



## PUPIL PREMIUM GRANT IMPACT EXPENDITURE – ACADEMIC YEAR 2016/17

Actions	Fund allocation	Use of fund	How will impact be assessed?	Evidence (Summer 2017)																																																																																																	
<p>Actions focused on Teaching and Learning within the curriculum</p>	<p>£89,355</p>	<ul style="list-style-type: none"> <li>• 20% costs of employment of a Speech and Language Therapist (0.2 FTE) plus a Teaching Assistant to deliver speech and language support in the Early Years and Key Stage 1 (0.9 FTE)</li> <li>• additional teacher working in Y5/6 (0.5FTE)</li> <li>• Head of School Teaching commitments (2 x 0.3 FTE)</li> <li>• Assistant Head Teacher teaching commitments (2 x 0.2 FTE)</li> <li>• All of the above with a focus on providing additional support to disadvantaged pupils ensuring good progress, in relation to their starting points, in English and Maths</li> <li>• Membership of Transform Teaching School Alliance and therefore access to:               <ul style="list-style-type: none"> <li>✓ Outstanding Teacher Programme</li> </ul> </li> </ul>	<p>Pupil progress from starting points in Language Profiles and Communication and Literacy assessment areas</p> <p>Pupil progress measures within an academic year compared to predicted grades</p>	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">SALT provision</th> <th colspan="2">Attainment % ARE+</th> <th rowspan="2">% PPG making Good Progress (4+steps)</th> </tr> <tr> <th>PPG</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td>F1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Listening/ Attention</td> <td>65</td> <td>72</td> <td>32</td> </tr> <tr> <td>Understanding</td> <td>58</td> <td>68</td> <td>39</td> </tr> <tr> <td>Speaking</td> <td>58</td> <td>62</td> <td>48</td> </tr> </tbody> </table> <p style="text-align: right; margin-right: 20px;"></p> <p><b>Early Years Foundation Stage</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Good Level of Development</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Pupil Premium</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>52%</td> <td>62%</td> <td>60%</td> <td>60%</td> <td>55%</td> </tr> </tbody> </table> <p><b>Key Stage 1</b></p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Phonics Year 1</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Pupil Premium</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>49%</td> <td>61%</td> <td>68%</td> <td>69%</td> <td>67%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">Phonics Year 2</th> <th>2015</th> <th>2016</th> <th>2017</th> <th>Pupil Premium</th> <th>Non PPG</th> </tr> </thead> <tbody> <tr> <td></td> <td>82%</td> <td>80%</td> <td>82%</td> <td>77%</td> <td>85%</td> </tr> </tbody> </table> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th rowspan="2">SATs Level</th> <th colspan="2">2015</th> <th>2016</th> <th>2017</th> <th rowspan="2">Pupil Premium</th> <th rowspan="2">Non PPG</th> </tr> <tr> <th>2+</th> <th>Expected +</th> <th>Expected +</th> <th>Expected +</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>82%</td> <td>58.5%</td> <td>58.5%</td> <td>57%</td> <td>54%</td> <td>60%</td> </tr> <tr> <td>Writing</td> <td>80%</td> <td>46.2%</td> <td>46.2%</td> <td>50%</td> <td>50%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>88%</td> <td>54.7%</td> <td>54.7%</td> <td>59%</td> <td>65%</td> <td>55%</td> </tr> <tr> <td>Combined</td> <td></td> <td>41.5%</td> <td>41.5%</td> <td>48%</td> <td>44%</td> <td>51%</td> </tr> </tbody> </table>	SALT provision	Attainment % ARE+		% PPG making Good Progress (4+steps)	PPG	Non PPG	F1				Listening/ Attention	65	72	32	Understanding	58	68	39	Speaking	58	62	48	Good Level of Development	2015	2016	2017	Pupil Premium	Non PPG		52%	62%	60%	60%	55%	Phonics Year 1	2015	2016	2017	Pupil Premium	Non PPG		49%	61%	68%	69%	67%	Phonics Year 2	2015	2016	2017	Pupil Premium	Non PPG		82%	80%	82%	77%	85%	SATs Level	2015		2016	2017	Pupil Premium	Non PPG	2+	Expected +	Expected +	Expected +	Reading	82%	58.5%	58.5%	57%	54%	60%	Writing	80%	46.2%	46.2%	50%	50%	50%	Maths	88%	54.7%	54.7%	59%	65%	55%	Combined		41.5%	41.5%	48%	44%	51%
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- ✓ Improving Teacher Programme
- ✓ Middle Leadership development Programme
- ✓ Health Check Peer Review

**Key Stage 2 - Validated**

SATs Level	2015		2016	2017	Pupil Premium	Non PPG
	4+	4b+	Expected +	Expected +		
Reading	73%	65%	74.4%	78%	80%	80%
Writing	78%		84.6%	71%	53%	80%
Maths	76%	57%	61.5%	73%	53%	80%
GPS	57%	48%	71.8%	68%	53%	77%
Combined	65%		53.8%	61%	47%	65%

Expected – scale score of 100 or more

SATs Level	2015	2016	2017	Pupil Premium	Non PPG
	Level 5+	Greater Depth	Greater Depth		
Reading	32%	21%	22%	14%	27%
Writing	32%	10%	7%	7%	8%
Maths	32%	15%	12%	7%	15%
GPS	32%	31%	17%	7%	23%
Combined	22%	8%	2%	0%	4%

