



Regis Manor Primary School



Summary of Pupil Premium Grant Spending 2016/17

This document outlines a summary of how Regis Manor Primary School is spending its Pupil Premium funding allocation for the financial year 2016 / 2017.

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.

The pupil premium funding for this year is planned to be spent on the following resources to support pupils in all areas of their learning, development and their well-being. This includes (but is not limited to):

- One to one tuition for phonics by trained TAs and RW Inc Manager. Further Read Write Inc resources – reading books, writing books and flashcards.
- Additional phonics support for phonics screening tests.
- Resources and staffing to support pupil premium children with additional needs.
- One to one and group speech and language support by designated Speech and Language TAs
- Pastoral support– FLO, family liaison, 1:1 mentoring, lunchtime support, drawing and talking therapy programme.
- Additional TA support for key pupil premium groups – writing interventions, mental maths support.
- SEAAS Support for persistent non-attendees including Project 90 and a new attendance incentives scheme.
- Enrichment activities to widen experiences and knowledge including funding for trips and visits.
- Specific interventions and 'on top' of support in addition to normal lessons with a focus on reading and maths.

Headlines 2015-16

Strengths

- Progress of Year 1 and 2 disadvantaged pupils in phonics is significant from their starting points.
- KS1 children's progress from EYFS to KS1 results are broadly in line with national other pupils.
- The proportion of disadvantaged minus SEN KS1 pupils achieving expected standards in all subjects was in line with national other pupils.
- Disadvantaged pupils progress from KS1 to KS2 in writing was strong at 2.3.
- The proportion of disadvantaged KS2 children meeting the expected standard or above from a middle prior attainment in reading was above national other pupils (86% to 67%).
- The proportion of disadvantaged KS2 pupils meeting the expected standard or above in writing was in line with national other pupils (76% to 79%).

Areas to Develop

- The proportion of disadvantaged KS1 pupils that attained the expected level or above was below national other children in reading
- The progress of disadvantaged KS2 pupils in maths was below average from a lower and middle starting point.
- The proportion of disadvantaged KS2 children meeting expectations or above in reading is lower than national other pupils.
- The progress of disadvantaged KS2 pupils in reading is -1.3 compared to 0 nationally (this is not significantly different).

Summary of Outcomes for Reporting Years 2016-17

Year R

Year R	% At Expected (Baseline 2016)	% GLD	Although there is still a 30% PP gap it is clear children have made accelerated progress from their starting points at the beginning of the year. This is particularly true with C&L where 70% of PP met the expected standard compared to 5% at Baseline.
Cohort (56)	33%	78%	
PP (10)	9%	50%	
GAP	30%	-32%	
Non-PP (46)	39%	82%	

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%

Phonics shows differences are diminishing with a 10% increase in % of PP passing phonics in Y1 and all PP children passing by the end of year 2.

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%

COMBINED	EXS+	GDS
Cohort (59)	73%	17%
PP (20)	62%	10%
GAP	-17%	-11%
Non-PP (39)	79%	21%

KS1 data shows differences are diminishing rapidly from 2016 in all areas.

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%

Although there is quite a large Pupil Premium gap at the end of Key Stage 2 this is partly due to 7 children who are working significantly below (the percentages for Pupil Premium attainment without these children are 53% reading, 55% writing, 58% maths expected+).

PP gaps and PP GDS will be a focus for the school next year – particularly at the end of Key Stage 2.

Most Successful Aspects of Spending

Target	Amount Spent	Impact
One to one and small group tuition for phonics by trained TAs and RWInc manager And Additional Teaching Assistant hours to provide additional targeted support for Phonics in KS1	£14, 000 £30, 000 (this funding amount was split over all of the year groups to allow for additional adult support for phonics, English and maths –see below)	-77% Year 1 PP and 100% cumulative Year 2 PP met the required standard at the end of the year. -Both Year groups met their targets -Accelerated progress being made by PP children (for example - 8/13 children could only decode 3 words in the screening check in October and were in the initial RWInc groups and finished at the expected standard)
Attendance Rewards - To raise PP attendance and punctuality as well as raising the profile of the importance of being on time and in school.	£1000	-89% of children working on the attendance incentive met their attendance target (17/19 children)

Least Successful Aspect of Spending

Target	Amount Spent	Impact
Reading and story club - To develop a love of reading and raise the proportion of children meeting expectations in line with targets	£1500	-Only 2 of the 10 targeted moved from working towards to expected -The school will change the way this is monitored in the future
Nursery Treasure Chest - To provide resources for multi- curricular activities and develop skills of the whole child.	£200	-This resource did not have a positive impact with only 5% of the cohort making the progress expected as a result.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	460 (inc nursery)
Total number of pupils eligible for PPG	4 (nursery) 136 (FS-Year 6 (3 CLA))
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	£179 520

Numbers next to title or targets relate to evidence sections in the Pupil Premium Folder.

