

## Pupil Premium Grant Expenditure Report

The pupil premium is additional funding for schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. The Department for Education (DfE) allocates an amount of funding known as the Pupil Premium which is additional to main school funding and is calculated on the number of pupils receiving free school meals (including those that have received FSM over the previous 6 years), children in care and service families.

For 18/19 the funding amounts were:

- £1,320 per pupil of primary-school age
- £300 per service family pupil
- £2,300 for any pupil:

identified in the January 2018 school census or the alternative provision census as having left local authority care as a result of:

adoption

a special guardianship order

a child arrangements order (previously known as a residence order)

who has been in local authority care for 1 day or more

recorded as both eligible for FSM in the last 6 years and as being looked after (or as having left local authority care)

Schools are required to report on the expenditure of pupil premium funding and measure the impact on outcomes for disadvantaged pupils.

### **Overview of the school**

<b><i>Number of pupils and pupil premium grant (PPG) received</i></b>	
Total number of pupils on roll	548
Total number of pupils eligible for PPG	169 (including children in care and service family children)
<b>Total amount of PPG received</b>	<b>£231,000</b>

### ***Guiding Principles for Expenditure of Pupil Premium***

- To ensure that teaching and learning opportunities meet the needs of all pupils.
- High quality, effective teaching and learning is the most impactful support for disadvantaged learners.
- To ensure that appropriate provision is made for pupils who belong to all vulnerable groups, this includes the needs of socially disadvantaged pupils.
- In making provision for socially disadvantaged pupils, to recognise that not all pupils who receive free school meals will be socially disadvantaged.
- To also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated based on need. Limited funding and resources means that not all children receiving free meals will be in receipt of pupil premium interventions at one time.

### **Key areas of focus 2017-18**

- Improve attendance to be at least in line with national expectations by reducing the numbers of PPG pupils below 90%
- Accelerate progress & attainment of children with SEND who are eligible for the pupil Premium
- Improve the teaching of knowledge and skills. Enhance children's ability to retain, recall and apply what they have learnt, independently through developing the curriculum and providing CPD for teachers on efficient instruction methods and lessons to learn from cognitive science.

### **Pupil Premium Provision 2018/2019**

- Senior leader allocated role and time to work with families to reduce persistent absence. - £13,520 (D)
- Pastoral Team Lead to monitor attendance for disadvantaged learners. PLT will be the first point of contact with families, where attendance is below average, and will discuss any barriers that school could help overcome, including funded spaces at breakfast club if appropriate. - £5,790 (D)
- Transport to school in the morning provided by school for families where the attendance of their children is significantly below national expectations. - £3,156 (D)
- Deputy Head teacher (DHT), Year Leaders, Maths and English Leaders to ensure high quality teaching and learning in the core subject areas across the school through the implementation of best practice, effective staff training and a focus on ensuring age related curriculum content is taught consistently and effectively. - £69,287 (A)
- Development of the Talbot 20-20 curriculum across school to help build children's knowledge, understanding and retention. Opportunities to revisit, link and consolidate what they have been taught built in to the curriculum, in core and foundation subjects. Considerable investment in joint professional development and staff training required over the next 18 months - £46,307 (A)
- Subscriptions to online, high-quality resources (TTRS, Testbase) to support children with practising fundamental skills in maths and English such as number bonds, times tables and spelling patterns. - £479 (A)
- Support the independent application of skills by pupils in Year One by developing enabled environments. - £4,905 (A)
- Strengthen the quality of access within the early years' provision to language rich resourcing and key skills support to ensure more FSM children begin Year One well prepared. - £4,131 (B)
- Enrich the curriculum offer to incorporate opportunities for pupils to engage in outdoor activities which promote curiosity, imagination and problem solving, and strengthen positive attitudes to learning. - £20,700 (C & E)
- Pupil Premium Champion (PPC) to provide close pastoral and academic mentoring for identified disadvantaged pupils to reduce barriers to learning. - £18,441 (C)
- Trial of cued articulation approach to early reading and phonic awareness for children who struggle with the traditional synthetic phonics program – Letters and Sounds. - £3,359 (B)
- Investigation into and then trialing strategies to enable children with SEND to overcome their barriers to learning. carefully monitored for effectiveness and adapted as required to meet the needs of the individual learners. - £2,306 (A /B /C)

