



Robert Le Kyng Primary School

Pupil Premium Grant – Report to Parents

2016-17 and 2017-18

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2016/2017	
Total number of pupils on roll	418
Total number of pupils eligible for PPG	92
Amount PPG received per pupil:	£1320
Total number of service pupils	2
Amount PPG received per service pupil	£300
Total amount of PPG received	£122,040

Nature of support in 2016/17

1. To ensure quality first teaching

No amount of interventions can override the fundamental fact that PP children must have the best possible experience within their classroom with their class teacher. Therefore, funding has been used to ensure all staff, both teachers and teaching assistants, participate in CPD externally and within school to ensure class teaching is of the highest standard possible. Moreover, funding was used to release specialist teachers to monitor and teach alongside colleagues to further improve best practice.

2. Specific Interventions

With quality first teaching in place, specific interventions are employed to enable pupils to make greater progress. These interventions must be of high quality and target gaps in PPG children's learning so they are truly effective otherwise a PPG child is better off staying in the classroom. We deploy teachers and teaching assistants to enhance pupils' opportunities to make academic progress. These are 'hard' actions as they target academic attainment:

All KS1 children had an assigned teaching assistant to support additional reading.

Selected KS2 children were targeted by a specialist teacher to take part in reading challenges linked to sport. All children involved with this were able to represent their school in sport as a

reward for reading.

KS2 children were targeted by volunteer readers (data led)

Each year group has additional TA time to target personalised intervention.

Lunchtime clubs were provided to give PPG children extra support in numeracy and literacy through fun games and small group work.

All PPG children have a logon to Mathletics to use at home.

Specialist PE teacher took extra PE lessons to release class teachers on a rolling programme to take PP children for targeted support (8 hrs per week).

‘Soft’ interventions, those aimed at providing emotional support:

A specialist Targeted Mental Health worker supported children’s emotional needs.

Teachers and TAs were assigned to act as mentors to PPG children in Year 5 and 6 to help with any problems they have in school that could be barriers to learning and to support homework.

3. Enrichment and enhancement

To enhance the engagement of PPG children, the school subsidises extracurricular activities so PPG pupils access all residential trips, our adventurous outdoor curriculum programme and after-school clubs. PPG children are targeted to attend our clubs. Equipment, such as kit, has been purchased.

Other support has included funding music provision and summer sports clubs.

4. Parental Support

This year we ran three family learning programmes targeted at the parents of PPG pupils. Each lasted 6 weeks. For example, the first was targeted at parents and children working together on Xmas arts and crafts and another was based around story sacks.

Our parent support adviser was available to all parents via staff referral or self-referral.

The PPG Champion was also always available to help with any questions, concerns or problems.

Measuring the impact of PPG spending

We evaluate the impact of the funding by measuring the impact on standards and progress of pupils and decreasing gaps between the Pupil Premium pupils and others across the school.

In 2016/17, 48 of our PP children accessed at least one club for free across the year.

See tables at the bottom of this report for attainment and progress data.

Number of pupils and pupil premium grant (PPG) received for 2017/18	
Total number of pupils on roll	416
Total number of pupils eligible for PPG	88
Amount PPG received per pupil:	£1320
Total number of service pupils	4
Amount PPG received per service pupil	£300
Total amount of PPG received	£121,160

Identified barriers to educational achievement
<p>At Robert Le Kyng we have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium Grant:</p> <ul style="list-style-type: none"> • Access to language – especially from books • Attendance • Emotional needs affecting learning • Parental engagement – for example with activities such as homework, spellings or home reading • Access to extra-curricular activities and first-hand experiences.