Curriculum Focus (1 Eng and 2 Maths depending on target)

Provision	Cost	Target	How will this be evidenced?	Impact (Summer 2017)
1/2. Additional Teaching Assistant hours to provide additional targeted support for English, Phonics and Maths in KS1 including apprentice	£ 30, 000	To raise the proportion of pupil premium children meeting end of year expectations in reading and writing in line with school targets (SDP). To raise the proportion of yearly objectives met.	PP outcomes for reading and writing Provision Mapping/Planning Outcomes in children's books PP case studies In-year tracking	Pupil premium targets for phonics were 100% met Pupil premium targets in Year 1 Reading, Writing and Maths were 60% met Pupil premium targets in Year 2 Reading, Writing and Maths were 100% met
1/2. Additional TA support for key pupil premium groups – including reading/writing interventions, kindle groups and mental maths support in KS2	£40, 000	To raise attainment in writing and maths across the school through intervention programmes and structured support as identified in pupil progress meetings. To raise the proportion of children meeting expectations at the end of KS1 and KS2 in line with school targets	PP outcomes for reading and writing Provision Mapping/Planning Outcomes in children's books PP case studies	Of Key Stage Two writing targets 88% were met (including expected and greater depth targets) Of Key Stage Two reading targets 25% were met (including expected and greater depth targets)
1. Reading and story clubs (reading books and writing frames) 2. Using local bookshops to promote PP reading	£1500	To develop a love of reading and raise the proportion of children meeting expectations in line with targets	Monitoring of groups PP case studies Reading Records Reading and Writing outcomes of targeted children Children's books	-Only 2 of the 10 targeted moved from working towards to expected -The school will change the way this is monitored in the future
Additional reading books to encourage Pupil premium readers – including graphic novels	£4000	To develop pupils' vocabulary and reading fluency	Outcomes for reading and writing Pupil questionnaires	73% of children asking in pupil conferencing said they regularly read at home at the end of the year (21% initially)

Creation of 'Treasure' book boxes for phases		To provide children with access to a wider variety of high quality texts	Fluency / reading age	95% of children asked in pupil conferencing said they were more likely to read a book at school now
2. Maths interventions (e.g. Power of 2) and support programmes (e.g. Mathletics and staff training)	£2000	To close the gap in maths in KS2 attainment from their starting points in line with school targets	<p>Maths outcomes for PP pupils</p> <p>Case studies</p> <p>Mathletics tracking</p>	<p>Engagement with Mathletics rose from 18% PP using it weekly to 54% at the end of the year</p> <p>63% of PP maths targets were met (including expected and greater depth)</p> <p>PP children's mental calculation speed rose to an average of 17 answers correct per minute (from 5)</p>
2. Maths reasoning and problem solving day and resources to continue to support	£3000	To raise the profile of problem solving in maths and increase the proportion of pupil premium children meeting end of year expectations in line with school targets.	<p>Pupil Conferences</p> <p>PP maths outcomes</p> <p>Examples of work from day</p>	<p>100% of PP children said they were more inspired by maths in pupil conference</p> <p>78% of monitoring one month afterwards showed children had a more positive attitude towards maths</p> <p>63% of PP maths targets were met (including expected and greater depth)</p> <p>63% of PP maths targets were met (including expected and greater depth)</p>

1/2. Additional support groups for children with complex needs: SENCo Year 6 focus group	£5 000	To provide a personalised curriculum matched to pupils' needs to enable them to make progress	Individual assessments Pupil books	100% of children showed an improvement in their self-confidence and self-esteem at the end of the SENCo group 80% of DHT group met their target at the end of KS2
-DHT and additional experienced teacher supporting targeted Year 6 pupils	£10 000		To increase the % of children meeting expectations in reading, writing, maths and combined in line with the school targets	All groups include the forensic tracking of individual pupils Case Studies Outcomes from books Pupil Conferencing
-Focus target group led by HLTA in Year 5				

Phonics/S&L (3)

Provision	Cost	Target	How will this be evidenced?	Impact (Summer 2017)
One to one and small group tuition for phonics by trained TAs and RWInc manager	£14,000	To continue to improve attainment and progress in phonics and enable pupil premium pupils at risk of underachieving to make accelerated progress. This includes attainment in the year 1 phonics screening check so that over 70% of PP meet the required standard and greater than 90% of year 2 PP.	Outcomes for PP pupils including: -RWInc tracking -Phonic Screening tracking Individual case studies Provision mapping	-77% Year 1 PP and 100% cumulative Year 2 PP met the required standard at the end of the year. -Both Year groups met their targets -Accelerated progress being made by PP children (for example - 8/13 children could only decode 3 words in the screening check in October and were in the initial RWInc groups and finished at the expected standard)

One to one speech and language and memory skills support by a specialist TA	£16, 000	To develop children's spoken language and vocabulary to have an impact on their reading, phonics and writing.	Reading, phonics and writing tracking for PP pupils Outcomes reported by S and L TA Monitoring by SENCo	-77% Year 1 PP and 100% cumulative Year 2 PP met the required standard at the end of the year. 80% of children accessing S and L support met their end of year targets
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Attendance (4)

