

Pupil premium grant expenditure report to parents: 2015/16

The Government has allocated an additional amount of money known as the Pupil Premium, which is additional to main school funding. They believe it is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Schools are obliged to report annually on how they spend this money and what impact it has on pupil progress.

Overview of the school

Number of pupils and pupil premium grant (PPG) received 2015-16	
Total number of pupils on roll	205
Total number of pupils eligible for PPG	103
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£135, 960

Principles and Nature of support 2015/16
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Principles <ul style="list-style-type: none">• We ensure that teaching and learning opportunities meet the needs of all of the pupils• We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed• In making provision for socially disadvantaged pupils, we 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 are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. The aim is to be as close to at least 75% of any intervention group to be made up of disadvantaged children• Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time

Provision

- Continued to improve the quality of teaching and learning particularly in terms of feedback to children and use of success criteria.
- Reduced class sizes thus improving opportunities for more individual effective assessment and accelerating progress e.g. two teachers and two Learning Support Assistants in year 6.
- Provided small group work with experienced teachers which focussed on overcoming gaps in learning.
- 1-1 support from experienced teachers
- Booster lessons after school for Yr 6
- Dedicated qualified teacher employed to promote reading in the school.
- Purchased home reading and maths resources
- Purchased additional iPads and software
- Subsidised Breakfast club to ensure attendance remained high
- Set up of After school club and provided free places
- Subsidised/free places for extra-curricular activities.
- Home/school liaison support ensured families received early intervention for issues which could have impacted on children's learning and/or attendance at school.
- Emotional Literacy Support
- Extra enrichment provision e.g. subsidised music lessons, extra visits/resources for targeted children.
- Speech and Language Assistant employed 3 days per week

All our work through the pupil premium has been aimed at accelerating progress moving children to at least age related expectations . Primarily the focus was on communication, reading ,writing and maths. However we also prioritised enabling disadvantaged pupils to have a wider range of new experiences.

Why did we choose this support?

When making decisions about using pupil premium funding it is important to consider the context of the school and any challenges ahead. Our key objective in using the Pupil Premium Grant is to close any gap that might exist between pupil premium children in our school and non pupil premium children nationally. Through targeted interventions we are working to eliminate barriers to learning and progress. Data is analysed thoroughly and as a school we have made use of a range of research, such as good practice in using pupil premium funding and the Education Endowment Foundation toolkit, to inform any decisions that are made.

As a school, we collect data for all of our pupils termly. From here our Pupil Premium Lead then analyses the data of our Pupil Premium children. We then compare their progress and attainment to our non Pupil Premium children. We also use Raise Online, Phonics screening, EYFS data and Local education authority data summary to compare our results against national and local expectations. This helps us to quickly identify any dips and develop strategies and interventions to promote improvement. We use a range of monitoring to help us evaluate the strategies which we put in place. These are data, pupils' work, planning, observations, case studies, staff and pupil interviews. From this process interventions are adapted or changed if they are not working. We regularly discuss our strategies, interventions and progress with the Senior Leadership Team and Governors. A member of the governing body is responsible for liaison with the school's pupil premium lead.

Impact

Impact of Pupil Premium (PP) spend

"A relentless focus on closing the gap between the poorest students and their peers has been at the heart of everything we've done in government," declared Michael Gove to the Policy Exchange education conference in 2014. Our priority at Mansbridge echoes this aspiration. In measuring impact of our PP spend our first priority is to compare the performance of our PP pupils with that of other pupils who are not PP nationally. We also compare the performance of our PP pupils in school with those who are not PP in our school.

Performance of Pupil Premium (disadvantaged pupils) – 2016

KS2 results

<u>At National Expectation (ANE)</u>	<u>Pupil Premium (disadvantaged) children Mansbridge %</u>	<u>Non Disadvantaged children nationally %</u>	<u>All pupils Mansbridge %</u>	<u>All pupils nationally %</u>
ANE in reading	95	72	89	66
ANE in writing	79	79	81	73
ANE in maths	90	75	89	70
ANE in R, W,M combined	79	60	77	52
Grammar, punctuation and spelling (GPS)	95	78	92	72
Achieving above national expectation				
Above in reading	26	23	27	19
Above (greater depth) in writing	21	18	19	15
Above in maths	16	20	15	17
GPS	58	26	92	23
Above in R, W,M combined	11	7	8	5

The progress made towards closing the gap, by year group, for socially disadvantaged pupils (Free School Meals over the last 6 years or looked after children)

95% of the disadvantaged children were assessed as working at the expected standard in reading, which is significantly higher than non-disadvantaged pupils (72%) nationally. In GPS it is a similar picture – 95% of our disadvantaged children achieved the expected standard – nationally only 78% of non-disadvantaged achieved the expected standard. In maths our disadvantaged children also performed much better than national non disadvantaged as 90% of them were assessed as working at the expected standard compared to 75% for national non disadvantaged. For writing our disadvantaged children performed in line with national non disadvantaged children – 79% for both.