Key expenditure – how the allocation will be spent		
Area of spend	Focus	Total allocation
Dedicated teacher so that class teachers can be released to teach their PP children. Teacher to also teach groups	English and Maths	£26,228
Dedicated TA in KS1 to support reading	Reading	£7,632
Additional TA support in classes and for focused interventions including lunchtimes	English and Maths	£69,090
Mathletics	Maths	£500
Funding for school trips and residential trips including holiday clubs etc..	Personal and social	£7,500
Funding for after school clubs	Personal, social and physical	£1500
Funding for breakfast club	Personal and social	£1,750

Tamhs and EWO support	Personal and social, emotional support and attendance	£1960
CPD for staff including TAs	Maths and English	£5,000

Nature of planned support in 2017/18

1. To ensure quality first teaching

No amount of interventions can override the fundamental fact that PP children must have the best possible experience within their classroom with their class teacher. Therefore, funding has been used to ensure all staff, both teachers and teaching assistants, participate in CPD externally and within school to ensure class teaching is of the highest standard possible. Moreover, funding is used to release specialist teachers to monitor and teach alongside colleagues to further improve best practice.

Teachers will ensure quality written feedback to PPG children through ensuring that they mark PPG books first.

Intended outcomes

- Quality first teaching for all
- Improved confidence in staff subject knowledge
- Improved learning outcomes in reading, writing and maths
- Learning gaps tailored to specific needs of children – closing gaps in understanding
- Improved confidence for children
- Teachers are at their most focused when marking PPG books

2. Specific Interventions

With quality first teaching in place, specific interventions are employed to enable pupils to make greater progress. These interventions must be of high quality and target gaps in PPG children's learning so they are truly effective otherwise a PPG child is better off staying in the classroom. We deploy teachers and teaching assistants to enhance pupils' opportunities to make academic progress. These are 'hard' actions as they target academic attainment:

All KS1 children have an assigned teaching assistant to support additional reading. Additional volunteers have been assigned to KS2. KS2 children are targeted by volunteer readers (data led) Selected KS2 children will be targeted by a specialist teacher to take part in reading challenges linked to sport. All children involved with this will be able to represent their school in sport as a reward for reading.

Each year group has additional TA time to target personalised intervention.

Lunchtime clubs are provided to give PPG children extra support in numeracy and literacy/phonics through fun games and small group work.

A TA at lunchtime is targeted to supporting the play of children so that they have a productive lunchtime.

Specialist PE teacher takes extra PE / PSHE lessons to release class teachers on a rolling programme to take their PP children for targeted support (10 hours per week).

Systems have been set up to more effectively monitor the impact of interventions.

Intended outcomes

- Improved learning outcomes in reading, writing and maths
- Improved confidence for pupils
- Learning gaps tailored to specific needs of children – closing gaps in understanding
- Consolidation of in class learning by the class teacher
- Pre-teaching of skills prior to a unit of work

‘Soft’ interventions, those aimed at providing emotional support:

A specialist Targeted Mental Health worker supports children’s emotional needs. Education Welfare Officer supports attendance and punctuality.

Teachers and TAs are assigned to act as mentors to PPG children to help with any problems they have in school that could be barriers to learning and to support homework. These have been targeted upon vulnerable children.

Intended outcomes

- 1:1 support to help build pupils emotional development
- Improved self-esteem, social skills and behaviour of identified pupils
- Improved confidence for pupils
- Identified children have a 1:1 mentor in school to support their attitude and learning in school – this will support a variety of work including reading, homework and identified gaps from class work
- Improved attendance and punctuality for identified children

3. Enrichment and enhancement

To enhance the engagement of PPG children, the school subsidises extracurricular activities so PPG pupils access all residential trips, our adventurous outdoor curriculum programme and after-school clubs. PPG children are targeted to attend our clubs. Support is given for children to attend breakfast club. Equipment, such as kit, will be purchased as necessary.

Other support will be targeted towards identified needs for individual children.

Intended outcomes

- Pupils are able to participate fully in school trips and residential
- First-hand experience is broadened so that learning is supported
- Improved confidence for pupils
- Social skills such as team work are developed through participation
- Breakfast club to promote good attendance and punctuality

4. Parental Support

This year we plan to run family learning programmes targeted at the parents of PPG pupils. Each lasts 6 weeks and is based on arts and crafts. A new programme this year will be a Xmas club and

further development of story sacks.

Our parent support adviser is available to all parents via staff referral or self-referral.

The PPG Champion is also always available to help with any questions, concerns or problems.

