

Pupil Premium at Mytchett Primary School 2017-18

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are (or have been in the last 6 years – ‘Ever 6’) eligible for free school meals (FSM), a smaller amount allocated according to the number of children of service families and an allocation for each pupil who has been ‘Looked After’ (in care) for 6 months or more.

For the financial year 2017–2018, the pupil premium funding that schools receive has increased and is higher for LAC than FSM.

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900
Pupils of Service families (Service Pupil Premium - SPP) Service Pupil premium per pupil in year groups reception to year 6 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300
HM Government and other government departments use the term “Disadvantaged pupils” for funding reasons and to describe the cohort of pupils in the official funding chart, which determines the amount of centrally funded Pupil Premium and Service Pupil Premium Funding each school receives directly into their delegated budget for the school to spend on specified interventions and must be held accountable for, in terms on what the funds have been allocated for.	

We focus our pupil premium expenditure on the progress of disadvantaged and most able disadvantaged pupils. We plan and regularly review a range of interventions and strategies than enable us to diminish the difference between disadvantaged pupils and non-disadvantaged pupils.

Financial Year	Pupil Premium Funding at Mytchett Primary School			
	2014-15	2015-16	2016-17	2017-18
No FSM or Ever6	27pupils	27pupils	32 pupils	31 pupils
No. of Looked After pupils or Adopted from Care	1 pupil	1 pupil	4 pupils	3 pupils
No of Service Family pupils	6 pupils	4 pupils	7 pupils	7 pupils
TOTAL	£28, 175	£35,640	£42,240	£48,720

To find out more please see the attached summary of the impact of Pupil Premium spending at Mytchett Primary School in 2016/17 and how we have planned to use it in 2017-18. Our strategy 2017-18 is the rationale behind these plans.

Pupil Premium Strategy 2017-2018

At Mytchett Primary and Nursery School, we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school vision and values:

Our Vision is to promote a happy, caring, stimulating and inclusive environment in which all members of the school community develop in our pupils a love of learning for life believing that all children have the right to the very best education. We continually strive to ensure that no child is left behind.

We value: every person within our community, treating them with fairness and respect; a supportive, well maintained and stimulating environment which promotes achievement, effort and success through shared purpose and ; an ethos which recognises and celebrates individual learning styles, skills, ideas and difference through collaborative working

Our HEART values of **H**appiness **E**quality **A**spiration **R**espect and **T**olerance underpin everything we do.

When deciding how to spend the Pupil Premium Grant we look at the potential barriers to learning faced by Pupil Premium pupils in the context of our school. The reasons for underachievement are many and varied and may include; less support at home; social and emotional difficulties due to complex family situations or attendance and punctuality difficulties. Each child entitled to the funding is unique in their situation and our response to their needs must reflect this.

With this in mind, at Mytchett we are aiming to build the capacity and expertise to enable us to provide a personalised programme of support in order to allow each child to reach his/her full potential and to this end, a big focus for 2017-18 and 18-19 is involvement in the Achievement for All project.

Our key objective in using the Pupil Premium Funding is to narrow the attainment and achievement gap between those entitled to Pupil Premium and those not. Historically these pupils at Mytchett Primary School (15-17% of all children at our school is average compared to national percentages) have achieved and attained well, often at levels much higher than those expected nationally or than their non-funded peers at school. However, this is not consistent and there is still an irregular pattern of these children's attainment and progress. Relatively small numbers make trends difficult to identify. We aim to narrow and even remove any gaps that exist by taking an increasingly personalised look at the needs of this group of children.

We will ensure that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Mytchett is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of a wide range of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Extracts from Ofsted Report November 2014: **Inspection judgements**

The achievement of pupils

is good

- The attainment of disadvantaged pupils is improving and the gap is closing rapidly. In 2014, those at the end of Key Stage 2 were about a year behind other pupils in the school in mathematics, a term behind in writing and a term ahead of other pupils in reading. This was similar to their attainment in comparison with all pupils nationally. However, school data show that in relation to their starting points these pupils made good progress, given that some of them have complex learning needs. Disadvantaged pupils across the school reach levels of attainment at least in line with, and sometimes better than, other pupils.

