



Pupil Premium Grant – proposed expenditure Report to parents: 2016/17

and

Impact of Pupil Premium spending 2015-16

The Government believes that the Pupil Premium funding, which is additional to the main school funding, is the best way to address inequalities between children eligible for free school meals (FSM) and those children who are not. Pupil Premium Funding is used to tackle disadvantage in order to reach the pupils who need it most.

Schools are currently given Pupil Premium funding of £1,320 per pupil for those whose families who have registered for FSM. This includes any child who has been registered for FSM at any point during the past 6 years. The children of members of the armed forces are also entitled to this funding which is £300 per child. Schools also receive £1,900 for each pupil who has been looked after for 1 day or more; has been adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order.

The money is given to schools to support them in enabling all pupils to reach or exceed the nationally expected level for their age. Each school may decide how best to use the funding and they are held accountable for how it has been used to support pupils from low income families.

Often parents are concerned that there is a stigma attached to being seen as a 'low income' family. At Amesbury CE Primary School, all matters regarding free school meals and pupil premium are treated confidentially. The key purpose of our Pupil Premium funding is to enable all our pupils to reach their full potential. We work with our families and colleagues to make sure everyone involved with the child has high aspirations. We ensure pupil premium children are well represented and have a voice on our school council, eco committees and other responsible positions across the school.

We recognise that barriers to achievement take a variety of forms and will do whatever it takes to support a child, both in and out of the classroom. We use all our resources to ensure that every child has an equal opportunity to become an empowered learner. In order to achieve this we offer our children a wide range of opportunities, we always make sure these are accessible for everyone.

In addition, one of our biggest resources is the Nurture Centre. The Nurture Centre has been set up to meet the needs of our children and others from outside our catchment area. It provides a short term intervention every morning to meet the social, emotional and behavioural needs of a small group of our learners. The short term aim is to address their needs and help them to develop skills in resilience. The School cannot alter the difficulties some of our children face in their lives but we can help to equip them with the tools they need to manage their circumstances, feelings and behaviour. The children join their own classes in the afternoon but ultimately the aim is to reintegrate them back in full-time to their class as soon as possible. In

the afternoons our Pastoral Manager works with parents/carers to help them manage their children's behaviour and give them advice and strategies in helping keep family life smooth.

Every Friday, the Wiltshire Outdoor Learning Team comes into school, using a professional and personal approach to deliver Forest School programmes that challenge, develop, educate and that are fun for young people. These programmes create a supportive environment that aims to build a respect for the Forest/school grounds, each other and oneself.

Amesbury CE Primary School received a total of £165,640 pupil premium funding in this financial year. This has/is being spent as follows on children who are entitled to pupil premium funding:

The school continues to use Pupil Premium funding in 2016-2017 to diminish the attainment and progress differences between disadvantaged pupils and all other children nationally, specifically with regard to:

- **Disadvantaged** - Increase attainment in Reading from 67.2% to 75%, Writing from 63.6% to 70%, Maths from 59.9% to 65%, working at age expected to diminish the difference between themselves and all children nationally.
- **Nurture Centre** –access to the Nurture Centre as and when required; family support; counselling; forest school; and Time4Talk.
- **Military** –to accelerate progress in Reading, Writing and especially maths to ensure they continue to attain higher than their peers.
- To raise attainment and progress in maths, by end of Key Stage 1 & 2 in-line with similar pupils nationally.
- **Disadvantaged/Military:** To ensure that all children are supported through a thorough induction when joining the school and that their social and emotional needs are met.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	374 (October census) CURRENTLY 440 ON ROLL
Total number of pupils eligible for PPG	97 (FSM) plus 119 (Military) BASED ON OCTOBER 2015 CENSUS
Total amount of PPG funding	£165,640 BASED ON 374 CHILDREN

Pupil Premium 2016-17– Planned spending breakdown:-

Use of funding	Details	Cost
Nurture Centre	Specialist support for both children and families	£41,159
Nurture Centre breakfast club	Breakfast club to support morning transition for children with social and emotional issues	Included in above
Forest School	Including staff training & behaviour support programme	£5,700
Military Club	Lunch club plus additional trips to cluster schools	£1,408
Breakfast club/after school homework club	Supporting appropriate families both before and after school	£7,648
Pupil learning support	TA support, booster groups, individual programmes etc	£22,800