- Additional hours for teaching assistant, who is a qualified occupational therapist, to provide bespoke intervention and support for disadvantaged learners who need to improve their fine motor skills, pencil grip and handwriting in EYFS. - £2,467
- Continue to increase parental engagement through proactive communication, careful monitoring and building on principles of Achievement for All. - £959 (C)
- Increase the proportion of disadvantaged pupils actively engaged with wider curriculum opportunities through BU – Passport to Learn Program. - £1,000 (E)
- Subsidising school trips and residential trips to ensure that children are not disadvantaged by social circumstances - £478 + £2,000 contingency (E)
- To provide before and after school care for selected pupils to help support attendance. - £4,750 + Contingency £2,000 (D)
- AIM – funded music lessons off-site for children showing potential in this area. - £810 + contingency £810 (E)
- Behaviour Coordinator – To support vulnerable pupils and families where poor behaviours are barriers to learning. Parental engagement - £21,052 (C)
- Specialist Teaching Assistant to work with identified children with sensory needs that if unmet would impact negatively on their learning. (pm) - £6,235 (C)
- Cooking Club – Funded extra-curricular club where selected pupils are taught to cook simple, affordable meals and provided with recipes to take home. Parents and families invited in to enjoy a selection of dishes prepared by the children. - £5,102 (E)
- Vocabulary development – Whole school focus to improve the breadth and depth of pupils vocabulary and begin to close the word gap between disadvantaged pupils and their peers - £5,407 (B)
- Uniform fund for disadvantaged children - £250
- Crisis Fund – Children who may need additional resources or support due to changes in personal circumstances that would otherwise impact on their learning. - £1,000

### Impact from the previous year – 2017-18

Item/Action	Cost	Impact
<p><b>Staff Costs:</b></p> <p><b>Assistant Headteacher (AHT), Year Leaders and Maths and English Leaders to ensure high quality teaching and learning in the core subject areas across the school through the implementation of best practice, effective staff training and a renewed focus on ensuring age related curriculum content is taught consistently and effectively.</b></p>	£72,500	<p>An increased proportion of FSM pupils began Year 1 well prepared across the ELGs.</p> <p>10% increase in the proportion of disadvantaged pupils securing the phonics pass of 32 by the end of Year 1</p> <p>HA PPG pupils' achievement in reading and mathematics was maintained from 2016/17 in KS1 and improved in KS2 for all PPG pupils.</p> <p>In Key Stage Two there was a 20% increase in the proportion of PPG pupils securing the expected standards in Reading, Writing and Maths in 2018.</p>

