



**Capel-le-Ferne** Primary School

# **Evidencing the Impact of Pupil Premium**

## **2016/ 2017**

## **Department for Education Vision for Pupil Premium Funding**

Recognising the need to improve the performance of disadvantaged pupils, the Government introduced the pupil premium in 2011. This allocates specific funding to schools for each pupil from a disadvantaged background.

### **Our Principles**

At Capel-le-Ferne Primary School we ensure teaching and learning opportunities meet the needs of all our pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We 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 pupil the school has legitimately identified as being socially disadvantaged. Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. We receive a Pupil Premium Grant for each child who is entitled to receive Free School Meals or who has been entitled over the last five years, for any Looked After Children

### **Provision for Vulnerable Groups**

Capel-le-Ferne Primary School has used the PPF funding to raise attainment, engagement and aspiration through a variety of programmes and activities, such as:

- Designated Learning Mentor to support the pastoral needs of children;
- Supporting learning through programmes delivered to individual and small groups of children who need a boost in their learning, unlocking their achievement;
- Providing specialised resources and specific support for individuals as recommended by specific agencies (for example Speech and Language Therapy);

- Maintaining Home/ School links to ensure provision of a range of support for children and their families;
- Increase in the amount of children accessing intervention programmes, including off site interventions such as play therapy;
- Enhancement of curriculum opportunities and entitlements to ensure children become independent and successful learners;
- Additional teaching and learning opportunities provided through curriculum enhancement; opportunities, learning mentors, trained TAs and external agencies;
- Supporting training through Virtual Schools Kent (VSK) and accessing their additional services;
- Continued development of the schools environment – playgrounds and spaces around the site.

### **Academic Year September 2016 – August 2017**

The Pupil Premium Grant for the Financial Year April 2016- March 2017 was £38,280 and is being utilised to provide:

- Further increase in the amount of children accessing high quality and impacting intervention programmes focusing on tracking and needs analysis following assessment;
- To release SMT member s to support in raising the teaching and learning standards to outstanding across the school;
- Designated Learning Mentor to support the pastoral needs of children;
- Enhancement of curriculum opportunities and entitlements to ensure children become independent and successful learners;
- To further enhance the enquiry led curriculum to encourage independent and lifelong learning;
- Curriculum enrichment and development of the schools outdoor environment to create stimulating outdoor learning spaces and engaging learning opportunities to deepen understanding;
- To update staff on developments around VSK
- To provide off site intervention programs for children and their families e.g. play therapy
- To develop SEMH provision across the school through applicable services such as CHATTs and the Early Help Team;
- AENCo training to enable the development of provision for children in LAC or post-LAC families;

## **Spending Breakdown 2016/2017**

- The rate for the financial year 1<sup>st</sup> April 2016 to 31<sup>st</sup> March 2017 is £31,680 for Primary FSM Children, £300 for Service Children, £5700 for children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order and £600 for Looked After Children/Children in Care.

<b>Use of Funding</b>	<b>Objectives</b>	<b>Intended Outcomes</b>	<b>Class Based Impact/ End of year Impact</b>	<b>Cost for year</b>
Intervention Programs and Designated Learning Mentor	Support children to develop learning skills	Help to diminish the difference between national expectations. Promote pupil independence and confidence.	SLT to monitor impact on our AEN tracking document.	Learning Mentor Salary: £9926  Support TA employed to work 1:1 (or with very small groups): £8898
Intervention program coordination	Enable children to access interventions targeting their individual needs in order for them to make progress	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	SLT to monitor impact on our AEN tracking document.	Training for TAs to access interventions and produce resources: Speech Link, Beanstalk; English and maths interventions; STLS services (costed per intervention) Additional resources, CPD and Interventions - £1000 Play therapy (at a cost of £35 a session) £2000
Senior Management Team release time	To raise standard of Teaching & Learning across the school; Maths for the more able Spelling Reading	To increase the number of children attaining good levels of progress	Increased % of pupil premium children matching or exceeding the attainment level of their peers. Narrowing the attainment gap for those vulnerable, SEND and underachieving.	RT – Lead Booster Groups Yr6 (no cost) RT – To model Spelling and Team Teach (no cost) FC – To work with TAs to ensure intervention groups are targeting the right pupils (no cost)

