



PUPIL PREMIUM GRANT REPORT
ACADEMIC YEAR 2016 -2017

Number of pupils and Pupil Premium Grant (PPG) received

Total number of pupils on roll	189	
Total number of pupils eligible for PPG	59	
Amount PPG received per pupil	£1320	
Indicative amount of PPG to be received (It is paid in arrears)	£73,200	

Objectives for spending of PPG:

To accelerate progress:

- To improve outcomes in English and Maths for PPG children
- To have a focused early language intervention and support for PPG children in Foundation Stage and Key Stage 1.
- To improve curriculum engagement and academic achievement for PPG children

Additional Aims:

- for children to enjoy an enriched curriculum and a varied diet of learning beyond the classroom
- to raise aspirations of disadvantaged children by being offered extra- curricular activities and different life experiences that they may not otherwise enjoy
- to improve self- confidence and learn different skills through taking part in learning activities at After School Clubs.

Record of PPG spending by item/ project 2016-2017

Item/ Project	Cost	Total	Objectives	Outcomes and Impact
School Trips including Robinwood	550 + 2520 (Robinwood)	£3070	For all children to experience learning outside the classroom	All children enjoyed the experienced and felt valued. They formed relationships and friendships outside the classroom and it boosted their self-esteem. They enjoyed learning in a different environment and took these skills back to the classroom.
Milk	55 x £6 = 330 Per term	£990	To promote a healthy lifestyle	The LSIP Socio- Economic Indicators show that 80% of our pupils live in the most deprived areas of Rishton. Milk provides children with some nutrition between their breakfast and lunch and helps to maintain their concentration levels. It provides children with calcium which helps the growth of healthy bones and teeth.
Fruit & Snack	55 x £12 = 660 Per term	£1980	To promote a healthy lifestyle.	Children can enjoy different types of fruits and to have at least one of their five a day. It provides children with some nutrition between their breakfast and lunch, and helps to maintain their concentration levels.
Food	668 x 80P =	£534.40	To ensure that all children have a healthy breakfast to start their day	Children have better concentration levels. They can enjoy a sociable breakfast, eating, whilst sitting round a table with their friends. They can play a variety of games in the school hall with their peers. Improves social skills, table manners and helps to contribute towards a healthy balanced diet.
Childcare	668 x £1 =	£668.00	To ensure children receive a healthy snack at the end of the school day To develop social skills	All children feel safe and welcomed. They have a range of activities to do including playing with friends and developing social skills. They have the opportunity to complete their homework and class based activities with the help of an adult which they may not get at home.
Music lessons, band and choir	32 weeks for 17 pupils	£2528	To improve the self-confidence of these children including playing in an ensemble and representing the school	Children play instruments in the school band and have learnt to read music. They have experienced playing in front of an audience and taking part in competitions and music festivals.
Holy Communion books	12 x £5.00	£60	To allow children to have their own copies of prayers and responses	Children have the Holy Communion books which they need to complete the Sacramental Programme
KS1 interventions including, Better Reading, Phonics, Maths and		£17,532	To develop fluency, accuracy and understanding when reading a range of books. To teach reading for inference skills.	Progress in Reading has been good and the intervention has had a positive impact on data (see appendix 1). In Y2, 67% of PPG children were 'at or above' age related expectation in June 2017.

