



1. Background

The Pupil Premium is a government initiative designed to target resources on those pupils deemed to be from a disadvantaged background. Specifically the Pupil Premium money is provided for those pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6) or those children who have been looked after continuously for at least 6 months (CLA). For the year 2016/2017 the Pupil Premium has a value of £1320 per eligible pupil in primary education. Neither the government nor any government agencies have dictated how the Pupil Premium money should be spent, but what is clear is that the money should be used to promote strategies, which narrow the attainment gap between the highest and lowest achieving pupils.

2. Pupil Premium funding and spending

Number of Pupils and Total Amount 2016-2017

Total Number of Pupils on Roll	257
Total Number of Pupils Eligible for Pupil Premium	77
% of Pupils Eligible for Deprivation Pupil Premium	29.96%
LAC children allocation	£1320
Amount of Pupil Premium Received per Pupil	£99, 000
Total Amount of Pupil Premium Funding Received	257

The Pupil Premium funding is spent in a variety of ways with the direct and explicit aim of narrowing the attainment gap between the highest and lowest achievers. This included investment in both academic and pastoral initiatives. A breakdown of the expenditure for the year 2016/2017 is shown below for Laithes primary School. Alongside this is a short passage about the impact of the money being spent.

3. Breakdown of expenditure

Projects Planned	Objective Expected Impact/Outcome	Cost
Employ and deploy Teaching Assistants with a focus on balance of need dependent on % of pupils eligible for Pupil Premium funding.	Teaching Assistants will be utilised to enhance the learning thus progression of disadvantaged children within each cohort with a key focus of accelerating progression to narrow the gap to the rest of their cohort.	£42,807.30
Impact – <ul style="list-style-type: none"> • By the end of the academic year all 10 classes had full time support • Eligible pupils identified and appropriate support planned by class teacher e.g. support in class, intervention activities, pre-teaching opportunities • Support staff have been using the training delivered at the beginning of the year to implement their own intervention for small groups of children. They have worked closely with our SEN support children and delivered the support plan work for these children. • When carrying out learning walks it has shown that TAs are being used appropriately and effectively in morning lessons. • In the summer term 73% of pupil premium children their individual target overall. • • Please ring school for a breakdown sheet which shows the impact of every intervention. 		
Appointment of Assistant Head with responsibility of Inclusion lead (non-class based)	The social, emotional and educational needs of all children are met and closely monitored leading to improved outcomes with additional support given to those needing booster groups/identified with additional needs or SEND needs in order to narrow the gap. Attendance and punctuality monitored and analysed with a key focus on pupils eligible for Pupil Premium funding to ensure a minimum of 97%.	£24,900
Impact – <ul style="list-style-type: none"> • All of the Inclusion Lead's time is spent working with vulnerable families and children. • The role supports families and children at home as well as school. • The Inclusion Leader implemented strategies to improve attendance. These will be reviewed in September 2017. • The inclusion Lead supports with implementation of SEND in school and supporting their needs within school. • The inclusion lead supports class teachers with implementing strategies to support children's learning in the classroom. 		
Sport apprentices to run extra-curricular activities	Develop a sports coach so that they will be able to deliver sport sessions independently and in turn promote a health and active lifestyle through active participation of our disadvantaged children.	£4,145
Impact – <ul style="list-style-type: none"> • The Sports Leader has implemented training for other sport staff in school so that he can deliver lessons and group work. • The Leader supports with lunchtime supervision and afterschool clubs. We have a high intake for afterschool and lunchtime clubs. • The leader has completed peer teaching with staff in the autumn and spring term to develop 		

