



Midsomer Norton
Schools Partnership

Pupil Premium Impact Statement 2017/2018

Clutton Primary School



Pupil premium money is additional funding to help schools close the attainment gap between children from low income and other disadvantaged families and their peers. Pupil Premium is allocated to schools based on the number of children who are currently known to be eligible for Free School Meals, whose parents serve in the Armed Forces and children who have been looked after in local authority care continuously for more than 6 months. The purpose of the Pupil Premium Grant is to help schools to provide targeted support for vulnerable children – not necessarily just children who qualify for a Free School Meal. “It is for schools to decide how the Pupil Premium, allocated to schools... is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.” (SOURCE; DFE WEBSITE)

At Clutton School, pupil premium funding helps our most disadvantaged and vulnerable pupils to flourish. We spend our Pupil Premium funding carefully to maximise the impact on the life chances and education of children based on best practice and evidence as outlined by the Midsomer Norton Schools Partnership Trust.

(For more information about the Trust visit;
<http://midsomernortonschoolspartnership.com>).

Measuring the impact of pupil premium

We compare the learning and achievement of children who are entitled to pupil premium with those children who are not entitled, and against the progress of all children collectively. This provides a statistical outcome and the data shows that 89% PP pupils met ARS in Maths, with 44% working at greater depth. 78% met ARS in Writing and ESPG, with 29% working at greater depth. 56% PP met ARS in Reading, 100% of these working at greater depth. PP children outperform all children in school in Maths, are in line for Writing, but below in Reading. At greater depth level, PP children outperform all children in all three subjects. PP children enjoy coming to school and their annual attendance for 2016/17 is 96.4%, compared to 96.2% for all pupils. Reading catch up will be a key focus for 2017/18.

Number of Pupils and Pupil Premium Grant Received 2017 / 2018					
Total number of pupils on roll					123
Total number of pupils eligible for Pupil Premium					11 *(9%)
Children in Care	0	E6 FSM	7	Service Children	0
Amount of Pupil Premium Received per pupil					£1320
Total Amount of Pupil Premium Received					£14,500
Children in Care	£0	E6 FSM	£9240	Service Children	£0

* 4 PP children are on the SEN register

Identifying Children’s Needs:

Our focus is on one to one and small group intervention in core subjects. Our objectives are:

1. To swiftly identify and remove barriers to learning
2. To broaden experiences and widen opportunities for children , ensuring self esteem and sense of belonging is high
3. To accelerate pupil progress and raise attainment
4. To prepare children for the next stage in their educational journey and for their future role in society

The needs of the children are reviewed throughout the school year. School Pupil Tracker is an online monitoring system used to track and monitor progress throughout each term. Using the tool it is easy to identify gaps in children’s progress, highlighting where interventions will be most effective. Equally the tracker highlights children working at greater depth, enabling class teachers and the school leadership team to put the right provisions in place. Further to this, Pupil Premium children are discussed first at termly Pupil Progress meetings between class teachers, SENCO, SEN governor and Headteacher.

The link governor for Clutton Primary School is Kirstie McGough. PPG progress and impact is monitored at each LGB meeting as a standard agenda item.

Clutton Primary School's Pupil Premium Provision Map (reviewed 2017)

KS1:

- Speech and Language Therapy: improvement of ability to attend. Ongoing support with conceptual learning. Confidence building.
- Gross and fine motor skills development: demonstrate effective pencil control
- Quick Write: small group 1:3 with LSA to support sentence writing and spellings
- Phonics and Minute word: additional session to classroom sessions

KS2

- English SPAG/Handwriting support: Small group work to ensure gap narrows between PP and all pupils.
- Reading Comprehension 30 minutes per week small group with LSA.

Pupils who are both SEN and PP will either receive intervention or more specialist intervention through SENCO / Outside agencies.

