

## College Road Primary School

### Additional Pupil Grants awarded to school: Pupil Premium report and strategy Reporting to Parents and Carers how grants are used



#### Overall Principles

At College Road we want to make sure that teaching and learning opportunities meet the needs of **all** of our pupils, with a clear focus upon pupils who belong to vulnerable groups. This includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

Each year we receive extra funding from the Government to help pupils who do not do so well in school, compared to other pupils. This comparison is a national one, not necessarily the picture in our school. The purpose of this funding is to make sure that the gaps in attainment and progress are closed nationally and all pupils achieve.

The government does not instruct schools how to use the money, but does expect schools to explain to parents and carers what it has been used to buy, and how this has closed the gap between vulnerable groups and their peers.

The money is not shared out equally between all pupils in each group, it is targeted to those who need it.

Parents and carers should not expect this money to be available to them to decide or express a preference about how the money is spent. e.g. to support other aspects of school life, like voluntary contributions for trips, or additional learning resources. However, parents and carers are warmly invited to ask how the school intends to support their child each year, with an agreed understanding of each child's individual needs.

In making provision for our disadvantaged pupils, we recognise that receiving free school meals does not always mean a pupil is socially disadvantaged. Indeed being part of other groups identified nationally does not always indicate a disadvantage. As a school we have also identified our own vulnerable group(s) based on long term historical data.

All of our vulnerable groups are listed below.

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.

The most important decision making will focus upon the question:

***“Given each child's starting point in school, is she or he making the necessary progress to reach our challenging end of year targets in English and maths?”***

If the answer to this question is no, then the school identifies the child as vulnerable and arranges extra or different provision. All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age related expectations at the end of the year.

Pupil premium resources are not just for underachievers. They may also be used to target able children to push them to achieve at a high level. Sometimes the school will use some pupil premium money to pay for whole school training (usually in learning methods) that will help pupil premium pupils, as well as the other pupils.

#### Provision

The range of provision the Governors may consider includes:

Providing small group work with an experienced teacher, focused on overcoming gaps in learning or helping with homework that can't be done at home.

One to one adult support.

Additional teaching and learning opportunities provided through learning mentors, trained Teaching Assistants or external agencies.

Support and counselling from external agencies.

Enhancement or enrichment days, away from school, during and out of term time. This may be to develop confidence in an area of concern, or further enhance a particular strength.

Whole school initiatives that will have a benefit for all pupils- these usually involve whole school teaching approaches or uses of whole school schemes of work.

### **Pupil Premium Grant Vulnerable groups**

**Adopted Children.** Children in the care of the Local Authority. These children have often had several schools and significant disruption in their lives, as well as the emotional impact of settling into a new family.

**Armed Services.** Children who have one or more parents in the Armed forces. Due to postings, children in these families often have changes of school, as well as the emotional impact of parents being away from home.

**Children entitled to free school meals in the last 6 years.** Parents who receive income support, income based job seekers allowance or tax credits (but not working tax credit) are entitled to receive free school meals. This is the social deprivation measure used by central government.

***Since September 2014 all children up to the age of seven receive a free school meal; it is very important that families in receipt of income support still claim for free school meals.***

### **School vulnerable groups**

Based upon the last six years of assessment data, the following groups of children have not done as well in English or mathematics as their peers in school.

- **Over the past two years, pupils who receive, or have received, free school meals (Pupil Premium)**
- **Children who start school at the age of 4 who are born between May to August.** These children have had less time to develop and need close and sensitive support to catch up with their older peers. This can sometimes take up to 3 years.\*
- **Boys who start school with low social and emotional skills.** These children find it hard to share and take turns in learning and they often do not have as much spoken language, so they find it hard to learn important reading and writing skills.\*
- **Children who move into school, having made poor progress in previous schools.** Research shows that moving schools often leads to a delay in learning, due to forming new relationships and settling to new routines. If children have made poor progress, it is very hard for them to catch up. Especially if they join in years 2, 5 and 6- just before important end of Key Stage assessments.\*

**The school prioritises the use of funding to children who are in more than one of these vulnerable groups, as they face significantly increased challenges to achieve in line with their peers, or continue to achieve above their peers.**

\* We do not use government funds to specifically support these three vulnerable groups. They are described in this document to point out our inclusive approach to all vulnerable pupils and make parents aware that if a child is in one or more vulnerable groups. We need to maintain an honest and close relationship between school and home.

## Reporting for 2016 2017

### Pupil Premium Strategy

Our strategy aims to help all disadvantaged pupils make the necessary progress to help them achieve at least as well as their peers.

#### Barriers to Learning

Our pupil premium pupils attain in line with their peers and make very good progress. However, an increasing number of our pupil premium pupils face additional barriers to their learning. These include:

Child's medical circumstances

Low attendance, often due to parent's special needs or mental health

Special Educational Need or Physical Difficulties including Education and Health Care Plans (EHCPs)

Pupils joining the school in Year 2 or Years 5 and 6, having made poor progress in their previous school or home education.

Boys joining EYFS who have low levels of spoken English and/or summer birth dates.

#### Measuring How the Strategy is Working and How It Helps all Pupils

For children with lower starting points than their peers (usually due to Special Educational Needs) our strategy aims to help these children to make good progress, and to reach or exceed age expectation by the end of Year 6.

The school has regular checks and assessments to quickly identify when a pupil is starting to show signs of falling behind and quickly put in extra help. We also aim to be able to stretch our most able pupil premium pupils.

