PP parents</p> <p>-Share with parents how to engage children in reading using workshops and FLO</p>	<p>-Children more interested in reading in Year R (pupil conferencing)</p> <p>-%of children achieving GLD is as targeted</p> <p>-% of children reading regularly at home</p>	£2 500
GLD	78%								
Phonics	82%								
		Specialist speech and language TA	One to One / Small group speech and language and memory skills support	<p>-% of children on track to meet end of year expectations</p> <p>-Children meet intervention targets</p>	£16 000				
		Year 1 additional targeted resources	Resources purchased to target PP gaps within freeflow activities	<p>-In year gap analysis</p> <p>-% of children on track to meet end of year expectations and targets</p>	£2 500				

	EXS+	GLD	-New approach to Year 1 pedagogy being introduced September 2017	Additional Adult Support	To provide targeted support for PP pupils in Year 1 during free-flow activities	-% of children on track to meet end of year expectations -Children meet intervention targets	£10 000	
Rd	57%	8%						
Wr	50%	8%						
Ma	64%	8%						
							Total Cost	£31 000

Desired Outcome: Provide additional support for PP with SEND					
End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
-PP children with SEND will have met their targets Two thirds of DA SEN have met the aspirational targets that were set at the start of the year (15/23)	-New Inclusion Lead from September 2017	Purchasing of additional resources / targeted interventions	Inclusion team to identify specific interventions / resources to support PP children	-Outcomes of provision maps -% of children on track to meet targets	£3 000
		Staff training	To provide training so staff are fully confident supporting children with SEND	-Outcomes of provision maps -% of children on track to meet targets	£2 000
		Inclusion Manager monitoring	Time allocated to monitor impact of interventions (both in and out of class) for PP	-PP children with SEND meeting end of year targets	£6 000

		time	children with SEND and provide targeted feedback	-Outcomes of provision maps	
				Total Cost	£11 000

Desired Outcome: Provide wider curriculum opportunities for PP children					
End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
<p>All children get equal opportunity to participate in offered learning experiences. This will be monitored by the percentage of PP children accessing the opportunities offered</p> <p>All PP were able to take part in school trips, workshops and residential</p> <p>More development opportunities for music lessons could be created in the future.</p>	<p>The school offers a wide range of opportunities for children to participate in different experiences</p>	Music Lessons	Support children who would like to participate in group lessons in clarinet, trumpet or guitar	-% of PP children accessing -Pupil conferencing	£1 000
		Residential	Support children who would like to attend the year 6 residential by partially subsidising the trip	-% of PP children accessing -Pupil conferencing	£2 000
		Year Group Trips	Support vulnerable families to ensure children can attend school trips	-% of PP children accessing -Pupil conferencing	£1 000
		In School Curriculum Visitors /workshops	Support vulnerable families to ensure children can have full access to the school curricular opportunities	-% of PP children accessing -Pupil conferencing	£750
				Total Cost	£4 750

Desired Outcome: To support children's emotional development and well-being so they can access their learning

End of Year Outcomes July 2018	Current Position	Provision	Approach?	How will this be evidenced?	Cost
<p>Target children have met their attendance and SDQ targets</p> <p>There are minimal FT exclusions over the course of the year</p>	<p>85% of families regularly supported by the FLO met their attendance targets</p> <p>The school exclusions drop from 21 in the autumn term to 2 in the subsequent 4 terms</p>	<p>Pastoral support for key pupils</p>	<p>-FLO support for children and families -1:1 mentoring -lunchtime support (lunch bunch)</p>	<p>-Pupil conferencing -Pupil progress meetings -Family surveys -Children meeting end of year targets</p>	<p>£15 000</p>
		<p>Positive behaviour rewards</p>	<p>Individual rewards including lunchtime stars to engage targeted children and encourage them to make positive choices</p>	<p>-Reduction in behaviour incidents of targeted individuals -Children meeting end of year targets</p>	<p>£500</p>
		<p>Emotional support for pupils</p>	<p>-Counselling for children identified as vulnerable -Key adults setup for vulnerable children as someone they can talk to</p>	<p>-Individual targeted outcomes are achieved -Reduction in behaviour incidents of targeted children -End of year targets met</p>	<p>£5 000</p>
		<p>Drawing and talking</p>	<p>To help children with mental health issues to explore</p>	<p>Targeted children's attendance and</p>	<p>£4 000</p>

		therapy programme Play therapy for key individuals	issues and find the tools to cope. They are then in a better place to access their learning	mental well-being (case studies)	
				Total Cost	24 500

Total Spent - £175 600

Summary of PP Outcomes 2016-17

Year R

Year R	% At Expected (Baseline 2016)	% GLD
Cohort (56)	33%	84%
PP (10)	9%	70%
GAP	30%	-17%
Non-PP (46)	39%	87%

Year 1 and 2 Phonics

Yr 1 Phonics	2017 32+	2016 32+
Cohort (59)	86%	79%
PP (13)	77%	68%
GAP	-12%	-17%
Non-PP (46)	89%	85%

Yr 2 Phonics Cumulative	2017 32+	2016 32+
Cohort (60)	98%	91%
PP (21)	100%	88%
GAP	+3%	-12%
Non-PP (39)	97%	100%

Key Stage 1 Outcomes

READING	2017 EXS+	2016 EXS+	2017 GDS	2016 GDS
Cohort (59)	78%	77%	18%	23%
PP (20)	67%	47%	14%	0%
GAP	-18%	-43%	-7%	-33%
Non-PP (39)	85%	90%	21%	33%

National 2016 74%

WRITING	2017 EXS+	2016 EXS+	2017 GDS	2016 GDS
Cohort (59)	77%	72%	17%	18%
PP (20)	67%	41%	10%	6%
GAP	-15%	-44%	-11%	-17%
Non-PP (39)	82%	85%	21%	23%

National 2016 65%

MATHS	2017 EXS+	2016 EXS+	2017 GDS	2016 GDS
Cohort (59)	75%	77%	23%	21%
PP (20)	67%	47%	19%	6%
GAP	-12%	-43%	-7%	-22%
Non-PP (39)	79%	90%	26%	28%

National 2016 73%

Key Stage 2 Outcomes

READING	EXS+	GDS
Cohort (59)	62%	12%
PP (24)	48%	4%
GAP	-23%	-13%
Non-PP (35)	71%	17%

2017 National 71%

WRITING	EXS+	GDS
Cohort (59)	64%	2%
PP (24)	46%	0%
GAP	-31%	-3%
Non-PP (35)	77%	3%

2017 National 76%

MATHS	EXS+	GDS
Cohort (59)	60%	7%
PP (24)	48%	0%
GAP	-21%	-11%
Non-PP (35)	69%	11%

2017 National 75%

COMBINED	EXS+	GDS
Cohort (59)	47%	0%
PP (24)	30%	0%
GAP	-27%	0%
Non-PP (35)	57%	0%

2017 National 61%