Intended outcomes

- Improved parental understanding of the nature of PPG support in school
- Support for parents to understand their children's emotional and learning needs

How impact will be measured

The following systems will be used to measure impact of the support planned:

- Analysis of attainment and progress data at termly pupil progress meetings and of end of year data
- Work scrutiny by literacy and numeracy coordinators
- Monitoring of intervention evaluation sheets
- Pupil voice
- Parental survey feedback
- Analysis of attendance at clubs, residential and breakfast club
- Analysis of attendance and punctuality patterns
- Feedback from other professionals

The strategy will be reviewed in line with the school improvement plan:

December 2017

April 2018

July 2018

PUPIL PREMIUM - STATUTORY INFORMATION

Pupil premium is additional funding provided by the Department for Education to enhance the education of the most socio-economically deprived (namely those children entitled to free school meals and looked after children).

% of pupils known to be eligible for free school meals (FSM)

	2014	2015	2016
School	19.7	21.4	21.8
National	26.6	26.0	25.2

EYFS

8 children in the EYFS qualified for PPG in 2016/2017 with 75% reaching a GLD. In the EYFS in RLK children in receipt of PPG outperform their peers.

% achieving GLD	School 2016	National 2016
PPG	75%	52%

Year 1 Phonics Screening

13 children in Year 1 qualified for PPG in 2016/2017 with 77% passing the phonics screening. In the Year 1 phonics screening in RLK children in receipt of PPG outperform their peers.

% achieving expected level	School 2017	National 2016
PPG	77%	70%
Not PPG	71%	83%
Gap	+6%	-13%

Year 2 Phonics Screening re-takes (13 children retook the test of which only 1 was in receipt of PPG). 8 children in Year 2 qualified for PPG overall in 2016/2017. The only PPG child who had not passed the screening in Year 1 has now passed. In the Year 2 phonics screening in RLK children in receipt of PPG outperform their peers.

% achieving expected level	School Cumulative 2017	National Cumulative 2016
PPG	100%	86%
Not PPG	94%	93%
Gap	+6%	-7%

Attainment at the end of KS1, based on 8 children who qualified for PPG in July 2016 (at time of writing only Local Authority data available for comparison - to be updated upon publication of ASP). RLK children in receipt of PPG outperform their peers in the school.

% reaching the expected standard+	Reading	Writing	Maths
	Sch 2017	Sch 2017	Sch 2017
PPG	75%	75%	100%
Not PPG	71%	69%	71%
Gap	+4%	+6%	+29%

Initial data from the LA for KS2 indicates that the gap between PPG and other children is smaller than the LA for reading and maths but slightly larger for writing.

Key Stage 2 Tests 2017

Robert Le Kyng

4 Year Trend: School, Local Authority and National % Disadvantaged Pupils

	Cohort	KS2 % Disadvantaged Pupils EXS+		
		School	LA	National
Reading				
2014				
2015				
2016	15	46.7%	56.3%	53.0%
2017	17	59.0%	63.1%	#N/A
Writing				
2014				
2015				
2016	15	46.7%	47.6%	64.0%
2017	17	59.0%	66.9%	#N/A
Maths				
2014				
2015				
2016	15	53.3%	54.1%	58.0%
2017	17	65.0%	64.5%	#N/A

	KS2 % Disadvantaged Pupils Gap EXS+		
	School	LA	National
Reading			
2014			
2015			
2016	3.3%	18.6%	20.0%
2017	2.0%	9.3%	#N/A
Writing			
2014			
2015			
2016	18.6%	19.5%	15.0%
2017	14.0%	9.3%	#N/A
Maths			
2014			
2015			
2016	27.1%	19.5%	18.0%
2017	8.0%	11.0%	#N/A

What about Pupil Premium Progress across the school?

	Read	Write	Maths
Rec			
Year 1	+0.1	+0.6	+0.1
Year 2	+0.5	+0.4	+0.1
Year 3	+0.1	+0.3	-0.3
Year 4	-0.2	=	+0.4
Year 5	-0.4	-0.4	+0.2
Year 6	+0.1	+0.4	+0.3