Intervention Managers	Qualified teachers who manage and run appropriate interventions	67,200
TA training/coaching	Upskilling specialist teaching assistants to deliver appropriate programmes	£1,440
Break and lunch club	To support social and emotional aspects of learning	£1,879
Integration support teacher	Trained Teaching Assistant to support learners back into class	£4,233
Pupil learning resources	Equipment, specific resources to aid teaching and learning etc.	£1,985
External agencies such as Educational Psychologist	Additional support from Educational Psychologists and Play therapists as and when necessary + Play Van	£4,164
Counselling	1:1 child counsellor	£4,235
ELSA	ELSA TA running Time4Talk every afternoon	£4,560
Administrator	Working with new children into the area. Ensuring a good transition into school for the pupil and family.	£760
Total expenditure		£169,171

2015-15 FUNDING USED AS FOLLOWS

Objective	Support provided	Impact
To create and enhance further learning experiences for pupils	Music tuition Clarinet lessons for a group of Year 5 pupils.	Increased opportunities and experiences in playing and enjoying music. The pupil has developed further their music skills to ensure success and enjoyment in music.
To enable the pupil to participate fully in all school and after school activities, including P.E., without appearing different	School uniform PE kits and School uniform purchased.	Improved attendance at school and after school clubs and greater participation in all school and after school activities Child feels part of the class and not different to his/her peers. Increased self-esteem.
To allow the pupil to be fully equipped at school and at home	Stationery equipment	Improved attendance at school. Greater independence in the classroom. Increased amount of homework completed. Increased self-esteem and home engagement.
To address the personal, social and emotional needs of the pupil to	Nurture Centre	Pupils were supported socially and emotionally enabling them to fully access learning at school and integrate back into their mainstream class. Increased self-esteem, independent learning skills and desire to want

allow learning to take place		to learn. Increased ability to self-regulate their emotions Pupils more settled in lessons and fewer exclusions.
To address the personal, social and emotional needs of the pupil to allow learning to take place	Counselling	Pupil are more settled in class and so able to fully access learning at school without interruption due to personal, social and emotional needs. Child knows that they have an independent person they can talk to and share their worries with.
For identified pupils to work with experienced teachers using tailored interventions, to support learning and accelerate progress.	Teacher led group tuition	Increased rates of progress and improved level of attainment. Increased self-esteem and an 'I can' attitude to their learning.
To provide further intervention groups for pupils in and out of the classroom	Specialised Teaching Assistant support	Pupils apply their learning in class, make accelerated progress and increase their attainment
To ensure access to all PP pupils to after school clubs and trips	After school clubs	The pupil feels fully included and joins in with all school activities and trips. They feel confident about their learning and make accelerated progress and an increase in their attainment
To support pupils emotionally and get them ready for learning	Breakfast Club	Pupils 'get ready' for learning through having a calm start to the morning, in an environment where children receive a healthy and substantial breakfast
To support children with their home learning.	Homework Club	Pupils supported with all aspects of 'homework'. Enhanced learning that feeds back into school. Children feel they are being supported with their homework and receive the same rewards as their peers.
To support children in the transition of moving from one school to another	Military Club	Pupils buddied up with other children; working together to support each other. Confident children when leaving Amesbury Primary.

Impact of Pupil Premium Funding 2015-16

The tables below show the progress and attainment the pupil premium pupils make through Key Stage 2 from their Key Stage 1 prior attainment.

Progress difference

NC subject	Year	Progress		Within school difference
		Disadvantaged Pupils	Other	
Reading	2015	15.4 APS	17.8 APS	-2.4 APS
New curriculum	2016	2.7 points	0.4 points	+2.3 points
Writing	2015	14.8 APS	16.2 APS	-1.4 APS
New curriculum	2016	5.3 points	3.1 points	+2.2 points
Maths	2015	15.2 APS	16.4 APS	-1.2 APS
New curriculum	2016	3.1 points	0.9 points	+2.2 points

In 2015-16 the progress of Pupil Premium children was accelerated across the school.

Attainment difference

NC subject	Year	Attainment (in points)		Within school difference
		Disadvantaged Pupils	Other	
Reading	2015	24.0	30.9	-6.9
	2016	25.4	26.8	-1.4
Writing	2015	23.3	28.5	-5.2
	2016	25.4	26.9	-1.5
Maths	2015	24.5	30.1	-5.6
	2016	25.0	27.4	-2.4

In all subjects, the in-school difference between disadvantaged pupils and non-disadvantaged pupils has diminished significantly between 2015 and 2016, with almost all of the 'Disadvantaged children' making more progress than their peers and the group as a whole making more progress than their peers.