Additional teaching support (November 2016 – February 2017)	To raise standard of Teaching & Learning across the school through: *small group intervention *release time for staff CPD	To increase the number of children attaining good levels of progress through targeted intervention and improved staff awareness of current needs across the school	Increased % of pupil premium children matching or exceeding the attainment level of their peers. Narrowing the attainment gap for those vulnerable, SEND and underachieving.	AM – To develop intervention programs; To provide cover for CPD across all staff; (£5003)
Subsidising School Trips and Sporting Events	To offer a range of wider school activities to all children regardless of families financial ability	PP children to be able to access opportunities in the wider curriculum.	Increased % of PP children accessing trips and events that require additional financial commitments from parents or carers.	Potential Expenditure over the financial year to subsidise trips and sporting events. £1000

Play Therapy - £2000

Additional Resources, CPD and interventions - £1000

Subsidising School Trips and Sporting events - £1000

Learning Mentor - £9926

Support TA - £8898

Additional Teaching - £5003

Predicted Total Expenditure: £27,782.80

### **Termly Breakdown of Interventions and Steps to begin to 'diminish the difference'.**

Children making 3 steps of progress a year are making 'good' progress and will be on track to achieve age expected standards.

Children making only 1 step of progress a year are making insufficient progress in order to reach age expected standards.

2 steps – modest impact

Between 2 and 3 steps – useful impact

Between 3 and 4 – substantial impact

Above 4.0 – remarkable impact which will begin to diminish the difference between national standards.

Children should make 3 steps of progress a year in each year group -Therefore **end of year** expectations will be:

Early Years – Step 3

Year 1 – Step 6

Year 2 – Step 9

Year 3 – Step 12

Year 4 – Step 15

Year 5 – Step 18

Year 6 – Step 21

- Autumn/ Winter 2016

<u>Name of Intervention</u>	<u>Provides Support for</u>	<u>No of children involved</u>	<u>Progress</u>	<u>Summary of Impact</u>	<u>Cost per term/ year?</u>
Learning Mentor	Pastoral Support Emotional and behaviour for learning	19 (10PP)	TBC	TBC	£1654.3 per term / £9926 over a year
Play therapy	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	2 xPP	TBC	TBC	£35 per session – Total cost to be confirmed
AM targeted teacher support	To increase the number of children attaining good levels of progress through targeted intervention and improved staff awareness of current needs across the school	21 x PP	TBC	TBC	AM – To develop intervention programs; To provide cover for CPD across all staff; (£5003)
Beanstalk	Children can transfer the skills gained within interventions into their classroom work making them more independent learners.	3 xPP	TBC	TBC	No Cost – Volunteer service to promote progression in reading
LSA support	Help to diminish the difference between national expectations. Promote pupil independence and confidence.	1 x 1:1 PP Support in classes (1-5) as needed for up to 10 PP	TBC	TBC	Support TA employed to work 1:1 (or with very small groups):£1483 per term/ £8898 per year
Speech and Language Link	Children can transfer the skills gained within interventions into their	3 XPP	TBC	TBC	Training for TAs to access interventions and produce resources:

	classroom work making them more independent learners.				Speech Link, Beanstalk; English and maths interventions; STLS services (costed per intervention) Play therapy (at a cost of £35 a session) £2000 per year – Total termly cost TBC
English interventions including reading, phonics and spelling	To increase the number of children attaining good levels of progress	7 xPP	TBC	TBC	No Cost – Class based interventions Training costs if applicable TBC
Handwriting intervention	To increase the number of children attaining good levels of progress	4 xPP	TBC	TBC	No Cost – Class based interventions Training costs if applicable (Clever Hands) TBC
Maths interventions including mastery and booster groups	To increase the number of children attaining good levels of progress	4 XPP	TBC	TBC	No Cost – Class based interventions Training costs if applicable TBC
STLS services including SALT	Enable children to access interventions targeting their individual needs in order for them to make progress	2	TBC	TBC	TBC



## **Spring 2017( Predicted)**

<b><u>Name of Intervention</u></b>	<b><u>Provides Support for</u></b>	<b><u>No of children involved</u></b>	<b><u>Progress</u></b>	<b><u>Summary of Impact</u></b>	<b><u>Cost per term/ year?</u></b>
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### Summer 2017 (predicted)

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Completed by:

Date:

Review Date: