



The Pupil Premium

Report to parents and carers – updated December 2016

“Schools should be engines of social mobility. They should provide the knowledge, and the tools, to enable talented young people to overcome accidents of birth and an inheritance of disadvantage in order to enjoy greater opportunities.”

Michael Gove MP

It is for this reason that the Government introduced the Pupil Premium which is allocated to schools for children of statutory school age from low income families who are known to be eligible for Free School Meals (FSM) to children who are, or have been, looked after and to children whose parents are currently serving in the armed forces.

From 2013 this also includes pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure). Schools are free to spend the Pupil Premium as they see fit. However, we are rightly held accountable for how we have used the additional funding to support pupils.

Principles

- We organise teaching and learning at Milton Court in order to meet the needs of all children in the best way. As a result we have allocated some pupil premium money to make sure all children have their needs met in their classroom
- We ensure that appropriate provision is made for children who belong to vulnerable groups and that socially disadvantaged children have their needs adequately assessed and met
- We recognise that not all children who receive free school meals will be socially disadvantaged and we also recognise that not all children that are disadvantaged have free school meals. Given this we will carefully track how well pupil premium children are achieving as a group compared to national pupil premium children.
- As all children are individuals, we do not deem there to be ‘generic’ barriers for all pupil premium or disadvantaged children and we work with children’s needs on a case by case basis. However, as a school we recognise that there are some aspects of provision that we need to strengthen in order to enable all our children to better access learning. These include (but are not limited to):
 - Helping develop early speaking and listening skills
 - Strategies to cope with emotionally challenging situations
 - Ensuring children are supported to aspire to achieve
- Our overarching aim is to narrow the achievement gap between those children that are disadvantaged and those that are not but within this we have much longer term goals. We want all of our children, regardless of background to be enabled to develop the skills to access lifelong learning opportunities and to develop the aspiration and resilience to set and pursue challenging goals. Not all of these skills develop rapidly, nor are they all monitored through academic achievements.

Funding received during the 2015/16 academic year:

Financial year	Amount of Pupil Premium funding
2015-16	£142,000

Impacts

Clearly the academic impact of the funding is at the heart of the monitoring that is carried out, however, we also believe that there are qualitative impacts of how we spend our pupil premium money. The following report details the qualitative effects of the spend (as evidenced through practitioner reports – both verbal and written) followed by figures that

show the impact that the funding has had upon 'narrowing the gap' in terms of attainment for those eligible for pupil premium and those that are not.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action	Qualitative impacts
Assertive mentoring for those at risk of underachievement (accelerated learning / assertive mentoring)	£25,000	Identified 'at risk' children spending time every afternoon on determined objectives This equates to approximately 10% of all class teaching assistant time in any one school week	Assertive mentoring / accelerated learning is embedded within all classrooms (from years 1 to 6). Children are highlighted for this provision through pupil progress meetings. Accelerated learning review meetings are held every 2-3 weeks which ensures that children's progress and the impact of the intervention are carefully tracked and monitored. The nature of the programmes means that parents are informed when their children are involved and are able to strengthen the intervention by encouraging the children to continue their focused learning at home. This has built a stronger bond between home and school learning
Inclusion manager / Pastoral support team to support families at risk of low attendance / low self-esteem	£29,000	Pastoral support team work, often on a daily basis, with children who have additional emotional needs that impact upon their readiness for learning	The presence of the pastoral support leader on site enables us to have a more focused approach to improving attendance and supporting families in doing so. In addition, we are able to provide early intervention programmes such as 'drawing and talking' and one to one time to build confidence. The pastoral support / inclusion room is somewhere where more vulnerable children are able to spend time to calm down or talk through problems. A significant part of the Inclusion Manager's role is to monitor the impact of such intervention and support to ensure that all children have the best possible opportunities within the school
Employment of a speech and language therapist and specified TA	£21,500	Focused work with some of our most vulnerable young children to ensure swift intervention and support for speech and language needs	Speech and language has been identified as one of the key areas for immediate attention based on the 'on entry' data that we gather for Nursery and Reception. Children are identified through the Nursery pupil progress meeting with the SENCo. Children in Reception are identified through discussion but also through the Speechlink screen that we carry out with all children. A qualified speech therapist allows us to have specific programmes diagnosed for children which can then be followed up by our speech and language TA. Speech and language /communication levels increase rapidly in early years and the majority of the children are

