

**Pupil Premium Grant (PPG)**

**Report to Governors and Parents: 2015/16**

‘***We aspire to narrow the gap between the progress of pupil premium children and non-pupil premium children and support children with emotional and social barriers to be able to make improved progress in English and mathematics.’***

Introduction

The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The pupil premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as ‘Ever 6 FSM’). Schools also receive funding for children who have been looked after continuously for more than six months and children of service personnel.

In 2015-16 the grant for pupils who have received FSM in the past 6 years was £1320 per child. An additional pupil premium grant was received for those children whose parents served in the armed forces and that was £300 per child. Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of and 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 receive £1900 per child.

The number of children on role at Montpelier in 2015-16 was approximately 670 and we received an additional grant of £167,260.

Our overall aim, with these additional funds, has been to reduce the attainment gap for our most vulnerable pupils by offering social, emotional and basic skills support to improve achievement.

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| **Overview of the school**  **Number of pupils and amount of grant received for Academic Year 2015/16** | | | | | | | | |
| **Total number of pupils on roll:** | **669** | | | | | | | |
| **Total amount of PPG received:** | **£167,260** | | | | | | | |
| **Number of FSM pupils eligible for the Pupil Premium:**  **(January 2015)** | **104 pupils** | | | | **£125,400** | | | |
| **Current distribution of FSM pupils eligible for the Pupil Premium:** | **F** | **Yr 1** | **Yr 2** | **Yr 3** | | **Yr 4** | **Yr 5** | **Yr 6** |
| **7** | **7** | **15** | **22** | | **11** | **11** | **15** |
| **Number of looked after children eligible for the Pupil Premium:** | **0** | | | | **£0** | | | |
| **Number of Pupil Premium Plus children:** | **7** | | | | **£13,300** | | | |
| **Number of service children pupils eligible for the Pupil Premium:** | **54** | | | | **£18,000** | | | |
| **Current distribution of Service children:** | **F** | **Yr 1** | **Yr 2** | **Yr 3** | | **Yr 4** | **Yr 5** | **Yr 6** |
| **7** | **11** | **4** | **9** | | **9** | **6** | **8** |
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**Our Objectives in spending at Montpelier for 2015/16 were:**

* To raise attainment of pupils at risk of underachieving in reading, writing, spelling, grammar & punctuation and mathematics at the end of KS1 and KS2;
* To raise attainment of pupils at risk of underachieving in English and mathematics by falling below end of year age related expectations;
* To provide emotional and social support to vulnerable pupil premium children;
* To ensure equal opportunity of access to the curriculum;
* To reduce the number of pupils who may be at risk of not meeting the phonic standard in Year 1 and Year 2;
* To provide additional enrichment opportunities;
* To improve school attendance and lateness of pupil premium children who may be vulnerable to poor attendance;
* To support the transition of pupil premium children from Key Stage 1 to Key Stage 2.

The Sutton Trust Toolkit, was used to assist in planning strategies to support pupil premium children. This toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

A variety of interventions, enrichment opportunities and supports structures have been implemented this year to narrow the achievement gap in reading, writing and mathematics for pupil premium children.

This has included the following:

* The appointment of two intervention teachers to support Year 2 and Year 6 with a particular focus on the acceleration of progress in writing and mathematics and the smooth transition of pupil premium pupils from Year 2 pupils into Year 3;
* Continuation of the Read, Write, Inc. intervention programme in Years 3, 4, 5 and 6 to support improvements in reading and writing;
* Additional small group specialist teaching assistant support in phonics in Year 1 and Year 2;
* Additional range of small group interventions to support reading, writing and mathematics;
* The continuation of the HMS Heroes Club to support service children;
* The continuation of pupil premium children having access to the school learning mentor, school counsellor and access to external agencies;
* The opportunity for pupil premium children to access music tuition;
* Financial support for Year 6 pupil premium children who wanted to attend our residential trip to Bude and activity week;
* Financial support for pupil premium children so that they can attend all trips and visits;
* Provision of school transportation for pupil premium children with poor attendance;
* Additional nurture/pre-teach support groups for children in Year 3 and Year 6;
* An additional after school intervention group to support reading in Year 4 and Year 5;
* Establishment of a lunchtime homework club for pupil premium children.

**Our Pupil Premium Spending**

For the purpose of this report we measure the impact and success of projects against the percentage of pupil premium children (excluding Service Children) who have met the Age Related Expectations (ARE) for their year group. Pupil premium attainment is then compared to pupils who are not pupil premium know as non-pupil premium. To be able to track the progress of children with greater accuracy expected progress is seen as the rate at which a child meets the age related objectives. It is expected that in one year a child will emerge, develop and secure those objectives/expectations or make the equivalent of three steps if they are not working within their age band.