Handwriting interventions			<p>To secure phonic knowledge in both reading and writing and help children to prepare for the Y1 Phonics screening test.</p> <p>To reinforce basic counting, number and mathematical problems to children in a practical and fun way</p>	<p>80% of the PPG children in Year 1 passed the Phonics Screening check. The children who re-sat the check in Year 2 all passed the test.</p> <p>Progress in Maths was good. This shows the intervention provided children with the basic understanding of the number system which enabled them to apply this to problem solving situations. In Y2, 67% of PPG children were 'at or above' age related expectation in Maths.</p> <p>The handwriting intervention helped children to form their letters correctly. This showed in the presentation of some children's work.</p>
KS2 classroom support & interventions including reading, writing, maths and IDL intervention	1	£18,560	<p>To develop reading skills including reading with fluency, accuracy and reading for inference.</p> <p>To develop writing skills including Grammar for writing, sentence structure and content.</p> <p>To develop mental maths recall and application to problem solving.</p> <p>IDL intervention to help memory and recall</p>	<p>The progress in reading throughout KS2 was good. The impact of the interventions shows that the gap is closing. End of year data in Y6 PP shows -6% compared to all, in Y5 data was = and in Y4 it was +10.</p> <p>The KS2 data shows the Grammar for Writing intervention helped to close the gap with the PP children. The skills taught in the intervention were transferred and applied to their writing. It had a positive impact and helped to raise standards.</p> <p>The IDL interventions showed that spelling ages have increased since starting the programme.</p> <p>Maths interventions have impacted on data throughout the year. In Year 4&5 the number of children working 'at' or 'above' has slowly increased and the number of children working 'well below' has reduced.</p>
Pastoral interventions across the school		£21,992	<p>To attend CIN, CAF and TAF meetings.</p> <p>To provide nurture groups to those children with poor social skills and low self esteem</p> <p>To be a behaviour support</p> <p>To provide children with basic skills they may need outside of school</p> <p>To provide counselling support to help children control their emotions</p>	<p>These interventions provided children with different strategies on how to cope with stress, pressure, anxiety and attachment during times of change. Throughout the sessions children became more comfortable in expressing their thoughts and emotions. This had an impact on their learning inside the classroom and helped them to focus and achieve.</p> <p>The Masterchef cookery club gave children an understanding of what a healthy meal looks like. It provided them with practical opportunities to create healthy meals for their friends and family. The children were able to socialise and make new friends in a fun and exciting way.</p>
Talk Boost Intervention	1 afternoon a week- Spring 2- Summer 2	£340	To give children the confidence to talk comfortably with adults and their peers	All children made good progress, class teachers have recognised the impact of this intervention within the classroom setting. Children can talk more confidently and are keen to be involved in class discussion. (see Appendix 2)
SEND/CO/TLR to organise		£5800	To ensure barriers to learning are removed as far as possible.	Children were identified half termly as being in need of intervention. These children were monitored and the impact of

intervention programmes				the intervention was analysed. Regular discussion was had between the SENDCO, Class Teachers and the PPG lead to ensure all children were achieving and good progress was being made. Pupil progress meetings show that the number of children working 'well below' has reduced and the needs of the PP children have been identified.
TOTAL:		£74,054		

Year 1

Better Reading

On entry Child A' reading age was 4years 10months, on exit her reading age was 6years 7months. An increase of 21months

On entry Child B'S reading age was 6years 10 months, on exit 6 years 7 month, although this was a decrease of 3 months on the PIRA Reading test this child her Spring Standardized score was 93 and Summer was 110. An increase of 17.

On entry Child C's reading age was 4years 10 months, on exit his reading age was 8 years 2months. An increase of 3years 4months

Year 2

Better Reading

On entry Child A's reading age was 7years 4months and could read 39 words, on exit, his reading age was 7years 10months and could read 50 words. This is an increase of 6months

Numbers Count

On entry Child A had a maths age of 4years 5months, after 3 months, on exit, the child had a maths age of 5years 9months. An increase of 16months

On entry Child B had a maths age of 6years 4months, after 3 months, on exit, the child had a maths age of 7years 8months. An increase of 16months

Year 3

Better Reading

On entry Child A's reading age was 8years 9months and could read 58 words, on exit her reading age remained 8years 9 months but could read 60 words. This child has a better understanding of the books she reads and is getting better at reading for inference.

Numbers Count

On entry child A was tested using the Sandwell Maths and had a Maths Age of 5years 4 months. On exit her maths age increased to 6years 10months.

Year 4

Better Reading

On entry Child A' reading age was 6years 7month and on exit her reading age was 6years 10months. This has increased by 3 months

IDL

1 child took part in the IDL programme. His spelling data on entry showed an age increase of 13 months and his reading age on entry showed an age increase of 9months

Year 5

IDL

4 children took part in the IDL programme.

Spelling data on entry and exit showed an average spelling age increase of 12 months

Reading data on entry and exit showed an average reading age increase of 1year 3months

Year 6

IDL

5 children took part in the IDL programme.