<p>Pupil Premium Champion</p> <p>PPC worked with disadvantaged pupils, who are lacking the confidence, concentration and resilience to cope with challenges. Carefully designed interventions put in place to enable the children to improve in these areas</p>	<p>£6,000.</p>	<p>Huge impact on developing confidence and self-worth, especially. through public speaking and presentation skills.</p> <p>Attendance registers at sharing events, show significant improvement in parental engagement in PP pupils learning.</p> <p>Surveys and interviews reflect positive changes in confidence and attitudes towards school.</p>
<p>PPC &amp; Deputy Head monitor attendance for disadvantaged learners.</p> <p>PPC first point of contact with families, where attendance was below average, to discuss any barriers that school could help with, e.g. funded spaces at breakfast club.</p>	<p>£8,000.</p>	<p>Attendance for disadvantaged learners, increased by 0.5% overall on the previous year, but remains below national expectations.</p> <p>Attendance is one of three key areas of focus for the coming academic year, with new staff in place to drive further improvement</p>
<p>Class teachers provided with the professional development and additional time to identify barriers for learning of the disadvantaged children in their classes.</p>	<p>£14,000</p>	<p>Leadership monitoring and evaluation shows a close match between pupils' barriers to learning and subsequent teaching. There is a notable reduction in error and evidence of strengthening skills in mathematics in particular. With early intervention in EYFS resulting in improved outcomes in the specifics for PPG pupils.</p> <p>Tracking systems established to enable good transition to new class teachers and ongoing focus on improving outcomes for these children.</p>
<p>Intervention to overcome these barriers is put in place, carefully monitored for effectiveness and adapted as required to meet the needs of the individual learners.</p>	<p>£50,000</p>	<p>Play Therapy : 2 pupils - Both children and parents engaged in identifying areas of need, and allowed to explore this through play environment. Teachers noted an improvement in classroom focus.</p> <p>EIP : 4 pupils - Intervention for 1/2 term, to engage children back into learning and avoid exclusion from school. Meetings held alongside professionals at Longspee, and upskilled TAs for behaviour management. On return, marked improvement from baseline assessment &amp; minimal intervention required.</p> <p>SALT: Therapist sessions followed up by sessions with SALT TA, working on individual targets and outcomes from reports. All children improved, achieved targets and set new ones.</p> <p>Talkabout : 10 pupils – baselines demonstrated low levels of self-esteem and self-awareness. Final assessment showed all children had progressed to higher levels which impacted on greater confidence in class and engagement in learning.</p>
<p>Additional time provided for class teachers to carry out pupil conferencing.</p>	<p>£14,000</p>	<p>CPD provided to all teachers regarding effective conferencing. Staff report greater understanding of its importance and their ability to carry it out effectively. Improvements evident in pupil work – especially writing and maths.</p> <p>Pupil interviews carried out by senior leaders show that pupils value the conferencing experience. They are able to talk about improvements they have been able to make to their work as a result of this additional time with their teacher.</p>

PPC and AHT identified disadvantaged children who did not access wider opportunities and provided opportunities to undertake activities in school including sports clubs for PP pupils and where opportunities for enrichment may require funding support. Children were also signposted to a range of activities outside of school hours, supported by BU – Passport to Learning program.	£4,900	<p>Identified families were provided with a program of fully funded activities, including drama, science and nature-based fieldwork.</p> <p>Other families received free Summer school provision through the GYA program. Parental views, captured through informal interview and survey show extremely positive feedback with children keen to maintain the programs into the next academic year and beyond.</p> <p>Additional families and children will be offered the same opportunities this year.</p>
To provide before and after school care for selected pupils to help support attendance.	£2,500	There is a rising profile of PPG pupils attending extra-curricular provision as a result of utilising this facility to enable children to attend extracurricular clubs whilst their siblings are cared for at Talbot Stars.
Subsidising school trips and residential visits to ensure that children are not disadvantaged by social circumstances	£1,000	Financial considerations are no longer a reason for children not to attend trips, especially residential. This year, all children who wished to attend, were able to.
Improvements made to the Early Years base to ensure the environment is enabling and language rich to provide disadvantaged children with the maximum opportunities to develop and close any gaps with their peers before they widen.	£24,000	<p>Improvements were made to the indoor environment. Pupil sampling shows that PPG pupils are now beginning to access reading and writing opportunities regularly and can apply their skills independently as a result of additional resourcing/structured guidance in learning areas.</p> <p>This year there will be a greater focus on the outdoor environment to ensure that the quality and breadth opportunity provided indoors is matched by outdoor provision.</p>
Continue to increase parental engagement through proactive communication, careful monitoring and building on principles of Achievement for All	£1,200	<p>Over 90% of families are engaged with school through Marvelous Me.</p> <p>Attendance at parent consultations for families of disadvantaged learners rose to over 90%, which is the highest to date. We will continue to work towards 100% this year.</p>
Bespoke intervention and support provided from a qualified occupational therapist for disadvantaged learners who need to improve their fine motor skills, pencil grip and handwriting.	£4,000	<p>Detailed analytical work was carried out across the school, with key areas identified to develop in classes (posture and core strength for example). This information was disseminated to all teaching assistants to provide support to the children they worked with. Improvements noted in written work during scrutiny of written work.</p> <p>Further support is required this academic year. TA with occupational therapy experience is now working in EYFS to provide expertise and support for identified PPG pupils.</p>
Additional high-quality resources purchased to support the teaching of English and Maths, including online resources.	£500	Consistent, high quality materials used for planning and teaching in core areas leading to greater understanding and appropriate levels of challenge for children across the school.

