

**Paston Ridings Primary School**

**Pupil Premium Grant (PPG) 2017-18 - Review**

<b>PPG School Context:</b>	
<b>Total Number of Pupils on Roll</b>	505
<b>Number of pupils eligible for PPG</b>	221
<b>PPG funding received per pupil</b>	£1320
<b>Total PPG Funding</b>	£292,320

<b>Summary of PPG Spending 2017-18</b>	
<b>Aims and objectives for PPG spending:</b>	
To fund a series of initiatives and resources in order to improve the progress of pupils working below age expected levels, particularly those on FSM. Through the targeted use of PP money it is anticipated that the gap between vulnerable groups and the national average will be narrowed for the pupils at Paston Ridings.	

<b>Record of PPG Spending 2017-18</b>		
<b>Item/Initiative</b>	<b>Cost</b>	<b>Aims of Spending</b>
Reading Recovery Teacher and Teaching Assistant hours	£32562.67 £4142.97	To narrow the gap in reading achievement between vulnerable children and their peers.
Reading Counts Teacher and Teaching Assistant hours	Included in above £	To narrow the gap in reading achievement specifically related to phonics between vulnerable children and their peers.
Leadership support for safeguarding and support work with most vulnerable families: NH 0.2 +GH 0.1 + CB 0.2	£36,124.94	To ensure all children feel safe and are safe, in order to minimise negative impact on learning.
Line management of Learning mentors and Parent Partnership Coordinator	£9,045.81	To ensure learning mentors and PPC are clear about expectations of role and have opportunities to develop as individuals and team members, thereby minimising barriers to learning for cohorts.
Admin support for Pupil Premium	£5,100	To ensure data is managed in an effective and efficient manner.
Attendance and Admissions officer	£23,778.48	To support families with admissions into school, identifying vulnerable pupils to support with transport. To monitor and improve the attendance of all pupils
<b>Support Staff</b>		To secure a higher pupil, staff ratio across the whole school, to ensure the best learning opportunities for those at risk of falling behind their peers.
- Extra staffing for Reception classes (TA x 1) (SD)	£11,532.87	
- Additional support staff for vulnerable children in KS1 (CM AT)	£16,630.01	
Learning Mentor salaries, including behaviour learning mentor	£60,055.93	To reduce barriers to learning for cohorts To ensure staff feel supported
Learning Mentor resources	£550	To improve engagement with families To support family's ability to parent, particularly in challenging circumstances To deliver Webster-Stratton programme
Parent Partnership Support salary	£4830.39	To improve engagement with families To support the Early Help process To support families where the children have potential barriers to learning to reduce these barriers

Training, including supply teacher costs for specific programmes : <ul style="list-style-type: none"> <li>- Phonics provision</li> <li>- NQT training courses</li> <li>- eCAF support</li> <li>- Reading Counts</li> </ul>	£4,000	To keep staff up to date with new initiatives and improve teaching and learning to improve achievement for all learners, particularly the most vulnerable. To offer an alternative family support intervention and assessment
Target pupils support (CC)	£15532.28	To complete specific programmes for speech and language, dyslexia and other specific needs across the whole school.
Supporting catch up programmes for pupils, particularly in upper KS2 through extra Booster lessons (BB)	£9052.02	To ensure that identified pupils from vulnerable groups make the required amount of progress to achieve well at the end of the year.
Teaching and Learning resources including; specific ICT software for use across the school (RM maths), numicon, Reading books and associated Accelerated Reading costs	RM £1545 AR £2749 £2691 pool	To ensure that pupils and staff have access to effective resources that will aid and accelerate progress for learners at risk of falling behind, across the key areas of the curriculum, in particular, reading, writing and Maths.
Subsidy for Educational visits and visitors to the school to support the curriculum	£5,000	To ensure that all pupils have access to a wider education to support their learning in the classroom, ensuring equal opportunities
Pupil Referral Unit / alternative provision	£6000	To ensure that identified pupils from vulnerable groups make the required amount of progress to achieve well at the end of the year.
Parent Partnership Coordinator	£12101.90	To support families where the children have potential barriers to learning to reduce these barriers
Subsidising specific needs of families to ensure good attendance at school (Purchase of mega-rider tickets for bus to and from school) and school uniform.	£4500	To support families to ensure good attendance and thereby promote achievement by removing potential barriers, including hired transport to alternative provision. To ensure inclusion of all pupils through support with school uniform. To support families attendance at school by providing breakfast club
Support from the YMCA for counselling sessions for individual pupils	£2500	To provide counselling and play therapy to individual pupils with specific barriers to learning.
<b>Sports coaches</b>	£10000	To support vulnerable pupils during playtime and lunchtime encouraging the development of self-esteem, self-confidence and social skills
<b>Lifeguard</b>	£2556.65	To promote the safety of all pupils during swimming sessions
<b>TOTAL</b>	<b>£292,320</b>	