			moved off the programmes quickly as improvements are quickly noted. Parents, again, are heavily involved and equipped with exercises to carry out with their children at home.
SPARKS emotional health and well being service	£4,500	Dedicated project officer for the delivery of emotional health and well being programme	Sparks is an external service provided through Project Salus. Our dedicated support worker works with individual children on a weekly basis. Children are identified for the programme through the SEN and pastoral support meetings held with the Headteacher. Parents are fully informed of the programme. Results regarding increased confidence, relationship development in families etc are noted.
Subsidising trips for those in receipt of pupil premium	£1000	Providing additional funding to ensure that all children are able to access educational off site trips	As a school we have made a concerted effort to increase the number of outings that children are on. Where families find it difficult to contribute to these costs we ensure that no child is disadvantaged. Trips have had a significant impact upon children's ability to engage with the curriculum as they have a 'real life experience' to draw upon.
Subsidising cost of school uniform and resources	£1000	Provision of blazers/ties/jumpers for all year 6 children to enable them to feel like they can 'lead' the pupils effectively. Provision of uniform to those in receipt of pupil premium in Early Years so that they can begin school with the same uniform as their peers	Children feel aligned with others in the school and therefore ready to learn when they are wearing the appropriate clothing. Parents that receive some support for uniform feel supported by the school and therefore able to approach for further support. Year 6 children feel supported by the school and ready for their transition to secondary through the introduction of blazers and ties.
Play therapy	£5,000	Funding for a play therapist to work with some of our more vulnerable children	Sessions with the play therapist are recommended through the inclusion team who are trained to recognise when play therapy may be of benefit. This intervention is carried out on site and, again, with the full input of parents. Play therapy lasts for a period of up to 10 weeks dependent upon the needs of the children. A full review of the impact is assessed through discussion with the child and with the parents thus identifying whether children have benefitted. The majority of children are referred due to difficulties they have experienced outside school. Filial therapy is also provided for parents when identified to be needed. The feedback from these sessions is extremely positive and the increased quality of parent/child time at

			home is noted through the child's wellbeing within the school.
Reinstating of maintained Nursery provision within the school	£45,000 (to include upgrade of the EY outside area – to benefit Reception as well as Nursery children)	Provision of on site Nursery education for children aged 3 upwards	The school's on site maintained Nursery provision closed at the end of 2014 due to poor attendance. The current leadership team firmly believe that for children to get the best possible start to their education they need to have the ability to integrate within the school community as early as possible. As a result the Nursery provision will be reinstated from September 2016. This has required the complete redevelopment of the Nursery provision space within the school and the recruitment of new staff. The EY outside area will also be fully redeveloped (with the aid of Lottery funding) to ensure the very best provision for our youngest children.

Narrowing the attainment gap

The methods by which children are assessed at the end of each Key Stage (years 2 and 6) have significantly changed for the 2015/16 academic year as children are tested against the new, more challenging National Curriculum. As a result, the outcomes in 2015/16 are not comparable to previous years as the expectation in the tests is now much higher. The percentage of children reaching the expected standard nationally is lower than in previous years due to this higher expectation.

In school attainment gap (year 6)

At the end of the 2014/15 academic year, the 'expected' minimum standard for children at the end of KS2 was to reach level 4. At the end of the 2015/16 academic year there is also an 'expected' minimum standard for children to reach. The gap in attainment for the 2015/16 expected standard within Milton Court between those in receipt of pupil premium and those not in receipt of pupil premium is shown below. In addition, for comparison purposes, the gap for the 2014/15 results is also shown.

	Pupil premium	Non pupil premium	Gap 2015/16	Gap 2014/15	Difference 2014/15 to 2015/16
Reading	42.9	52.6%	-9.7%	-7%	Gap widened
Writing	55.6%	76.2%	-20.6%	-22%	Gap narrowed
Maths	42.8%	57.9%	-15.1%	-22%	Gap narrowed

There has been a slight widening of the gap in reading. This has been noted as a priority for 2016/17 and additional pupil premium money has been allocated out of the next academic year's budget to try and address this further. The narrowing of the gap for both writing and maths is noted. This has been most significant with regard to maths and the impact of initiatives this year has been successful and they will be continued and further enhanced. For writing, the slight narrowing of the gap shows that work started this year has made some impact. Further work to ensure that all children are achieving at the best of their abilities is required.