For reading ,writing and maths combined 79% of our disadvantaged achieved the national standard compared to only 60% for non-disadvantaged children nationally.

All disadvantaged pupils passed the phonics screening check in years 1 and 2 compared to 81% for all non-disadvantaged children nationally. The progress of non-disadvantaged children throughout the school in reading , writing and maths is also well above national when compared to non-disadvantaged children nationally . This suggests that our interventions and spend of the pupil premium monies are also having a positive impact on other non-disadvantaged children.

The achievement of disadvantaged children compared to non disadvantaged children at other key stages and year groups is variable but disadvantaged children overall for all year groups at Mansbridge are achieving in-line or above national in reading, writing and maths.

This is an **outstanding achievement** as it demonstrates that overall our disadvantaged pupils have performed both significantly better than disadvantaged nationally but also better than non-disadvantaged nationally. Furthermore the percentage of all of our pupils that have achieved national is significantly better than national all children. This is not a one off since this has been replicated for several years now. Furthermore we have also achieved better results at the higher level for our disadvantaged children compared to national non-disadvantaged in reading , GPS and maths and for reading , writing and maths combined.

If all schools in the country were to achieve similarly to Mansbridge for disadvantaged pupils then there would be no gap nationally between disadvantaged and non-disadvantaged pupils and the present Government's ultimate goal for education would have been achieved.

Number of pupils and pupil premium grant (PPG) received 2016-17	
Total number of pupils on roll	218
Total number of pupils eligible for PPG	99
Amount of PPG received per pupil	£1320
Total amount of PPG received **	£132,880

** 5/12 of 2015-16 income and 7/12 of 2016-17 income

Principles and Nature of Support 2016-17

Barriers for educational achievement

Upon entry to school in Yr R, nearly all Pupil Premium children have not achieved all of the aged 30 - 50 month aged band milestones which is the national expectation for entry to yr R. Nearly all of the PP children on intake require speech and language intervention as well as support for their personal, social and emotional needs. Their ability to communicate effectively and being ready to learn is a significant barrier to their educational achievement.

- Many parents or carers are unable to offer their children experiences such as visiting museums, spending days at the seaside, regular swimming sessions etc. This lack of experiences then has a direct impact on their work as they are unable to draw on their own memories/experiences and acquire the required vocabulary to develop their ideas in lessons across the curriculum. As a school, we endeavour to provide Pupil Premium children with experiences such as horse riding, family fishing trips, visits from planetariums as well as subsidising school trips to places like The Living Rainforest and theatres.

Outline of the planned provision for 2016-2017

The range of provision the school provided this year includes:

- Reducing class sizes thus improving opportunities for more individual effective assessment and accelerating progress e.g. two teachers in yr 6 2 mornings a week and additional LSA support 75% of the week, two teachers in yr 5 for 5 days a week.
- Providing small group work with experienced teachers focussed on overcoming gaps in learning
- Additional qualified teacher to support speech and language across the school 1 day a week.
- Qualified teacher specifically employed to improve standards in reading across the school and be a champion for reading.
- 1-1 support from experienced teachers
- Booster lessons after school for Year 6
- Purchasing home reading resources
- Subsidised Breakfast club to ensure attendance remains high
- Free places at After school clubs to ensure equal opportunities for all
- Home/school liaison support to ensure families receive early intervention for issues which could impact on children's learning and/or attendance at school and emotional literacy support
- Extra enrichment provision e.g. visitors into school, trips out paid for by school, half price music lessons
- Speech and Language Assistant employed 3 days per week to ensure that the gap between those who achieve a GLD in EYFS who are disadvantaged and those who are not disadvantaged nationally is closed as quickly as possible. Language and communication remains the key area for why disadvantaged children did not achieve a GLD compared to other children
- Extra emotional literacy support specifically aimed at KS1 including 75% disadvantaged children.
- Employing schools direct teacher in yr 3 to help narrow the gap that exists for disadvantaged children in year 3
- Continuing to improve the quality of teaching and learning focussing sequencing of lessons in literacy and providing opportunities for mastery in numeracy.

All our work through the Pupil Premium has been aimed at accelerating progress moving children to at least age related expectations and at greater depth where appropriate. Primarily this will be in communication, reading, writing and maths. As a school, we monitor both the attainment of Pupil Premium children and also the progress they make each term. Our Pupil Premium Lead will then analyse this data each term in order to measure the impact of the funding. This ensures support or interventions are put in place instantly to maximise both attainment and progress. We aim to get as many PP children as possible to above national expectations and thus we focus on progress towards achieving their full potential rather than focusing on just getting children to national expectation.

Date of the next review of the school's Pupil Premium strategy: 6th October 2017