This pupil premium strategy will be reviewed five times a year, (October, January, March, May and July) and altered if different provision is needed or actions planned are not making the necessary improvements. The overall process and effectiveness is reviewed annually. School governors also receive an annual report, and interrogate data relating to the progress made by pupil premium children regularly. In addition, regular monitoring of pupil premium children's learning is undertaken by the SLT, pupil premium teacher, class teachers and other staff, to ensure we can intervene and support children quickly, in order to maximise their progress.

Apart from achievement we also aim to improve attendance, help families come off multi-agency care plans and other wider health and social needs. We have staff expertise in support families of children on the autistic spectrum in a wide range of contexts.

Some of the extra help we buy with funding helps other pupils too. Often Pupil Premium pupils work in friendship groups or partners are chosen who also benefit from the support. TAs and MTAs and the Pupil Premium teacher lead these activities and other support.

#### Details of how we plan to spend the Pupil Premium grant, and how we have spent it.

*The Pupil Premium Grant allocation for 2016/ 2017 is: £117,800*

*Adopted Children (2) = £3,370*

*Service Family (13) = £3,900*

*Eligible for Free School Meals (84) £110,530*

The Governors have targeted the PPG for:

- Extra, expert Speech and Language support via Dame Hannah Rogers special school; one day per week working with children and teachers
- Employing a qualified teacher as our Pupil Premium interventions champion, teaching groups and individuals to ensure they catch up and keep up
- Employing an additional qualified teacher in our Y6 class, to increase teacher time spent with children
- Employing extra Educational Psychology support to help our provision for SEN children; one extra day per fortnight
- Subsidising places at our daily Breakfast Club
- Subscribing to the MAST intervention and support service, to help families and children with a range of issues.
- Employing a SENCO with a minimum of 3 days non-teaching time
- Additional teaching support

- Making early reading skills a priority, through continuing to invest in the Read Write Inc phonics programme and staff training
- Working with parents; we employ a Family Support Worker daily
- Additional teaching assistant support
- Continual professional development for staff
- Small group tuition after school
- Helping children to become good learners, through the Building Learning Power initiative
- Enriching children's lives through subsidising residential, clubs and trips
- Providing 1:1 support via our Learning Mentors and school counsellor
- Supporting school transition; the induction programme for children starting school with us in Foundation includes home visits and visits to pre-school settings, and children's move to KS3 is supported by individualised programmes.

The main barriers to learning and educational achievement faced by these children include poverty in the home, poor nutrition and health, low self-esteem, low academic levels at point of entry – particularly in communication, language and literacy – paucity of experience, lack of social skills, insufficient support for learning at home and behavioural problems resulting from lack of positive role-models.

These approaches have been taken because we believe – and evidence (eg EEF) suggests that these strategies are successful – that the school's philosophy of 'Learning is Fun' is key to children growing up happy, ready to learn from their mistakes and able to communicate their ideas in a tolerant and understanding way is key to success.

The school will measure the impact of the pupil premium by various means, including interrogation of data, observations, feedback from children and families, comparisons with pupil premium children's attainment regionally and nationally, and of course the evidence apparent in the children's learning. At the heart of all this is the school's determination to ensure rates of progress of pupil premium children at least match their non-pupil premium peers, and that the attainment gap that exists nationally is closed at College Road.

The result of all of these measures is that, at College Road Primary, we narrow the gap very well. This is evidenced in our Raiseonline data, the Government data dashboard, the governments' School Review system, our latest OFSTED report and internal data which mostly shows that pupil premium children achieve in line with their peers.

We have also received a congratulatory letter from the Secretary of State, noting the good progress vulnerable children make at our school.

***The Pupil Premium Grant allocation for 2015/ 2016 was: £126,015***

***Adopted Children (1) = £1,900      Service Family (10) = £3,000      Eligible for Free School Meals (92) £121,115***

### **How well was the money spent?**

College Road spent this money on:

- Extra, expert Speech and Language support via Dame Hannah Rogers special school; one day per week working with children and teachers
- Employing a qualified teacher as our Pupil Premium interventions champion, teaching groups and individuals to ensure they catch up and keep up
- Employing extra Educational Psychology support to help our provision for SEN children; one extra day per fortnight
- Subsidising places at our daily Breakfast Club
- Subscribing to the MAST intervention and support service, to help families and children with a range of issues.
- Employing a SENCO with a minimum of 3 days non-teaching time
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- Making early reading skills a priority, through continuing to invest in the Read Write Inc phonics programme and staff training
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- Supporting school transition; the induction programme for children starting school with us in Foundation includes home visits and visits to pre-school settings, and children's move to KS3 is supported by individualised programmes.

The impact of this spending meant that pupil premium children across the school achieved in line with their peers in school, or slightly better than non-pupil premium children for progress in reading, writing and maths. The proportion of 'disadvantaged' children achieving the expected standard at the end of KS2 (Y6) in reading, writing and maths was 44% - 5% above the national figure of 39%.

Regarding progress\*, pupil premium children across the school made the same progress or better progress than their peers in reading, writing and maths.

[\*The progress measure for Year 6 pupils is different to other year groups. For Year six we measure progress from Key Stage One SATs (2012) to Key Stage Two SATs (2016); this is a very challenging measure.\*]

Of the children who did not make expected progress, the vast majority had additional barriers that interrupted their learning. Plans are in place to help them catch up in the present academic year.