Greater Depth – scale score of 110 or more

<p>Actions focused on social, emotional and behavioural issues</p>	<p>£16,595</p>	<ul style="list-style-type: none"> <li>• Designated Learning Mentor (20% of time) to support targeted intervention with vulnerable pupils eg. special play, 1:1 and small group work developing social skills and emotional literacy as well as supporting their parents/carers</li> <li>• Provision of a Nurture Club each day at the Scotland Road Campus, for PPG targeted pupils with low self-esteem</li> </ul>	<p>Pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires</p>	<ul style="list-style-type: none"> <li>• Learning mentors – clear impact on families and attendance of vulnerable children ensuring they are in school more often and progress can be seen with these children in confidence and academic skills.</li> <li>• Close links with FSW who continues to support 4 families through Priority Family work and many others for early intervention.</li> <li>• Nurture provision at SR – continues with 6 identified children</li> <li>• Nurture at KD – runs at lunchtime for 6 identified children developing social skills to impact on improved confidence and outcomes (unsettled due to staff absence since March)</li> <li>• Nurture also runs with Y3s for identified PPG/SEND children in afternoons, supporting their progress of key skills.</li> <li>• Behaviour remains a challenge at KD and additions to behaviour policy will be in place from Autumn term</li> </ul>
<p>Actions focused on enrichment beyond the curriculum</p>	<p>£29,200</p>	<ul style="list-style-type: none"> <li>• Support of a wealth of trips, visits and visitors by heavily subsidised transport costs</li> <li>• Support for transport costs in order to access a wide range of extra-curricular</li> </ul>	<p>Behaviour and attitudes to learning as determined by teacher feedback</p>	<ul style="list-style-type: none"> <li>• Enrichment is reported widely in HT report</li> <li>• Curriculum celebrated through our Ofsted report Dec 16.</li> <li>• Curriculum continues to engage children – work to continue on ensuring different experiences throughout school and from things children so at home. Children choosing what they want to</li> </ul>

		<p>activities to engage pupils during and after school (sports clubs)</p> <ul style="list-style-type: none"> <li>Support for most vulnerable children to access residential trips through heavily subsidised charges - 80% reduction to access the 3 residential opportunities</li> </ul>	<p>and attendance levels</p> <p>As above and statistics reflecting participation in such opportunities compared to other groups</p>	<p>know about, CPD on teachers planning to engage children, impact seen in quality of teaching – more outstanding judgements by end of year.</p> <ul style="list-style-type: none"> <li>Parent engagement has been strong in EYFS/KS1 which is great for future activities for KS2 – if momentum can remain – only through frequency, type of activity and timings of events.</li> <li>Residentials – Hathersage KS1 – push to encourage PPG children to join the trip – led to decision by Govs re cost of trips on a 3 tier system.</li> </ul>
<p>Actions focused on families and communities</p>	<p>£25,093</p>	<ul style="list-style-type: none"> <li>Employment of a Family Support Worker (0.2FTE) in partnership with the LA to provide focused support to families, including: sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes and one-to-one sessions as appropriate</li> <li>Employment of two Attendance Officers (2 x 0.2FTE, 1 based at each campus) to support attendance, punctuality and persistent absence rates especially with the hard to reach families</li> <li>Provide a free Early Birds Breakfast Club for pupils from F2 – Y6 at both campuses</li> </ul>	<p>Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care</p> <p>Tangible gains made in the overall attendance level and therefore attaining target of 96.5%</p> <p>Punctuality rates and children's concentration levels improve</p>	<ul style="list-style-type: none"> <li>FSW as above – no reduction in cases with Social Care but wider range of families accessing early help rather than issues escalating to Social Care.</li> <li>CAFs being run in school to support early intervention and also to escalate to SC where necessary</li> <li>Attendance officers – KP using them well for vulnerable families including using one for translation with some families.</li> <li>Attendance systems in school include meetings with low attendance families as pre-warning to EWO referrals.</li> <li>Attendance target not met overall but Summer has seen an increase in figures.</li> <li>Early Birds – successful with around 50% PPG children attending each day</li> <li>Punctuality issues – same families – learning mentors liaising daily</li> </ul>

		<ul style="list-style-type: none"> <li>• Travel allowance for PPG Parents to remove physical barriers to coming to school</li> </ul>		<ul style="list-style-type: none"> <li>• Transport allowance for 2 families – attendance improved for both whilst it was being provided. Made impact on Y1 confidence, speaking (EAL) and Maths ability.</li> </ul>
Activities focused on providing alternative learning pathways and specialist tuition	£13,425	<ul style="list-style-type: none"> <li>• Provision of free lessons from 2 strings and guitar music experts including: ensemble, small group and 1:1 tuition</li> <li>• Subsidy to cover cost of Music Exams for PP pupils</li> <li>• Artist in Residence to support development of Art throughout school and provide creative links to curriculum topics</li> </ul>	<p>School attainment and progress overall, along with stakeholder feedback about events and performances. Reflected in the numbers of pupils passing music exams.</p> <p>Arts Mark achieved, and higher numbers of PPG pupils attending Art Club</p>	<ul style="list-style-type: none"> <li>• For a small proportion of children who access music tuition this is of value – PPG expenditure use to be reviewed as this is not having the wider impact necessary on standards.</li> <li>• Whole Class Ensemble Tuition has taken place in Y4</li> <li>• Choir accessed Young Voices with training for the teacher leading this event. This broadened experiences and aspirations for key children.</li> <li>• Arts mark still underway – SM is to prioritise this as the new academic year begins with support from GH.</li> <li>• Artist has worked across school in most year groups sharing teaching and learning skills in art methods. Teachers' confidence in using a variety of media and techniques is increasing as they are part of the sessions.</li> <li>• Review of Art planning to show teachers are adapting these new skills in future topics.</li> </ul>

**School receives:**  
**Pupil Premium Grant: £156,920**  
**Early Years Pupil Premium £3,911**  
**TOTAL £160,831**

**School spends £173,668**