



**Pupil Premium Grant Expenditure Report to Governors and Parents  
Review of 2015/16 & Intended Spend of Funding for 2016/17**

**Pupil Premium**

The pupil premium is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be eligible for Free School Meals or who have claimed within the last 6 years (Ever 6), as well as students who have been looked after continuously for more than 6 months by the Local Authority. Children of members of the armed forces are also entitled to this funding. All schools are required to report on the amount of funding and how it is being used.

**Principles**

We organise teaching and learning at Ellen Wilkinson in order to meet the needs of all children in the most effective way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. EWPS ensures that appropriate provision is made for children who belong to vulnerable groups, including our socially disadvantaged children, and that their needs are effectively assessed and met. We further support these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all the children that are disadvantaged receive the Pupil Premium grant. Given this, we carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at EWPS and nationally.

**Review of Academic Year 2015-16**

<b>Total number of children eligible for PPP</b>	149
<b>Amount of PPG received per pupil</b>	£1320
<b>Total amount received</b>	£197,300

**Objectives**

- To reduce in-school attainment gap between PPG & non PPG pupils in reading, writing and maths
- To increase targeted extended school opportunities for PPG
- To develop access to a range of services available to support well-being of PPG pupils
- Support attendance and punctuality of PPG pupils through increased monitoring and engagement with families

In 2015-16 the PPG was used to:

**Attainment & Progress**

- Deliver Every Child a Reader in year 1
- Additional 0.5 teacher in year 6 working with targeted groups
- Release for class teachers for Targeted Learning Time from Reception to year 6
- 4x 20 minute booster support each week for target pupils (delivered in blocks of 9 weeks)
- Week long Easter school provision for targeted pupils in year 6

**Well Being & Pastoral support**

- Learning Mentor support & sessions with pupils identified with barriers to learning (including anger management, social skills as well as individual programmes)
- Targeted access to enrichment opportunities including after school provision & school journey

**Attendance/Family Support**

- Support for vulnerable PPG families via Learning Mentor & Children's Centre Family support Worker
- Dedicated time for attendance Manager to take additional action where vulnerable PPG pupils attendance remains below national and/or school average (whichever is higher)

## PPG Spending Breakdown

Description	2014-15	2015-16
Learning Mentors - Intervention Support and Social Skills (50% of 2 Learning Mentors' time)	32,538	33,937
Additional Learning Support for smaller targeted groups of 1 to 3 SEN children ( <i>One Teacher for 1.5 days per week in 2014-15 and full time from Sept 2015</i> )	13,586	27,200
Small Group Boosters Year 6 (Groups of 8 to 10 children - Experienced Teacher every morning)	24,066	24,064
Targeted Booster Support All years ( <i>groups of 8 to 10 children - Academic Year to Spring 2013 - Two experienced Teachers 3 days per week each</i> )	70,800	68,155
Additional Booster support All Years ( <i>80 mins X 15 Teaching Assistants - Equivalent of 1 full time TA</i> )	19,794	19,356
Every Child A Reader (One Senior Teacher - 2 mornings per week)	16,824	17,427
Every Child A Reader (One Teaching Assistant - 3 mornings per week)	9,229	9,959
Every Child a Musician - Music Therapy	1,580	
Attendance - Specific Targeted Attendance work (One Admin staff equivalent to one day a week)	6,842	
Subsidised After School Clubs	10,000	5,000
<b>Total Expenditure</b>	<b>205,260</b>	<b>205,097</b>
<b>Total Pupil Premium Applied</b>	<b>209,034</b>	<b>197,300</b>
<i>Variance (Minus means over spend)</i>	<i>3,774</i>	<i>-7,797</i>

Please note that a similar spending plan is in place for the financial year 2016-17.

## Impact of PPG Spend 2015/16

### Attendance

School attendance remains above national average. Targeted support was given to families where punctuality was a concern and this had a positive impact.

### Attainment

Pupils in receipt of the PPG achieved well in line with their peers in the same group nationally and closed the gap across the school except in EYFS. Therefore Targeted Learning Time was introduced in Reception for academic year 2015-16, and more effective use of assessment tools will support improvement in this area.

### EYFS (2016)

	Cohort	% achieving GLD		COMMUNICATION & LANGUAGE						LITERACY				MATHEMATICS			
		Sch	Nat	Listening & Attention		Understanding		Speaking		Reading		Writing		Number		Shape, Space & Measure	
				Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat	Sch	Nat
<b>All</b>	58	82.8	61	96.6	84	94.8	84	93.1	82	84.5	74	82.8	67	91.4	75	93.1	79
<b>Disadvantaged</b>	4	75	45	100	74	100	74	100	72	75	58	75	51	100	60	100	65
<b>Other</b>	54	90	64	92.5	86	93	86	92	84	81	78	80	71	89	78	91	82

### Year 1 Phonics Test (% at met)

	Cohort	School %	National %
<b>All</b>	60	88	77
<b>Disadvantaged</b>	9	56	66
<b>Other</b>	51	94	80

### Key Stage 1

	Reading	Writing	Maths	Science	Combined
<b>All Expected+</b>	81	76	83	83	73
<b>Disadvantaged Expected+</b>	88	83	88	88	
<b>All Greater Depth</b>	32	22	32	-	17
<b>Disadvantaged Greater Depth</b>	35	18	41	-	

### Key Stage 2

	Number	%	Expected combined	Greater Depth combined
<b>All</b>	53		62%	9%
<b>Disadvantaged</b>	30	57	50%	3%
<b>Other</b>	23	43	78%	17%

## **Summary**

### **EYFS**

All school percentages of disadvantaged pupil achievement are above those nationally. However; due to a reduction in the number of pupils eligible for FSM entitlement and therefore qualifying as disadvantaged, some percentages can be misleading as each pupil qualifies for up to 25%.

### **KS1**

In year 1 phonics, pupils achieved lower than national. Out of the 6 pupil who didn't pass the phonics screening, 2 are EAL, 4 are SEN (all with Speech and Language Difficulties) and 3 are FSM & 3 are Non-FSM.

By the end of Year 2, our disadvantaged pupils (17 pupils or 28% of the cohort), performed better than the other pupils. In all subject areas a higher percentage achieved both expected and Greater Depth.

### **KS2**

In Year 6 a greater number of our pupil are disadvantaged than not. Their overall combined percentage is 12% lower than all pupils.

There was a significant change to the reading SATs paper in 2016 which affected schools nationally. EWPS experienced a similar difficulty for some groups of pupils (especially EAL) due to the rich vocabulary content and expectation. As a result our combined results were adversely affected. We have begun the process of addressing this by again making reading a key school priority on the Development Plan.

The school also recognises that we have a small percentage of 'stuck' pupils that fall just below the expected range that it feels have a 'learnt reliance'. Our long term 3 year development plan brings in the concepts of Growth Mindsets through building a Learning Powered School and we believe this will help to support pupils further moving on with their learning and development. School trends would also indicate this is not going to be a trend as FFT 20 targets predicts a 2% difference in attainment between FSM6 and other pupils.