<p><b>Impact of PPG Spending</b></p> <p>Paston Ridings Primary School has seen many benefits of the Pupil Premium across the vast range of initiatives planned for 2017-18.</p> <p>Behaviour and safeguarding systems were identified by OFSTED as being thorough and effective, with these areas and our overall judgement being judged as GOOD.</p> <p>In particular the Reading Recovery Programme has ensured accelerated progress for those children accessing it with the children achieving outstanding progress in reading and +0.3 steps more than the cohort. All of the pupils involved in the phonics counts initiative also achieved accelerated progress, and all passed their Y2 phonics retake.</p> <p>KS1</p>
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The assessment process for pupils in KS1 changed in 2015 – 16, with children now attaining below, expected or greater depth.

In comparison to 2016-17 assessments the attainment of our pupil premium group has increased:

- Reading Expected plus: 59% (+12% on 2015-16, equal to 2016-17) Core Pupil Premium: 61% in line with National figures 2016/17)
- Writing Expected plus: 48% (+17% on 2016-17) Core Pupil Premium: 48% (+16% on 2016-17)
- Maths Expected plus: 45% (+4% on 2016-17) Core Pupil Premium: 43% (-1% on 2016-17)

KS2:

When comparing the progress and attainment for Pupils eligible for pupil premium, there has been a positive impact in reading:

- Reading Expected: +8% improvement in attainment from 2016-17, +0.71 improvement in progress and an average score improvement of 0.8 marks
- Writing Expected: -21% decrease in attainment, and a slight decrease of -0.23 in progress
- Maths Expected: -3% decrease in attainment, and a slight decrease of -0.04 in progress and an average score drop of 0.9 marks

We continue to give support to all pupils across the school, to ensure that everyone has the opportunity to access broad educational experiences, including; sports coaches and sporting events, day visits, residential experiences and enrichment activities within school, thereby ensuring positive engagement with learning for all pupils. There has been an increased need to support families to transport pupils to school, thus improving the attendance of these pupils; megariders have been purchased to support these pupils.

YMCA counselling sessions have been accessed to further support pupil's emotional well-being through counselling and play therapy and some alternative provision has been accessed for pupils experiencing emotional barriers to learning.

The Parent Partnership coordinator and newly appointed Parent Partnership Support, has provided essential and valuable support for a high number of families; supporting a range of issues including managing behaviour, housing, and engagement with school or other agencies. They have written Early Help Assessments and supported families through Team Around the Child Meetings. One to one support continues to be provided by learning mentors for pupils who are extremely vulnerable or may require a higher level of emotional support. The Nurture room and additional purchased resources, provides a safe, calm and welcoming atmosphere for those pupils who require this support.

Targeted interventions, including a booster teacher in Year 6, have had significant impact on pupils' progress; in reading these children achieved outstanding progress, making on average of 0.3 steps more progress than the cohort, in maths an average of 2.3 steps progress more than the cohort. All of the progress made by these pupils was outstanding.

Pupils who accessed first class at number and catch up maths across Y1-5 made at least 8 months extra progress in comparison to their cohort.

Targeted interventions in Reading also impacted on pupils' progress; Reading support for Y6 pupils supported pupils with English as an additional language to make on average 5.4 steps more than their cohort, nearly a Year's worth of progress.

New writing interventions in Y4 had impact on the children involved, they made an extra 2.3 steps on average when compared to their cohort.