



**THERE'S
NO
FULL STOP
TO LEARNING**

Pupil Premium Report 2016-17

School Aim:

To increase the progress, attainment and enjoyment of school life of all disadvantaged pupils, even if they are already performing above national expectations.

Key priorities:

- To raise the attainment and progress of pupils eligible for Pupil Premium funding
- To narrow the gap in attainment between pupil premium and non-pupil premium pupils at the end of each key stage
- To address any inequalities in education of pupils eligible for Pupil Premium funding

Approach:

- Ensure that the learning in the classroom is of the best quality and having maximum impact for this group.
- *To provide a rich curriculum to support and encourage all children to work hard and succeed in school.*

National Context

The Pupil Premium is an allocation of funding, in addition to main school funding, which schools receive according to the number of children in specific groups.

Schools receive Pupil Premium funding for:

- children who have been eligible for free school meals (FSM) at any point in the last 6 years (commonly known as the 'Ever 6' rule)
- children who are looked after i.e. they are in Local Authority Care
- children adopted from care under the Adoption and Children Act 2002 and children who have left care under a Special Guardianship or Residence Order
- Children recorded as an Ever 4 Service Child or in receipt of a child pension from the Ministry of Defence.

The government awards this funding to help raise achievement for these children. National data shows that as a group, children in these groups have consistently lower educational achievement than those who are not in these groups.

It is up to schools to decide how the Pupil Premium is spent, but this funding should be used to support these children. All schools are required to publish, on their websites, what funding they have received and how the money is being used.

Universal Free School Meals (a free school meal for all children up to Year 2, regardless of family income) were also introduced in September 2014 leading to widespread concerns that children who are entitled to Free School Meals (and therefore Pupil premium for the next 6 years) would no longer claim as the meals are free anyway.

Reay's Context

We have used the government criteria set out in the bullet points above to identify who is in the Pupil Premium group.

In addition to this we have also identified and included children:

- whose older siblings are eligible for Pupil Premium even if they are not entitled in their own right
- whose family circumstances have changed since the claim for Free School Meals was made for the siblings
- where no claim for Free School meals has been made for that particular child due to the Universal Free School Meals provision
- who meet the Pupil Premium criteria but we do not receive funding for in a current cycle as they joined the school after key census dates used to calculate the funding.

Overall, 52% of the children attending Reay School are currently included in the Pupil Premium group. This is much higher than the national average for primary schools in England

Reay's approach to Pupil Premium funding

The school's aims for pupils to make at least expected progress **in** all we do.

The school aims are that all children:

- are independent learners
- have outstanding social skills
- make at least good progress
- have a love of learning

Key priorities for those children eligible for Pupil Premium funding are:

To raise the attainment and progress of pupils eligible for Pupil Premium funding so that:

- they have better attainment and progress than the national average for Pupil Premium children
- they have better attainment and progress than the national average for all children (both Pupil Premium and non-Pupil Premium)
- they make consistently good or better progress

- there is no difference within school between the progress made by Pupil Premium children and their non-Pupil premium classmates
- any gaps in attainment between Pupil Premium children and non-Pupil Premium children close over time

To address any inequalities in education of pupils eligible for Pupil Premium funding in order to:

- accelerate progress
- raise attainment
- increase enjoyment of and participation in school life

How we use the Pupil Premium funding

The quality of teaching and learning is the most important factor in the achievement of all pupils. This is particularly true for pupils from disadvantaged backgrounds – if the teaching and learning is of the highest quality it will have the largest impact on these pupils.

Disadvantaged children who need more time and/or support receive additional targeted intervention and support strategies provided by class teachers, Inclusion leader, Deputy Head teacher, Art Therapist, Music Specialist teacher and support staff.

Funding

In the **2016-17** Reay received £130,680 of Pupil Premium Funding.

This will be used as follows: please note that these figures do not include any Inclusion Leader/ Deputy Head/ Head time.

What	Strategy	Which Pupil Premium pupils will benefit?	Objective/Activity
Interventions	Clear focused small group or 1:1 work with pupils who are making poor progress or are below age related expectations	All Cost:: £72,600	Inclusion leader working with teaching and support staff to ensure that daily/weekly interventions are in place, effective and reviewed. The Inclusion leader will work with the Senior leadership team to regularly monitor the impact of the interventions. Deputy Head Teacher working with individuals
Attendance	Close monitoring and support of attendance and punctuality	All children Cost: £7400	Dedicated learning mentor time to monitor attendance and punctuality, providing support and liaison with children and families where attendance falls below the threshold.