KS1:

- Small maths: 1:1 1 x weekly with LSA specific maths target to meet child's needs

KS2:

- Maths 1:1 number work to on specific maths targets to meet child's needs
- The Better Maths Project: continue subject leadership support for Whole school : development in improving attainment and progress in Maths, including narrowing gap between disadvantaged and all children

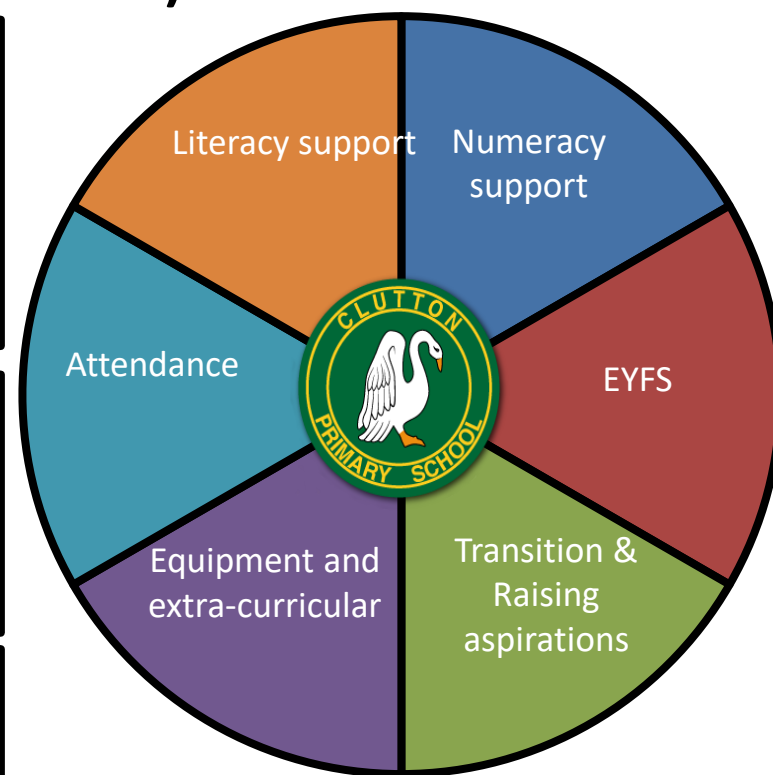
Pupils who are both SEN and PP will either receive intervention or more specialist intervention through SENCO / Outside agencies.

- Extra support in Physical Development ELG (Health and Self care),
- PSED (Self confidence and self awareness)
- Reading (Phonics) and Communication and Language.

- 50% costs for music tuition offered : To provide equitable access to music tuition that sits outside of statutory curriculum provision and incurs a cost. This will be reviewed if children do not opt to take up this offer.
- 50% costs for all educational visits and trips and Year 6 residential offered. To provide equitable access to wider opportunities.
- School laptop provided for use in class and at home
- Help with uniform, book bags and water bottles when necessary. To help with equity and sense of belonging/self esteem.

- Transition Support. Support to ensure transition from Yr 6 to Yr 7 is successful for both pupils and parents.
- Transition support / additional visits for Pre-school to Reception class to ensure children are school ready.

- Attendance of PP children tracked every half term.
- When attendance drops below 95% for a PP pupil a meeting is called with the parent to meet with Headteacher. External support and advice sought as required. CMES contacted if attendance falls below 85%. (As per Trust Attendance Policy)



Barriers to Learning for Vulnerable and Disadvantaged Pupils

Outlined below are some of the common barriers faced by the vulnerable or disadvantaged pupils at Clutton Primary School. These are considered within the provision mapping:

Readiness for Learning:

- Having breakfast / adequate sleep
- Punctuality and attendance
- Having the correct equipment for school
- Wearing the correct uniform
- Ability to attend school trips and residential

Academic:

- Access to classroom learning
- Confidence with literacy
- Confidence with numeracy
- Completing Homework

Behaviour and Safety:

- Behavioural Issues
- Sense of belonging in the school and wider community
- Personal Issues

Social:

- Low self esteem and self belief
- Willingness to contribute
- Building Positive Relationships
- Aspirations

Please refer to the expenditure report to identify how Pupil Premium money has been allocated to be able to deliver this support and evidence the impact made.