Attainment gap compared to national figures

In the national figures for 2016, comparisons are made between the achievement of disadvantaged pupils in school compared to non-disadvantaged children nationally. This is a new comparator group and therefore, in line with the change to the assessment system, it is difficult to make accurate comparisons with previous years.

In writing, 60% of disadvantaged children in Milton Court attained the expected level in comparison to 79% of non-disadvantaged children nationally. However, when broken down by prior attainment group (low, middle and high), disadvantaged children within the school outperformed non-disadvantaged children nationally with 29% of prior lower attainers, 83% of prior middle attainers and 100% of prior higher attainers reaching the expected level (in comparison to 22%, 78% and 98% for non-disadvantaged nationally respectively for reading, writing and maths).

In reading and maths, disadvantaged children at Milton Court did not do as well as non-disadvantaged children nationally with lower and middle prior attainers converting to expected levels being at least one child equivalent lower than the national figure. All higher prior attainers for reading and maths attained the expected level (slightly above the national average figures for non-disadvantaged children).

Progress

In year progress

Due to the change in assessment procedures, in year progress throughout the year is defined by teacher judgement (moderated within school, through pupil progress meetings and through REAch2 regional moderations). However, the end point of the academic year enables statistical analysis of expected and better than expected progress for groups of children.

In Year Progress 'measures'

Calculated at end of year ONLY based on the following assumptions:

"The National Curriculum expects children to meet the age related expectations by the end of each key stage. REAch2 deem this to be sufficiently challenging and so children that do so, or are assessed as on track to do so [through the year], are judged to be making good progress. Children that are significantly catching up to age expected levels will also be judged to be making 'good' progress within a year."

AwL rationale – REAch2 September 2015

There are 5 overarching bands in which children can be said to be attaining for each year group expectation:

WT – working towards (hence working below their current age group for the academic year)

A – aspiring (children are working within year group expectations, generally with support, but will need to make accelerated progress to achieve the year end expectation)

OT – on track (children are on track to meet the end of year group expectations)

M – met (children have met the end of year group expectation)

GD – greater depth (children that have met the end of year group expectations with greater depth and breadth)

In order to make 'expected progress' therefore:

A child OT at the start of the year would be M at the end of the year

A child that is A at the start of the year would be OT (not necessarily M at the end of the year)

A child that is WT and is perhaps OT for year 3 (when they work in year 4) at the start of the year would be M in year 3 at the end of the year.

If children have made 'greater' jumps in progress than those illustrated above, then they would be deemed to have made greater than expected progress across the year eg:

A child that is A at the start of the year and is then M at the end of the year

A child that is OT at the start of the year and is then M+ at the end of the year

A child that is WT year group expectations and is perhaps OT for year 3 (when they work in year 4) at the start of the year is A in year 4 at the end of the year

Measures of 'in year' expected progress and greater than expected progress based on these assumptions are given below:

ALL CHILDREN

	Reading		Writing		Maths	
Year 1	78%	0%	96%	11%	93%	17%
Year 2	85%	30%	85%	41%	81%	30%
Year 3	100%	79%	97%	59%	97%	76%
Year 4	100%	63%	100%	89%	100%	48%
Year 5	93%	69%	90%	52%	97%	65%
Year 6	90%	77%	93%	80%	90%	60%

DISADVANTAGED CHILDREN

	Reading		Writing		Maths	
Year 1	84%	0%	92%	17%	92%	33%
Year 2	92%	33%	75%	58%	66%	33%
Year 3	83%	42%	100%	58%	92%	75%
Year 4	100%	63%	100%	88%	100%	75%
Year 5	100%	44%	89%	33%	100%	78%
Year 6	88%	88%	100%	88%	88%	88%

Green shading indicates figures higher than 'all' children. Orange shading indicates figures in line with 'all' children (within -5 to +5%)

The significant accelerated progress for children within year during 2015-16 is evident however, historical provision means that the gaps in attainment remain wide in many year groups and further work to accelerate progress is required to narrow this gap.

Progress in comparison to national figures

As with attainment figures, there has been a change to the comparator group for national disadvantaged figures this year. The comparator group is non-disadvantaged children nationally. When compared with national figures, disadvantaged children who were middle or higher attainers at KS1 made progress broadly in line with national non-disadvantaged children. However, children who were lower prior attainers did not make good progress and were significantly below in comparison to the national non-disadvantaged comparator group. Actions are already in place to address this issue moving forward to ensure that all prior attainment groups are enabled to make maximum progress from their own start points.