Intensive Phonics support	1:1 and small group support with phonics	Pupils who are below the age related expectation for phonics cost : £10,600	Small group sessions and 1:1 sessions run by Early Year Educator and Qualified teacher to support phonics achievement
Social Skills groups in class and out of class	Small group session with Learning Mentor	Selected pupils from Year 3 Cost: £2200	Timetabled sessions for the learning mentor to work with small groups and individuals developing social skills, confidence and self esteem
Count on us -Maths	Improving attitudes towards Maths	Children in Key stage 2 £300	Count On Us Primary Challenge! The Challenge is a pan-London Maths tournament that aims to increase attainment in Maths while encouraging positive attitudes towards the subject – because it is a really fun way to build your numeracy skills. By combining a series of mental arithmetic and problem solving games, the Primary Challenge will develop pupils’ mathematical fluency and improve their academic performance.
Quiz Club	Improving general knowledge by motivating and inspiring young minds	Pupils in Upper Key Stage 2 £150	Quiz Club is a unique and exciting approach to motivating, inspiring, encouraging and rewarding children in their quest for knowledge and providing them with the opportunity to celebrate their achievements as part of a high profile, national competition. Weekly lunchtime quiz club with the Deputy Headteacher.
Target Tracker	Improved tracking systems	All children	We invested in new data management systems to ensure that the Pupil premium group can be more closely tracked.
Working with our cluster	Learning from and with other schools	All children	We work with a local cluster of 9 schools working together to close the gap, supporting and challenging each other to improve practice.
Lunchtime clubs and activities	Provide additional support during the school day	Reception to Year 6 £3000	Funding used to structure playtimes to enable children to experience a variety of different experiences
School meals subsidized	School meals are subsidized for pupils	Nursery, Year 3-6	Funding used to subsidize the cost of school meals to ensure the cost is not passed onto parents and all children get equal access to a hot school meal
After school clubs and school visits	Enrichment experiences	All children Approx. £5000	The school supports families by subsidizing after school clubs, musical lessons, PE tutors, Art tuition. Provides additional sporting staff for lunchtimes, school trips to the seaside, museums, parks, art galleries, farms etc

Social fund	Support for children (and families) experiencing particular difficulties	Those it is relevant for support £300	Funding for the provision of free school uniform items, additional mentoring time for children, Lego therapy art therapy
Learning Mentor	Additional pastoral support	A percentage of Learning Mentors wage	Dedicated learning mentor providing 1:1 or group support, supporting attendance and punctuality, families and children experiencing difficulties, bereavement support, behaviour support, social skills groups, anti- bullying support.
Natural Thinkers	To develop the Natural thinkers programme throughout the school.	All children throughout the school £250	Employment of a dedicated outdoor learning teaching assistant to support teaching and learning in the school's outside spaces. Development of speaking and listening, literacy, mathematics and reading through outdoor learning
1:1 Reading support	Pupil premium children who are below age related expectation in reading	Children in Year 3 and 5 £500	Beanstalk readers x2 to work with pupils on a one to one basis to support reading skills and confidence
Reading for pleasure	To provide time for the children during the school day to have time to read books of their choice and for pleasure.	All children throughout the school	Timetabled use of the school library. Staff and pupils training on how to use Junior Librarian. Deployment of support staff during lunchtimes to support reading for pleasure. School trips to theatres, authors, book signings.
Music lessons	Working with Specialist Teacher and Lambeth In Harmony Music Services	Year 4,5,6	1 hour music sessions delivered by Music Specialists, 1:1 and small group sessions. School Orchestra

Impact:

Please note the impact will be monitored every 6 weeks throughout the year and then reported on in July 2017.

We measure impact in a number of ways:

- By monitoring data
- Work scrutiny
- Looking at the impact of interventions every 6 weeks by monitoring sessions that are taught, looking at children's work, talking to staff and children- this will be led by the Inclusion leader, Early Years leader, Deputy Head and Headteacher. The findings are reported to the Achievement and Standards Committee of the Governing Body each term

- Lesson/group observations
- Learning walks
- Conversation with the School Improvement Advisor
- Number of pupils attending clubs, trips, residential
- Number of pupils using the library to access reading for pleasure
- Reports from external teachers and School Improvement Advisor

The Pupil Premium 2016-17 cohort at Reay is very diverse.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
57%	43%	69%	69%	50%	70%	33%

There is wide degree of variation in the family circumstances, prior attainment, and home language, and ethnicity, social and educational backgrounds of the children in this group.

Although analysis of the Pupil Premium group shows that there are gaps in attainment between pupil premium and non-pupil premium pupils there is evidence to show that gaps are diminishing.

EYFS GLD (Good Level Development)

	<i>Reay 2014</i>	<i>Reay 2015</i>	<i>Reay 2016</i>
<i>Pupil premium</i>	27%	55%	57%
<i>Non pupil premium</i>	68%	74%	87%

End of Key 1

		<i>2014</i>	<i>2015</i>	<i>2016</i>
<i>Pupil premium</i>	Reading	62%	56%	67%
	Writing	54%	56%	67%
	Maths	54%	56%	72%
<i>Non pupil premium</i>	Reading	94%	76%	92%
	Writing	75%	76%	83%
	Maths	75%	81%	83%

Key Stage 2

		<i>2014</i>	<i>2015</i>	<i>2016</i>
PUPIL PREMIUM	Reading	90%	94%	75%
	Writing	90%	100%	83%
	Maths	90%	81%	67%
NON PUPIL PREMIUM	Reading	94%	100%	89%
	Writing	94%	100%	89%
	Maths	100%	100%	89%