<p>their PE skills.</p> <ul style="list-style-type: none"> • The leader has led PE sessions in the summer term to enable staff to have focused booster groups. • The Sports Apprentice leads playground activities daily during lunchtime so children are engaged in activities • The sports apprentice also supports the sports leader during PE sessions to ensure all pupils are motivated and participate in activities. 		
<p>BESST – Pay per day service</p> <p>3 days</p>	<p>To enable staff to gain advice about next steps for a child with children with specific social, communication and interaction issues. To enable children to thrive in our school environment to their own individualised potential despite extra barriers they face.</p>	<p>£774</p>
<p>Impact –</p> <ul style="list-style-type: none"> • Inclusion services have supported 4 children so far this year and all have been PP. • Strategies and advice to teachers implemented and impact tracked through individual support plans 		
<p>Educational Psychologist</p> <p>To work with staff to offer more intense and high quality interventions for children with specific needs. To carry out thorough cognitive assessments in order to support school with underlying issues which maybe affecting a child’s learning, development or social and emotional aspects of life.</p> <p>£4725.00</p>		
<p>Impact –</p> <ul style="list-style-type: none"> • The Ed Psych has worked with 8 children this year so far. 3 of these were pupil premium. Advice and strategies implemented and impact tracked through individual support plans. • Due to a road traffic accident part of the educational psychologist remit was to work with children on trauma. 		
<p>Trips/Educational visits/Sport trips/ Competitions/ Coaches</p> <p>To subsidise educational visits and support our most disadvantaged children with extra-curricular learning so they have the same opportunities and experiences.</p> <p>£3,000</p>		
<p>Impact –</p> <ul style="list-style-type: none"> • 		
<p>PSA (Parent Support Advisor) to support key children.</p> <p>To support the most disadvantaged children with social and emotional aspects of their lives</p> <p>£7725.90</p>		
<p>Impact-</p> <ul style="list-style-type: none"> • During the 16-17 academic year we had 11 7 EHAs of which 5 PP. We support the families with school and home life. • Parenting courses are provided. • Attendance is monitored half a day per week. • General advice is offered to all parents around services available, attendance, punctuality and supporting children at home. We have had a number of families of which a programme of support has been given and now are happy to manage without support. • Our PSA has supported with progression of families into the safeguarding arena and offered 		

support with CP and CIN families.

Thrive Training

Three key inclusion staff (Asst Head – Inclusion, Role of Head & PSA) to attend accredited Thrive training (including whole staff INSET) to gain knowledge and skills of how to promote a Thrive ethos throughout school to enhance children’s social and emotional well-being.

£600 –
Training
£1,432.20 –
Software
package

Impact –

- This has now been used with some of our children in school.
- Key children have been identified and assessed and strategies shared with class teachers and parents.
- The PSA attended the training alongside the inclusion lead and she now uses the principles alongside other training (e.g. webster stratton) to support with social, emotional and mental health.
- The assessment tool is being tested and trailed so that we can use it more robust next year.

Whole School Staff Restorative Practice training

To ensure staff have the relevant skills needed to be able to empower children to deal with problems themselves, in a restorative way, thus promoting a high level of social and emotional intelligence giving further opportunity for academic Development.

£400

Impact –

- These principles have been written into our behaviour policy and are part of our day to day practice.
- The inclusion leader has done three behaviour walks over the school terms and has witnessed the use of restorative practice on each occasion.
- Y6 pupils have been trained within school to use restorative practice to support children’s play at lunchtimes.
- Pupils understand restorative practice and why it is implemented in school – pupils feel listened to and appreciate the time taken to solve problems.

4.1 Results – Attainment and Progress

End of EYFS

	2015	2016	2017
GLD – All Pupils	66%	67%	73%
GLD – Pupil Premium	71%	63%	50%

Cohort 2016/2017

41 pupils with 16 pupil premium (39%)

Half of pupil premium children were at age-related expectations or above in all of the prime areas and literacy and mathematics (GLD). The pupil premium children that did not achieve GLD missed out in 1 area of learning. Small booster groups were in place from the Spring term.

Progress per cohort using school summative assessments (Year Group)

Year1

Group/Cohort (67 pupils in total)	Working within the Year 1 curriculum in Reading	Achieved Target in Reading	Working within the Year 1 curriculum in Writing	Achieved Target in Writing	Working within the Year 1 curriculum in Maths	Achieved Target in Mathematics
PP (12) Pupil Premium Funding	100%	75%	100%	75%	100%	75%
SEN – EHCP (0) Special Educational Needs	0	0	0	0	0	0
SA – SEN support (6) School Action Plus SEN pupils	67%	50%	67%	67%	100%	83%

- All pupils eligible for pupil premium funding in Y1 are working within the Y1 curriculum in Reading, Writing and mathematics
- All pupils on the SEN register and eligible for pupil premium funding are working within the Y1 curriculum in mathematics.
- 2 SEN pupils are currently being assessed for EHCP.

