



Robins Lane Community Primary School - interim evaluation of spend

Financial Year 2016-2017

What is the Pupil Premium?

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel.

Accountability

The Government believes that head teachers and school leaders should decide how to use the Pupil Premium. We are held accountable for the decisions we make through:

- The performance tables which show the performance of disadvantaged pupils compared with their peers
- The new OFSTED inspection framework, under which inspectors focus on the
- Attainment of pupil groups, in particular those who attract the Pupil Premium
- The reports for parents that we as a school publish online.

School Statistics

- Pupils are currently entitled to Free School Meals = 32% (73)
- We have 0 children of service personnel
- We have 0 LAC in the school
- We have 7 pupils who are entitled to Early Years Pupil Premium funding
- In total 86 pupils are eligible for Pupil Premium Funding out of 226. (38%)

Pupil Premium- £1320 per primary aged pupil.



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Service Premium - £300 per primary aged pupil.

Total Budget of - £113,520.

Eligibility for funding includes children who:

- Have been looked after for 1 day or more
- Were adopted from care on or after 30 December 2005
- Left care under:
 1. a Special Guardianship Order on or after 30 December 2005
 2. a Residence Order on or after 14 October 1991

School Policy

The Governors have agreed a policy for Pupil Premium to guide the use of funds and to ensure that it represents value for money.

Objectives for Pupil Premium

1. To ensure pupils make sustained progress in Core subjects.
2. To provide quality support to ensure pupils make sustained progress socially reducing barriers to learning.
3. We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

Planned strategy for using the funding:

1. Pupil Premium will be clearly identifiable within budget reports.
2. The SLT, in consultation with the governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled pupils.
3. The school will assess what additional provision should be made for the individual pupils.
4. The school will be accountable for how it has used the additional funding to support



the achievement of those pupils covered by the Pupil Premium and the SLT will report to the governing body and parents on how effective the intervention has been in achieving its aims.

Overview of Pupil Premium Spending:

Key Objective (1): To ensure pupils make sustained progress in Core subjects.					
Focus	Success Criteria	Specific Actions	Monitoring Arrangements	Budget Allocation	Evaluation of spend Achieved Partially Achieved Impact not seen
(A) Provide interventions to provide enhanced learning in core subjects of Math and writing across KS1 and KS2	A reduction in attainment gap Y1-Y6 between PP and non PP children July 16 – July 17	Deploy additional TA's to deliver interventions through a small group tutoring model	Use of assessment data to identify children in need interventions following moderation. Observations of interventions to scrutinize impact / quality of interventions Pupil feedback Intervention books updated and recorded	£18,120 5.5 TA's in various year groups	Partially Achieved Formative Assessment data currently inconclusive in relation to progress as will need further assessment point to establish. However, through observations, quality of interventions is good – outstanding. Teachers are using data to target children with interventions in specific areas – especially boys writing.
(B) Provide interventions of Reading 1:1 to personalise learning "1 to 1 readers"	An increase in attainment of specific children in Year groups with current low attaining readers. (Y3 / Y4)	Use "everyday readers" to deliver 1:1 reading support to PP children with specific reading needs and those that have not made progress.	Use of assessment data to identify children from progress made following moderation to target for 1:1 readers. Observations of quality of teaching End of year assessments used to monitor progress of "1 to 1 readers"	£7326.50 Learn mentor allocated time alongside additional TA support	Achieved A number of targeted children have made progress in this area. Observations of 1:1 readers have been carried out and teaching is consistently good – outstanding.
(C) Provide support in core subjects (both at school and at home) using ICT educational programmes.	Children who use specific ICT programmes i.e. Lexia – make progress, closing the between PP and non-PP children in reading (whole school)	Create booster session using ICT suite and the programmes invested in. Enthuse and create a passion for reading	Monitor usage if Lexia by children. Compare progress on Lexia and other ICT programmes to children's overall progress – done using case studies.	£27072.50 ICT programmes x 8 ICT facilities	Partially Achieved Impact not seen Not all programmes are in use and it has been agreed that a review for next year will take place around a number of