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| **Project** | **Amount allocated** | **Brief summary** | **Evidence from the Sutton Trust on potential attainment gain** | **Intended outcome** | **How will this be monitored** | **Impact of the Project** |
| The appointment of intervention teachers to support pupil premium pupils in Year 2 and Year 6 and enhance the transition of pupil premium pupils into Year 3. | £49,494 | Two intervention teachers were appointed to work with specific pupils in Year 6 and Year 2 to improve progress particularly through small group and individual interventions.  Class sizes were also reduced in English, mathematics and grammar, punctuation and spelling lessons for three classes in Year 2 for three hours a week.  Class sizes were reduced for mathematics in Year 6 by introducing a fourth group from September 2015.  Class sizes were reduced for English in Year 6 from March 2016. | **One to one tuition** Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately +5 months.  **Reducing class sizes** Reducing the number of pupils in a class can accelerate learning by +3 months.  **Feedback** Feedback is information given to the learner and/or the teacher about the learner’s performance relative to learning goals**.** Feedback studies tend to show very high effects on learning. | Pupil premium children make better than expected progress in Year 2 and Year 6.  The gap in attainment at the end of KS1 and KS2 is narrowed so pupils achieve in line with national expectations. | Year 2 and Year 6 Unit Leader | **Year 2 Pupil Premium children’s attainment in writing and mathematics in Year 2 is better than that of Non-Pupil premium**  Writing 80% of Pupil Premium children met Age Related Expectations 70% of Non- Pupil Premium pupils met Age Related Expectations Mathematics 80% of pupil premium children met Age Related Expectations 75% of Non- Pupil Premium met Age Related Expectations  **Year 6 Teacher assessment data indicates that the attainment difference in Year 6 has closed for Pupil Premium children in mathematics from the beginning of this academic year by 8%** September on entry to Year 6 Pupil Premium % at ARE = 18.8% Non - Pupil Premium % at ARE = 60.5% July exit to Year 6 Pupil Premium % at ARE = 24% Non - Pupil Premium % at ARE = 57% **Pupil Premium made better than expected progress than Non-Pupil Premium children** **in Year 6** **in writing** Pupil premium pupils: 65% made better than expected progress Non – pupil premium pupils: 60% made better than expected progress |
| Additional teaching assistants to support a variety of interventions. | £74,728 | Additional teaching assistant time to support:   * Year 1 phonics * Additional reading and phonics support in Year 2 * Year 3, 4, 5, 6 Read, Write, Inc. interventions * Additional booster support for Year 6 in the key skills * Additional mathematical and writing interventions for children in Year 3, 4 and 5. | **Phonics** Phonic approaches have been consistently found to be effective in supporting readers to master the basics of reading, with an average impact of an additional four months’ progress.  **Reading comprehension strategies** On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.  **Small group tuition** Intensive tuition in small groups is often provided to support lower attaining learners or those falling behind. Recent studies have shown an impact of up to 4 months. | Ensure that all pupil premium children who did not achieve the phonic standard in Year 1 do so in Year 2  Ensure that the % of pupil premium children in Year 1 who achieve the phonic standard is in line with national expectation  Ensure that pupil premium children in Year 2 achieve in line with national expectation in reading  Pupil premium children in Year 3, 4 and 5 make similar or better progress than non-pupil premium children. | Year 1 and Year 2 Unit Leaders Year 3, 4 and 5 Unit Leaders | **Phonics Pupil premium children in Year 1 performed better than all children achieving the phonic screening and maintained similar results from last year. Pupil premium children will likely to be in line with national thresholds Year 1** 83% of Pupil Premium pupils met the phonic threshold. 78% of All Children achieved the phonic threshold. **Year 2** All Pupil Premium children apart from 4 Pupil Premium pupils. These 4 pupils were on the SEN register.  **Year Groups In Year 1 internal school data shows us that the gap in attainments narrowed in all subjects** There is now no attainment gap between Non-Pupil Premium pupils and Pupil Premium pupils in mathematics Non-Pupil premium pupils at ARE = 90% Pupil Premium pupils at ARE = 92%  The attainment gap in reading in Year 1 has closed by 11.6%  **In Year 3 the attainment gap has closed during the year by 11.8% in writing and by 7.8% in mathematics.**  **In Year 4 the attainment gap between Non Pupil Premium and Pupil Premium pupils has narrowed by 11% in reading.**  **In Year 5 the attainment gap has closed by 1.3% in mathematics.** |
| HMS Heroes to support the emotional and social welfare of service families. | £786 | Service Children/ Jam Band.  This is a club for Service families. The group meets after school. Over the last year the group has completed a number of activities and crafts. | **Social and emotional learning** Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average. | Increased confidence of learners – children more able to manage emotions | By SLT | **Service families in Year 2 and Year 6**  **All service families in Year 2 met the expected standard in reading, writing and mathematics.**  **All service children (6) met the expected standard in writing for Year 6.** 100% met the expected standard for writing. 60% met the expected standard for mathematics 60% met the expected standard for Grammar, Spelling and Punctuation. 50% met the expected standard for reading.  **Service families across the school All service children across the school are attaining in line with Non-Service families or slightly better.**  **%** of pupils at ARE in reading Service families = 77.3% Non-Service families = 76.6%  % at ARE in writing Service families = 68.2% Non-Service families = 71.7%  % at ARE in mathematics Service families = 68.2% Non-Service families = 71.7% |
