

Wildmoor Heath School

Pupil Premium Grant Allocation for the 2017-18 Financial Year

Allocation 2017-18: £22,440

Nine of the seventeen children who are in receipt of the Pupil Premium Grant (PPG) are also on the SEN register (aka 'Double Disadvantaged'). This group have a lower average attendance, lower attainment and make slower progress than children who are either 'Disadvantaged only' or 'SEN only'. The attainment and progress of disadvantaged children, and particularly this 'double disadvantaged' group, continues to be a priority and this will be reflected in the way resources are allocated in the budget for 2017-18, including how the Pupil Premium Grant is used.

Pupil Premium Grant (PPG) Allocation 2017-18	£22,440
Family Support Advisor (FSA) (additional 0.4 FTE) <i>(Supporting attendance and delivering 1:1 and small group social skills and Speech and Language sessions)</i>	£4,500
Intervention Teacher (0.4 FTE)	£12,600
Intervention Teaching Assistant (0.6 FTE)	£6,500
Distributed to teams to support enrichment and pupil specific resources <i>(Average of £100 per pupil)</i>	£1,700
Pupil Premium Grant (PPG) Allocated in 2017-18	£22,400
Delegated Budget Allocated for PPG in 2017-18	£2,900
Total Amount Allocated in 2017-18	£25,300

Pupil Premium Grant Allocation Report for the 2016-17 Financial Year

Allocation 2016-17: £27,720

Pupil Premium Grant (PPG) Allocation 2016-17	£27,720
Family Support Advisor (FSA) (additional 10 hours p/week) <i>(Supporting attendance and delivering 1:1 and small group social skills and Speech and Language sessions)</i>	£4,500
In class Teaching Assistant (TA2) support (35.0 FTE hours p/week) <i>(Additional 5 hours per week x 7 classes)</i>	£11,300
Intervention Teacher (2 mornings per week, 39 weeks)	£8,920
CPD for teachers and teaching assistants <i>(Supporting disadvantaged children, teaching of writing, interventions etc)</i>	£1,200
Distributed to teams to support enrichment and pupil specific resources	£1,800
Pupil Premium Grant (PPG) Allocated in 2016-17	£27,720

What our test data tells us about pupils who are in receipt of the pupil premium (July 2016):

- **Key Stage 1:** 33.0% of disadvantaged children achieved the expected standard in reading and writing, while 67% did so in mathematics. Attainment in reading and writing was lower than the national average for this group, but higher for mathematics.

- **Key Stage 2:** 0.0% of children achieved the expected standard in reading, 67.0% did so in writing and 33.0% in mathematics. 0.0% achieved the expected standard in reading, writing and mathematics combined. Average scaled scores in reading and mathematics were lower than the national average. Progress for reading was -1.86, +3.81 for writing and -3.24 for mathematics. These were in-line with national averages.

What our current monitoring is telling us:

Assessment:

- Overall, there is an attainment gap between disadvantaged and non-disadvantaged children in reading, writing and maths of around 18%. The gap is slightly greater to that seen in July 2016 when the same cohort is compared. Disadvantaged children are making slower progress than non-disadvantaged in all subjects. The biggest progress gap is in mathematics.
- 9 of the 17 children who attract the Pupil Premium Grant (PPG) are also on the SEN register (aka 'double disadvantaged'). The 8 children who are 'disadvantaged only' attain as well as or better than 'All' children and considerably better than those who are 'double disadvantaged'. Disadvantaged only' children are making better progress in all subjects than 'All' children and significantly more than the 'double disadvantaged'. Consequently, poverty alone is not a barrier to learning at Wildmoor Heath School.

Attendance:

- For 2015-16, disadvantaged children's attendance was 95.4%, which was lower than the overall school average (97.1%), but in-line with the national average for disadvantaged children (94.8%).
- Current attendance for disadvantaged children is 94.4%. This continues to be lower than the overall school average (96.7%), but in-line with the national average. The attendance for 'PPG only' children is 95.3%, while it is 93.2% for 'double disadvantaged' children.
- A Family Support Advisor works with specific families to track and improve attendance and to reduce incidences of late arrivals, particularly for disadvantaged children.

What did we do to improve the attainment and progress of pupils in receipt of the PPG grant?

- The pupil premium grant supports approximately 10 hours a week of Family Support Advisor time. This allows the FSA to work directly with children (i.e. to deliver speech and language programmes, social skills and behaviour support) and their families (i.e. improving attendance, reducing late arrivals and increasing access to enrichment activities).
- The pupil premium grant supports an extra 5 hours per week of Level 2 teaching assistant time in each class for support and interventions. These are planned and evaluated through pupil progress meetings and class 'raising attainment plans' (RAPs).
- In addition, all year groups have access to approximately 6 hours per week of an intervention teacher providing 1:1 and small group interventions.
- The remaining grant was distributed to teaching teams to support enrichment (i.e. trips, visitors and curriculum weeks) and to purchase support programmes such as Toe by Toe and the Power of 2.
- Pupil premium children (and others facing hardship) are also supported by the school's private fund and through grants obtained from local charities.

Key Actions to Improve:

- We have reorganised assignments in Year 6 from January 2017 so that there is an extra 0.2 FTE of teacher time per week to support disadvantaged children.
- The intervention teacher has completed Maths 'Catch-up' training and is now working additional hours. She will be focussing on Year 5 (where our biggest cohort of 'double disadvantaged' children is). In 2017-18 she will work an equivalent of 0.4 FTE to support disadvantaged and 'double disadvantaged' children.
- In 2017-18 we will redeploy a part-time Teaching Assistant to provide additional capacity to support disadvantaged and 'double disadvantaged' children in classrooms as required.
- We have introduced a better system to track and evaluate interventions for effectiveness. This will allow us to better deploy resources.
- The school subscribes to 'PIXL', giving access to intervention resources and strategies to support children who are not on track to be at expected standard, including those who are disadvantaged. The Year 5 and 6 teachers have received PIXL training.
- Teaching Assistants have received training on how to support children to understand abstract concepts in mathematics by using concrete resources and pictorial representations. They have had 'update training' on the teaching of reading and how to support the writing process, including the teaching of grammar, punctuation and spelling.
- Teachers have had training on the effective use of support staff and shared good practice about intervention strategies that have worked well (e.g. 'over teaching').

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9.3.17