The leadership and management

are good

- New systems to record and track pupils' progress and attendance have been introduced. This helps school leaders to identify those pupils at risk of underachieving so support can be provided rapidly. This ensures that all pupils, including disadvantaged pupils, have equality of opportunity to succeed. Discrimination is not tolerated on any grounds and consequently relationships develop well.
- The additional funding to support disadvantaged pupils is used well to improve their skills, confidence and experience. It is partially used to provide additional support in class for these pupils to help them to progress well. It is also used to support them in attending out-of-school activities so they have the same experiences as other pupils.

What are the main barriers to educational achievement faced by eligible pupils at our school?

Our internal tracking shows that children are most disadvantaged when they face multiple challenges. Research confirms this.

We recognise that the achievement of children from harder-to-reach families is often weakest. They often receive less support for learning at home and lack a richness in the range of out-of-school experiences that they can bring to learning inside school. Some parents of children in this group do not feel able to support their children's learning effectively

A significant number of our disadvantaged children are also on the SEN register and so need a high level of intervention to help close the attainment with their peers.

The attendance rate for children eligible for Free School Meals has often been higher than that of their non-free-school meals peers and is significantly better than national. Persistent lateness and absenteeism is an issue for a small number of families, all of them disadvantaged.

A number of our families who are eligible for Pupil Premium funding need social and emotional support.

How will we use the pupil premium to address these barriers?

Our funding priorities for 2017-18 fall into 4 key areas:

- 1. Learning and the Curriculum**
- 2. Parents and Families**
- 3. Social and Emotional Support**
- 4. Enrichment within and beyond the curriculum**

Learning and the Curriculum

- Providing 1:1 and small group mentoring time for pupil premium children with their class teacher weekly
- 1:1 Third Space Learning tuition in maths
- Additional boosters in reading and phonics in Years 1 and 2
- Lunchtime Home Learning Club
- Implementation of Assertive Mentoring
- The use of Fix-Its and pre-teaching to secure pupils' learning and progress
- Additional small group teaching in maths and EGPS and reading- Spring Term 2018

Parents and Families

- Home School Link Worker
- Structured Conversations between teachers and families
- Improving attendance and punctuality

Social and Emotional Support

- ELSA
- Learning Mentors

Enrichment Within and Beyond the Curriculum

- Enriched curriculum opportunities
- Access to a wide variety of clubs both internal and external
- Access to books and learning resources
- Remission for board and lodging on residential trips

We will review our strategy in July 2018

Pupil Premium spending 2017-18

Pupil Premium has been allocated to children from low-income families who are known to be eligible for Free School Meals (or those who have previously been eligible in the last 6 years), Service Children and children who have been looked after continuously for more than six months. Schools are free to spend the Pupil Premium as they see fit in order to target areas of need. However, we are held accountable for how we have used the additional funding to support pupils from low-income families. There has been a requirement from September 2012, that we publish online information about how we have used the Premium. This ensures that parents and others are made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

For the academic year Sept 2017 to 2018:

Activities Selected	Spend	What this does	Targeted Pupils
Learning and the Curriculum			
Release for each class teacher 1 hr per week for focused mentoring time with disadvantaged pupils in their class	10,833	Enable teaching and support staff to mentor disadvantaged pupils in areas that are providing them with a challenge- both academic and social	All disadvantaged pupils and others joining small groups for focused teaching
Lunchtime Home Learning Club 2 x weekly	£2620	Facilitates 'narrowing gaps' between pupils who are at risk of falling behind age-related expectations and for intensive 'catch-up' Enables independent use of school computer facilities where these are not available at home	Pupils who benefit from regular support with home learning or who do not have internet access at home.
Booster phonics sessions	1676	Focused 1:1 or 1:2 to accelerate learning of phonics and reading	Disadvantaged pupils at risk of falling behind