| Pupil premium children received support from our Learning Mentor, SENCO, School Counsellor and access to external agencies. | £ 33,966 | Our learning mentor has supported pupil premium pupils.  The SENCO supported teachers with specific Individual Education Plans and made referrals to other outside agencies, including the School Counsellor. | **Social and emotional learning**. Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average. | Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning. | By the Inclusion Team and SLT | **Pupils become more engaged and confident in learning.** |
| Music Tuition. | £4,700 | Pupils have access to additional music tuition in Year 3-6. | **Arts participation.**  Arts participation is defined as involvement in artist and creative arts. The impact of arts participation appears to be positive and can provide a gain of +2 months. | Opportunities to be involved, increase confidence and therefore learn more effectively. Therefore making suitable progress. | Music specialist | **Music tuition of pupils in Year 6 2** **pupils received musical lessons in Year 6. These pupils achieved the expected standard in writing and in the grammar, punctuation and spelling test and one pupil achieved the expected standard in reading and mathematics.**  **The majority of the 8 pupil premium pupils who receive musical tuition are at ARE for reading, writing and mathematics throughout the school.**  87.5% in reading and mathematics. 75% in writing. |
| Enrichment Activities including outdoor/ residential education trips in Year 6. | £2,654 | Supporting PP parents to provide enrichment and trip activities. | **Outdoor Adventure Learning.** Outdoor adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately +3 additional months progress. | Opportunities to be involved, increase confidence and learn more effectively, thereby making suitable progress. | By Year Leaders | **Pupils become more engaged, confident and independent before their transition to secondary school** |
| Parent Support Adviser. | £6,998 | Parental support and advice for pupil premium pupils is given by our Parent Support Adviser. | **Parental Involvement**  This covers active engagement of parents in supporting their children’s learning at school. This includes programmes focused on parents and their skills (such as improving literacy or IT skills), general approaches to encourage parents to support their children to read or do mathematics, and more intensive programmes for families in crisis. Increasing parental involvement has, on average, +2-3 month’s positive impact. | Opportunities to be involved, increase confidence and therefore learn more effectively. Therefore making suitable progress. | By Inclusion Team and SLT | **Parents become more confident with supporting children’s learning.** |
| Transportation to school. | £450 | A small group of pupils with poor attendance are collected from their home to school. | **Social and emotional learning.**  Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of four months additional progress on average. | Improved attendance and reducing lateness will lead to better progress and attainment. Pupils are expected to achieve improved outcomes. | By Inclusion Team and SLT | **All 6 pupils’ punctuality and attendance has improved.** |
| Nurture groups after school in Year 3 and Year 6 | £526 | A small group of pupils in Year 3 and Year 6 are supported after school twice a week. | **Small group tuition** Intensive tuition in small groups is often provided to support lower attaining learners or those falling behind. Recent studies have shown an impact of up to +4 months.  **Social and emotional learning.**  Interventions which have an identifiable and significant impact on attitudes to learning, social relationships in school can give a gain of +4 months additional progress on average. | Pupil premium children make better than expected progress.  Increased confidence of learners to overcome the emotional, educational and social barriers they have to learning. | Unit leaders for Year 3 and Year 6 | **Year 6 nurture**  **Pupils receiving after-school boosting in Year 6 made significant progress in writing**  **7/8 (87.5%) made better than expected progress in writing, with 3 pupils making the equivalent of two years progress in one year.**  **Year 3 nurture**  **Pupils receiving after school boosting in Year 3 made significant progress in writing**  **7/9 (77.7%) made better than expected progress in writing, with 1 pupil making the equivalent of two years progress in one year.** |
| Chatterbox Reading groups established. | £221 | A small group of pupil premium pupils from Year 4 and Year 5 attend an after school club which focuses on encouraging reading through a range of fun activities. | **Reading comprehension** Approaches to improving reading focus on learners’ understanding of the text. On average, reading comprehension approaches improve learning by an additional +5 months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. | Pupils make better progress in reading.  Increased confidence of learners to overcome the emotional, educational and social barriers to learning. | By the English co-ordinator and Year 4 and Year 5 unit leaders | **100% of the 7 pupils made expected progress. 2 pupils made better than expected progress.**  **All Year 4 pupils are now at ARE.**  **33.3% of Year 5 pupils are now at ARE.** |