Year 2

Group/Cohort (40 pupils in total)	Working within the Year 2 curriculum in Reading	Achieved Target in Reading	Working within the Year 2 curriculum in Writing	Achieved Target in Writing	Working within the Year 2 curriculum in Maths	Achieved Target in Mathematics
PP (8/31) Pupil Premium Funding	100%	88%	100%	100%	100%	100%
SEN – EHCP (1) Special Educational Needs	0%	100%	0%	100%	0%	100%
SA – SEN support (3) School Action Plus SEN pupils	100%	67%	100%	100%	100%	100%

- In Writing and Mathematics all of the children with SEN and pupil premium were working within the Y2 curriculum and achieved their individual target.
- Over two thirds of SEN children are working within the Y2 curriculum and have all achieved their individual targets.

Year 3

Group/Cohort (34 pupils in total)	Working within the Year 3 curriculum in Reading	Achieved Target in Reading	Working within the Year 3 curriculum in Writing	Achieved Target in Writing	Working within the Year 3 curriculum in Maths	Achieved Target in Mathematics
PP (11) Pupil Premium Funding	91%	45%	91%	55%	91%	64%
SEN – EHCP (0) Special Educational Needs	0	0	0	0	0	0
SA – SEN support (4) School Action Plus SEN pupils	50%	75%	50%	75%	50%	75%

- The majority of eligible pupil premium children are working within the Y3 curriculum for Reading, Writing and Maths.
- Over half of the SEN pupils and pupils eligible for pupil premium have achieved their individual targets.

Year 4

Group/Cohort (41 pupils in total)	Working within the Year 4 curriculum in Reading	Achieved Target in Reading	Working within the Year 4 curriculum in Writing	Achieved Target in Writing	Working within the Year 4 curriculum in Maths	Achieved Target in Mathematics
PP (14) Pupil Premium Funding	88%	100%	79%	100%	86%	93%
SEN – EHCP (1) Special Educational Needs	100%	100%	100%	100%	100%	100%
SA – SEN support (5) School Action Plus SEN pupils	960%	100%	40%	100%	60%	80%

- Over two thirds of the children eligible for pupil premium are working within the Y4 curriculum for Reading, Writing and Maths.
- All SEN pupils have met their individual target in Reading and Writing.

Year 5

Group/Cohort (34 pupils in total)	Working within the Year 5 curriculum in Reading	Achieved Target in Reading	Working within the Year 5 curriculum in Writing	Achieved Target in Writing	Working within the Year 5 curriculum in Maths	Achieved Target in Mathematics
PP (14) Pupil Premium Funding	79%	79%	64%	64%	50%	57%
SEN – EHCP (1) Special Educational Needs	100%	100%	100%	100%	100%	100%
SA – SEN support (6) School Action Plus SEN pupils	33%	50%	33%	33%	33%	67%

- **Over half of the pupil premium children in Year 5 are working within the curriculum in Reading, Writing and Maths .**
- **Over half of the pupil premium children in Year 5 have achieved their individual target.**

Attainment in 6

Group/Cohort (36 pupils in total)	Working within the Year 6 curriculum in Reading	Achieved Target in Reading	Working within the Year 6 curriculum in Writing	Achieved Target in Writing	Working within the Year 6 curriculum in Maths	Achieved Target in Mathematics
PP (11/37) Pupil Premium Funding	91%	91%	91%	82%	91%	91%
SEN – EHCP (3) Special Educational Needs	67%	100%	100%	100%	80%	100%
SA – SEN support (5) School Action Plus SEN pupils	100%	80%	100%	67%	67%	67%

- **The majority of eligible pupil premium children are working within the Y6 curriculum in Reading, Writing and Maths**
- **Over two thirds of eligible pupil premium children met their Y6 target in Reading, Writing and Maths**

The progress per cohort shows that the majority of our Pupil Premium and SEND pupils are able to progress onto the next stage of their personalised learning, through the interventions and/or provision put in place at Sandhill.

Further information about the attainment of Pupil Premium pupils, SEND pupils or information regarding our assessment system can be obtained by contacting:

Mrs JB Hirst – Executive Headteacher

Miss K Beech – Head of School