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			Pupil voice	Training for new curriculum (core subjects)	computer programme we sign up to. This is not including Lexia, which (for those attending has proved an invaluable resource that is popular and delivers impact to children's reading progress
(D)To increase progress in reading from year 1 – year 4	PP children make progress through the RWI programme in comprehension	RWI lead to identify through rigorous assessment children who have not made progress form phonics screening. Small group interventions to take place, RWI lead and trained TA's to implement	RWI lead to monitor progress of these children and monitor quality of interventions through training and observations	£2,076	Partially Achieved This is an excellent bridge for those with low starting points and continues to provide a significant impact for those in KS1 and KS2. PP children progress to be closely monitored at next assessment point.
(E)Provide professional CPD in core subjects to maintain high quality of interventions support in core subjects.	Staff are fully prepared and upskilled to deliver the new curriculum through interventions	Training courses to be delivered throughout the year targeting changes to core subject's curriculum Outstanding teacher books	Through observation to ensure training is being delivered and QOT is outstanding in line with new frameworks.	£3582 x 3 courses 179.88 x 10 books	To be reviewed again at a later date
(F)To identify and support vulnerable groups and model high quality language and play to support early phonics delivery in EYFS	Higher percentage of PP children to achieve the GLD in relation to previous year.	1 x TA employed in reception to support with key language area.	Impact of TA monitored through assessment (AFL), observations of teaching and final GLD results. All to be tracked using O-Track	£5080	Partially Achieved Observations have seen an improvement in the delivery of modelling. Progress to be continually monitored at next assessment point.
Key Objective (2): To provide quality support to ensure pupils make sustained progress socially reducing barriers to learning.					
To provide attendance support to children and families in receipt of PP.	The attendance of PP children is in line with National average. Children and families receive appropriate support to remove barriers for learning. LAC have appropriate provision in place, PEPs are quality assured as at least good.	1 x attendance office to be employed by the school – to liaise with vulnerable families to promote and challenge attendance.	Appraisal Supervision for pastoral staff Weekly SLT case meetings (through SLT agenda – monitoring attendance of key children)	£3350 x 1 Attendance officer	Impact not seen Action taken – Working with LA attendance lead to heighten the impact as was not seen previously. Improvement already seen. To be monitored again at next assessment point.



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<p>To provide learning mentor support (pre-planned and crisis response) to PP children and families to remove learning barriers.</p>	<p>Children receive mentoring either as a series of sessions or crisis response. SDQs for targeted children show improvement after mentoring</p>	<p>Learning mentor to continue to be employed.</p>	<p>Appraisal Monitoring of progress of children identified. Teacher feedback on children wellbeing in school.</p>	<p>£8,226.50</p>	<p>Partially Achieved High quality support given and an invaluable resource for the school. Impact seen through behavioural logs and progress when looking at work completed. To be reviewed at next assessment point.</p>
<p>Enhanced curricular tuition to engage in wider curriculum opportunities and increase experiential learning opportunities to engage and enthuse learners.</p>	<p>Children have an enriched experience allowing them to access various parts of the curriculum creating an intrinsic desire to learn.</p>	<p>Learning support service – Addition days to be purchased for successful activities Dinosaur hook event Art sessions for PPA provision Additional curriculum sessions</p>	<p>Impact to be measured through SLT discussion. Observations of additional activities to ensure quality of teaching Pupil voice on activities and what they would like to see</p>	<p>£9,500.76 Broken down into £1021.36 (ALS) £850 – Dinosaur £250 – Living Eggs Art sessions – £2305.54 DT sessions £1271 Music Service £3808</p>	<p>Achieved School ethos – promoting what it is to be a Robin. Impact seen throughout the school in behaviour of the children</p>
<p>To provide extended services such as after school clubs and breakfast clubs for identified PP children.</p>	<p>Children attending breakfast club and after school clubs have attendance at least in line with national average for PP children (as a group)</p>	<p>Pupils to be provided subsidy for breakfast club / afterschool club (including additional after school sports clubs) PE clubs to be taken out of</p>	<p>Through attendance analysis on a termly basis.</p>	<p>£16,320</p>	<p>Achieved PP children regularly attend various club enriching their school experience.</p>
<p>To subsidise trips for PP children including planned trips to London and Kingswood for Y6/Y5 PP children</p>	<p>All children wishing to attend residential visits and other trips have the opportunity and experience.</p>	<p>Places to be made available for 2 children in year 6 and 2 in year 5 for residential trips.</p>	<p>Trip leader feedback Pupil voice on experience</p>	<p>£1750</p>	<p>Impact not seen To be reviewed at a later date</p>
<p>Total</p>				<p>£113,520</p>	