Pupil Premium Impact and Expenditure 2017 / 2018

The following allocation for the Pupil Premium pupils at Clutton Primary School was agreed by the governing body for the school year 2017/2018, based on best practice and evidence as outlined by the Midsomer Norton Schools Partnership Trust. Outcomes will be reviewed on a termly basis to ensure interventions accelerate progress and outcomes for Pupil Premium children. Targets for individuals are monitored separately. The main allocation of funds is given to LSA interventions in the afternoon, which all of our PP children benefit from. This has been calculated at £ 10,000, therefore additional costings have not been added for each individual teaching intervention. The quality and impact of interventions is monitored by class teachers, SENCO and head teacher.

AREA of SPEND	Aim/ Interventions:	Desired Impact/OUTCOME	COST	IMPACT
Small maths: KS1 and KS2	1:1 1 x weekly with LSA specific maths target to meet child's needs	<p>Anticipated Outcome:</p> <ol style="list-style-type: none"> 1) Misconceptions dealt with immediately help the child keep up in class. 2) Previous gaps have been identified and are also being closed through more time/different instruction. <p>What does the evidence say?</p>		
The Better Maths Project:	continue subject leadership support for Whole school : development in improving attainment and progress in Maths, including narrowing gap between disadvantaged and all children	<p>Anticipated Outcome:</p> <ol style="list-style-type: none"> 1) Gaps between all pupils at Clutton and all pupils nationally start to close. 2) All Year group data shows improving Maths progress and attainment. 3) Children enjoy practical maths and problem solving. 4) PP children continue to make accelerated progress in Maths, including the most able. <p>What does the evidence say?</p>	£500	

AREA of SPEND	Aim/Intervention:	Desired impact/OUTCOME	COST	IMPACT
KS2 English SPAG/Handwriting support:	Small group work to ensure gap narrows between PP and all pupils. To provide appropriate and targeted support to pupils to ensure that they reach age related expectations and end of key stage targets. (4 x 45 minute sessions weekly)	Anticipated Outcome: 1) Misconceptions dealt with immediately help the child keep up in class. 2) Previous gaps have been identified and are also being closed through more time/different instruction. 3) Handwriting is legible and joined, as detailed in National Curriculum 2014 outcomes. What does the evidence say?	See note	
Reading Comprehension	30 minutes per week small group with LSA. Daily Reading Units of Sound Reading intervention.	Anticipated Outcome: 1) Increased progress in Reading and increased self-confidence. Pupils are able to access all areas of the curriculum. 2) Gap between PP pupils and all pupils narrows over the year. 3) PP pupils are in line with national PP and all children. What does the evidence say?		
Speech and Language	Improvement of ability to attend. Ongoing support with conceptual learning. Confidence building.	Anticipated Outcome: 1) Individual support plans for children receiving support show targets met through additional support. 2) Targets are embedded into every day class practice. 3) Increased confidence (discussion) What Does the Evidence Say?		
Gross and fine motor skills development	Develop and demonstrate effective pencil control.	Anticipated Outcome: 1) Develop and demonstrate effective pencil control What does the evidence say?		
Quick Write:	Small group 1:3 with LSA to support sentence writing and spellings.	Anticipated Outcome: 1) Speaking and Listening is improved, alongside confidence and speed in Writing. 2) Writing ELG to be achieved by end of year. What does the evidence say?		
Phonics and Minute word	Additional session to classroom sessions	Anticipated Outcome: 1) Children to be at Stage 3 Phonics or better by the end of EYFS. What does the evidence say?		