## Key benchmarks and comparisons with national expectations

### Attendance

	Talbot Disadvantaged Pupils
<b>2016- 2017</b>	94.02% (139 pupils)
<b>2017-2018</b>	94.7% (171 pupils)

### Attainment

#### EYFS G.L.D.

	2018	2017	2016
	% of Pupils achieving a good level of development	% of Pupils achieving a good level of development	% of pupils achieving a good level of development
Pupils Eligible for Disadvantaged Funding	76%	63%	25%

#### Summary

- 13% rise in disadvantaged children achieving GLD from 2017 to 2018 (Good level of development)
- An improving trend evident, with a 51% increase in the children achieving GLD from 2016 to this year.
- Likely to be broadly in line with 'National other' when national figures are released

### Phonics

#### Year One

	2017-18	2016-17
	Meeting expected standard	Meeting expected standard
Disadvantaged	50%	39%
National Other		84%

#### Year Two

% of pupils who did not pass in Yr 1	Meeting expected standard	Combined Yr 1 & Y2 retakes
Disadvantaged	64%	80%

### KS1 Attainment

<b>2016 - 2017</b>	Reading Expected	Writing Expected	Maths Expected	Reading Great Dep	Writing Great Dep	Maths Great Dep
Disadvantaged	63%	44%	67%	15%	4%	15%
Nat Other	79%	72%	79%	28%	18%	23%
<b>2017 - 2018</b>	Reading Expected	Writing Expected	Maths Expected	Reading Great Dep	Writing Great Dep	Maths Great Dep
Disadvantaged	45%	50%	55%	15%	0%	15%
Nat Other *	79%	72%	79%	28%	18%	23%

## KS1 Summary

### Phonics

- Significant increase of 11% from the previous year of children achieving the expected standard.
- 80% of disadvantaged learners met the expected standard by the end of KS1

### Reading

- Significant drop from 2016 to 2017 for disadvantaged children at expected standard
- 15% maintained from 2016 to 2017 of children achieving greater depth

### Writing

- Slight increase of 6% disadvantaged children reaching expected from 2016 to 2017
- No children attaining greater depth

### Maths

- Significant drop in disadvantaged children reaching expected standard from 2016 to 2017
- Maintained 15% of children reaching greater depth.

## KS2 Attainment

<b>2016 2017</b>	Reading Expected	Writing Expected	Maths Expected	Read /Wri/ Maths Comb	Reading Great Depth	Writing Great Depth	Maths Great Depth
Disadvantaged	35%	69%	35%	19%	4%	8%	0%
Nat Other	77%	81%	80%	67%	29%	21%	27%

<b>2017 2018</b>	Reading Expected	Writing Expected	Maths Expected	Read /Wri/ Maths Comb	Reading Great Depth	Writing Great Depth	Maths Great Depth
Disadvantaged	43%	36%	<b>54%</b>	<b>43%</b>	4%	<b>11%</b>	0%
Nat Other*	77%	81%	80%	67%	29%	21%	27%

## Summary

### Reading

More disadvantaged children achieved the expected standard, although the school was disappointed that the increase was not greater, based on in year assessments and predictions.

### Writing

Disadvantaged children did not do as well as last year, with a significant decrease evident. Although the percentage of children achieving greater depth rose again from last year's figure.

### Maths

More disadvantaged children achieved the expected standard, with a significant increase on the previous year, disappointingly though, no children achieved greater depth

### **Running record of provision**

The interventions which have been funded by Pupil Premium Money have seen:

- 22 children attending a social skills group
- 45 children meet regularly with a member of staff in a mentoring role
- 15 children receiving Emotional Literacy support
- 15 children having Theraplay
- 7 children being supported by individual behaviour support plans
- 12 children supported 1:1 in class
- 12 Children having additional Speech and Language support from a SALT
- 11 children being assessed and supported by an Educational Psychologist
- 19 children having additional 1:1 reading support
- 32 children going on residential trips
- 102 children taking books out of the school library
- 6 Children having free music lessons