Provision	Cost	Target	How will this be evidenced?	Impact (Summer 2017)
Breakfast club management in collaboration with Greggs bakery to offer free places for key pupils and families	£0	To increase the attendance of persistent non-attendees and to develop the pupils' readiness to learn.	Attendance tracking data Analysis of Breakfast club attendance Pupil conferencing	100% of target children at breakfast club met their attendance target
Support for persistent non-attendees including Project 90 and a new attendance incentives scheme	£3000 SEASS £500 resources	To decrease the level of persistent non-attendance to ensure children are in school and learning in line with National figures.	Attendance tracking Case studies	School PP attendance and persistent absence has not met the 2016-17 targets. This provision is to be reviewed for the next academic year.
Attendance Rewards – PP children	£1000	To raise PP attendance and punctuality as well as raising the profile of the importance of being on time and in school.	Attendance tracking Case studies	-89% of children working on the attendance incentive met their attendance target (17/19 children)

Additional Needs / Pastoral (5)

Provision	Cost	Target	How will this be evidenced?	Impact (Summer 2017)
Pastoral support for key pupils – FLO, family liaison, 1:1 mentoring, lunchtime support, pastoral support assistant	£15 000	To improve overall well-being and promote an understanding of good attendance and punctuality. To provide family support and early intervention for those at risk of persistent absenteeism.	Attendance tracking Behaviour and exclusions tracking Case studies FLO records	85% of families regularly supported by the FLO met their attendance targets The school exclusions drop from 21 in the autumn term to 2 in the subsequent 4 terms
Partially subsidising enrichment activities including: -Mobile Farm Visit (KS1) -Music Lessons -Educational visits -Residential Visits -End of Year activities	£4000	To ensure access to school activities and enrichment activities for all groups of pupils.	Breakdown of funding towards trips A larger proportion of pupils take up school visits and activities. Pupil conferencing	100% of children asked at pupil conferences were positive about the experiences and said they enjoyed school
Positive behaviour rewards throughout the school (including lunchtime stars incentive)	£500	To improve behaviour for learning across the school.	Behaviour tracking Pupil conferences	The school exclusions drop from 21 in the autumn term to 2 in the subsequent 4 terms
Provide emotional support for key children in the school including counselling and behaviour interventions	£12 000	To ensure that children are in the correct place to learn by reducing the number of behaviour incidents during the school day.	Individual case studies School behaviour tracking	
Employment of Apprentice Sports TAs to run Sporting Activities during lunch hours.	£5 000	Children across the school engaged in a more structured activity-based approach during lunch leading to a reduction of occurrences of inappropriate behaviour	Behaviour Incident logs Pupil conferences	A reduction of 85% in behaviour incidents was seen from term 1 to 2, this was then maintained at a low level for the rest of the year 99% of children asked at pupil conference said they felt safe and enjoyed their lunchtimes

Drawing and talking therapy programme Play therapy for key individuals	£2200	To help children with mental health issues to explore issues and find the tools to cope. They are then in a better place to access their learning	Targeted children's attendance and mental well-being (case studies)	100% of feedback from the play therapist states that this support is improving children's self-esteem and well-being This is supported by class teachers
Staff Training - SEN	£2000	To enable staff to fully support PP SEN and SEN children and therefore enable them to access their learning and make progress (signing, lego therapy, dyscalculia, social stories, emotional needs etc)	Questionnaires Provision mapping Case studies	100% of planned training has taken place and all interventions are now in place 80% of SEN children met their target at the end of the year.
SLT time allocation to monitor progress and impact of interventions.	£2000	Impact of interventions is closely tracked for each phase and provision is impacted according to progress and need.	Monitoring Outcomes from provision maps	100% of monitoring shows how interventions are having an impact on children's outcomes or have responded to previous feedback 80% of SEN children met their target at the end of the year.

Looked After Children

Provision	Cost	Target	How will this be evidenced?	Impact (Summer 2017)
Support to raise attainment and wellbeing of looked after children	£ 6 000	Individual support identified through PEPs and provision maps which is impacted termly with new actions identified.	Outcomes of PEP Impacts	100% of currently Impacted PEPs show children have met their targets

Nursery (6)

Provision	Cost	Target	How will this be evidenced?	Impact (Summer 2017)
Treasure Chest	£200	To provide resources for multi- curricular activities and develop skills of the whole child.	Photos Key worker evidence and feedback	This resource did not have a positive impact with only 5% of the cohort making the progress expected as a result.
Art and Craft Day in Term 6	£200	To offer new experiences. Develop Speech and Language to talk about experience.	Photos and children's work Children to record using video camera Key worker evidence and feedback	100% of PP children met their target at the end of the day 78% of PP children met their S and L target at the end of the year
Speaking and Listening Centre (wireless headphones)	£350	Enhance diversity of language. To encourage speaking and listening.	Photos Teacher Assessment	78% of PP children met their S and L target at the end of the year
Discussion puzzles based on ability and culture.	£100	To encourage children to speak in simple sentences and use simple words. To encourage children to extend their language.	Photos Record with video camera.	At the end of the sessions 80% of the targeted children were speaking in short sentences about the activity.
Wooden Giant Peg Board	£100	To support SSM and encourage children to extend vocabulary through discussion.		75% of PP children have become more confident using the correct names of the shapes.

TOTAL Funding Spent	£179 700
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