AREA of SPEND	Aim/Interventions	Desired impact/ OUTCOME	COST	IMPACT
50% costs for music tuition offered :	<p>Increase self-esteem, improve fine motor skills, increase connections, improve maths.</p> <p>To provide a range of opportunities to children who would not otherwise be able to partake in them</p>	<p>Anticipated outcomes:</p> <ol style="list-style-type: none"> 1) To ensure equitable access to music tuition through supported funding. 2) PP children who wish to have music tuition have the option. 	£300	
50% costs for educational visits and trips and Year 6 residential offered.	<p>To provide equitable access to wider opportunities.</p> <p>Rainbow Scale – No cost Pass Survey: help get into the mind set of our children and in turn inform our interventions, structures and everyday interactions.</p> <p>Norton Heads group for Head Teacher: Specific focus on accelerated progress for PP children (including academic, social, behavioural outcomes)</p>	<p>Anticipated outcomes:</p> <ol style="list-style-type: none"> 1)100% attendance for all trips for PP children. 2) All Year 6 children, including PP, attend residential camp , as a key part of transition to secondary school. 3) Raise aspiration, motivation and engagement. <p>What does the evidence say?</p>	<p>£400</p> <p>£500</p>	
Help with uniform, book bags, water bottles	To promote a sense of well-being and belonging to the school community through quality uniform provision.	<p>Anticipated outcomes:</p> <ol style="list-style-type: none"> 1)PP children have a sense of belonging and secure self esteem as part of the school. 2)Children are prepared and ready to learn. <p>What does the evidence say?</p>	£300	
Laptop for work	Provide a laptop for pupil to complete literacy work on and homework.	<p>Anticipated outcomes:</p> <ol style="list-style-type: none"> 1) Child participates in all English lessons. 2) Self confidence and self esteem as a writer is preserved. 3) Able children reach greater depth in Writing. 	£400	

AREA of SPEND	AIM/Intervention:	Desired impact/OUTCOME	COST	IMPACT
Extra support in Physical Development ELG (Health and Self care)	Toilet training to support development with this at home and at school.	<p>Anticipated Outcome: 1) Child to be toilet trained and meet Physical Development ELG at the end of the year.</p> <p>What does the evidence say?</p>		
PSED (Self confidence and self awareness)	Extra 1:1 sessions providing nurture and language support, enabling the child to feel more confident and settled within the environment.	<p>Anticipated Outcome: 1)Child to grow in confidence in expressing himself and in building new relationships. 2)Child to meet PSED ELG by the end of the year.</p> <p>What does the evidence say?</p>		
Reading (Phonics) and Communication and Language.	Additional 1:1 support for Reading and CL. Early identification of any specific learning barriers.	<p>Anticipated Outcome: 1)Child to reach stage 3 phonics by end of EYFS. 2)Teacher/ SENCO aware of any specific barriers that may require further assessment.</p> <p>What does the evidence say?</p>		

AREA of SPEND	AIM	OUTCOME	COST	IMPACT
Attendance	Meetings to track and improve attendance for PP that are below school percentage.	<p>Anticipated Outcome:</p> <p>1) Attendance for PP children as a group continues to be inline with or better than other children/all children at Clutton.</p> <p>2) Individual attendance is above 96% for PP children.</p> <p>What does the evidence say?</p> <p>T1 and T2 =</p> <p>T3 and T4 =</p> <p>T5 and T6 =</p> <p>Annual attendance =</p> <p>% Over 97% =</p>		
Nurture Teacher- One afternoon per week.	To provide weekly support for individual/groups of disadvantaged children or children in need of additional nurture.	<p>Anticipated Outcome:</p> <p>1) Children feel a personal sense of belonging and wellbeing at school.</p> <p>2) Children are ready and able to learn.</p> <p>3) Behaviour is never less than good for these pupils.</p> <p>What does the evidence say?</p>	£ 2000	

SUMMARY OF COSTS

Total Pupil Premium grant received	£14500
Total Pupil Premium grant expenditure to date	£14400

SUCCESS CRITERIA

The evaluation of this policy is based on how efficiently and effectively the school can 'narrow the gap' between socially disadvantaged pupils and their peers.

The success criteria for the Pupil premium policy are;

- o Early intervention and support for socially disadvantaged children
- o Disadvantaged pupils and/or those in receipt of Pupil Premium will meet their individual targets and make the required progress.
- o Effective parental support for school and pupils
- o Ensuring an effective system for identifying, assessing and monitoring pupils.
- o Ensuring a whole school approach
- o Creating a positive school environment in which pupil's differences are recognised and valued as full members of the school community, developing confident and independent learners.

As we have small numbers of PP children at Clutton, we identify barriers and needs regularly to create a bespoke package of intervention and support to both the child and families.

For more information about Pupil premium visit; <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>