<p>2 terms of weekly maths tuition 1:1 for 45 minutes (Third Space Learning) for Year 6</p> <p>1 term of weekly maths tuition 1:1 for 45 minutes Year 5</p> <p>Access to additional teaching resources to support maths in school for disadvantaged pupils</p>	£5900	<p>1:1 tuition in maths for two terms or more has shown to significantly improve the progress in maths of children at Mytchett by closing gaps and building confidence, raising self-esteem</p>	<p>Disadvantaged pupils and pupils who need to acquire greater confidence in order to 'close the gap.'</p>
<p>Memory Magic Resource (working memory)</p>	£60	<p>A resource for teachers to assess working memory and develop memory skills with children at Key Stages 1 and 2. The activities help children discover how to support their working memory and learning.</p>	<p>Pupils for whom additional support for working memory is needed, including Disadvantaged pupils</p>
<p>Employment of TAs to carry out Fix-its with individuals small groups</p>	£2000	<p>Enables gaps to be closed on the same day, aiming for no child to go home without understanding</p>	<p>Any child who has not understood a core concept in class</p>
<p>Booster English and maths sessions taught through half class sizes and focus groups Spring Term and Summer 1</p>	£2000	<p>Enables focused teaching to close gaps in smaller groups (shown to be effective in refining strategies and developing pupil confidence through 1:1 'surgeries.'</p>	<p>All children with special focus on Pupil Premium children</p>
<p>Social and Emotional Support</p>			

Emotional Literacy Support 1:1 for any pupil		ELSA supports the emotional needs of pupils. It applies psychological knowledge of children's social and emotional development to particular areas of need and to specific casework; children learn better and are happier in school if their emotional needs are also addressed.	All pupils with priority focus on Pupil Premium children.
2 x weekly mentoring for Year 6 Pupil Premium children in Spring/Summer 2018 in preparation for transition	£1500	Mentoring from experienced pupil mentor to support aspiration and enable positive experiences and outcomes for Year 6 transition	3 vulnerable disadvantaged pupils
Year 6 pupil transition for vulnerable children	£100	LSA transition programme and school visits	vulnerable disadvantaged pupils
Enrichment within and beyond the curriculum			
Part-funding of residential and paid-for activities (including music tuition and swimming)	3000	Enables pupils to participate in learning through an extended curriculum that they might not otherwise access	Individuals whose parents do not have the means to support their child's learning outside of the core curriculum
Home book packs for focus group PP children	£2000	6 x monthly book packs for children to develop own reading resources at home	Disadvantaged pupils transitioning to Years 1-6
Library trips for focus group PP children; February to July	Nominal 2 xLT members	3-weekly trips to library for choosing, browsing and exchanging books; aim to increase use of library for PP children and encourage independent use/access.	Disadvantaged focus group pupils

Stationery purchase for KS2 PP children at transition	£450	Vouchers and shopping list for holiday purchase of pencil case, ruler, rubber etc ensures pupils are well-equipped and motivated in 'readiness to learn' at the start of the school year	Disadvantaged pupils moving into Years 3-6
Parents and Families			
Achievement for All project: Focus on structured conversations with parents of disadvantaged children to raise aspiration, access and achievement of their children.	5,000	Aims to remove barriers to achievement by developing positive and constructive relationships between parents, carers and school; consolidates effective leadership throughout the school community; closes attainment gap by developing most effective teaching in the classroom; secures children's engagement, learning behaviours, attendance, well-being and personal resilience.	Focus group of vulnerable, disadvantaged and underachieving pupils at the school in Yrs 1-6
	£850	Class teacher release for Achievement for All discussions	
Release time for class teachers to review progress of disadvantage and other pupils 3 times pa	£950	Enables senior leaders time with class teachers to review, assess and evaluate learning and progress of vulnerable and disadvantaged children regularly and evaluate effectiveness of Achievement for All plan	Vulnerable and disadvantaged pupils- those both working at a level of mastery within the curriculum and those who are at risk of falling behind.
Home School Link Worker	Nominal for 17-18 following successful CAMHS bid	Works to support parents with early intervention, advice, parenting programmes and signposting, to remove or minimise challenges that impact on their capacity to support with their child's learning and emotional needs	Children from all vulnerable families; priority given to disadvantaged families