Spelling data on entry and exit showed an average spelling age increase of 13months

Reading data on entry and exit showed an average reading age increase of 1year 11 months

Appendix 2

Early Years Foundation Stage

- 3 children from this cohort were in receipt of the Talk Boost programme
- All 3 children made significant progress, an average point score of 14 from their test on entry to exit.
- Feedback from Class Teachers and Teaching Assistants supported this data which pointed to the high impact of this intervention.

Year 1

- 2 children from this cohort were in receipt of the Talk Boost programme
- Both children made significant progress, an average point score of 14 from their test on entry to exit.
- Staff and pupil conferencing and assessments, combined with hard data suggest that the intervention are highly effective

Talk Boost Analysis June 2017

Following a discussion with class Teachers, 8 children were identified as having low confidence levels, being ‘relatively quiet’ and reluctant to talk in class. They rarely joined in with class discussions and seemed to show low confidence in the classroom setting. We felt that by taking part in the Talk Boost Programme and by working in a small group with peers, it would provide them with more confidence to talk openly in front of others.

They began the programme in Spring 2 and the programme was completed in May 2017.

Following the testing, 8 children took part in this intervention 3 times a week. The results are as follows:

1= poor 5= good B-Before programme A-After programme	Participates in class discussions		Listens and engages with stories		Shows age appropriate self-esteem and confidence		Readiness to learn		Talks in small groups to peers		Talks in class to adults		Uses age appropriate vocabulary when talking		Uses narrative skills when telling a story		Total / 40		
	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	Diff
Reception																			
Child 1	2	4	3	4	2/3	4	3	4	2	4	2/3	4	2/3	4	3	4	19	32	+13
Child 2	2	4	2	4	1/2	3	3	4	1/2	3	2	4	2	4/5	2/3	4/5	15	30	+15
Child 3	1	4	1	4	1	3	2	4	1/2	3	1	4	1	3/4	1	3/4	9	28	+19
Child 4	2	4	2	4	2	4	2	3/4	3	3/4	2	3	2	3	2	3	17	27	+10
Year 1																			
Child 1	2	3	2	3	1/2	3	2/3	3/4	2	4	1/2	3/4	2	3	2	4	14	26	+12
Child 2	2	2/3	2	2/3	2	2/3	2	3	3/4	3/4	3	3	2	2/3	3	3	19	20	+1
Child 3	2	4/5	2/3	4/5	2/3	4	2	4	3	4/5	2/3	5	4	5	3/4	5	20	35	+15
Child 4	1/2	2	2	3	2	3	2	3	3	4	2	4	2	3	2	3/4	16	25	+9

Most children made good progress and class teachers have recognised the impact of this intervention within the classroom setting. The child who made the least progress is a child who has significant delay.

Data Analysis: Pupil Premium children compared to all children

Total Y6 children on track for achieving combined R/W/Ma = 18/29 = 62%

PP Y6 children on track for achieving combined R/W/Ma = 6/10 = 60%

SEN children on track for achieving combined R/W/Ma = 1/2 = 50%

PP and SEN children on track for achieving combined R/W/Ma = 0

	Y6	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (29)	Number of PP (10)	Number of SEN (2)	Number of ch (1)	Above	Below
Reading	At or above Age Related Expectation	22	8	1	1		
		86%	80%	50%	50%		-6%
Below		7	2	1	1	+4%	
		24%	20%	50%	50%		

	Y6	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (29)	Number of PP (10)	Number of SEN (2)	Number of ch (1)	Above	Below
Writing	At or above Age Related Expectation	23	8	1	1		
		79%	80%	50%	50%	+1%	
Below		6	2	1	1	+1%	
		21%	20%	50%	50%		

	Y6	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (29)	Number of PP (10)	Number of SEN (2)	Number of ch (1)	Above	Below
Maths	At or above Age Related Expectation	20	6	1			
		69%	60%	50%			-9%
Below		9	4	1	1		-9%
		31%	40%	50%	50%		

Current Year 6:

Total Y5 children on track for achieving combined R/W/Ma = 16/29 = 55%

PP Y5 children on track for achieving combined R/W/Ma = 5/11 = 45%

SEN children on track for achieving combined R/W/Ma = 0/2

PP and SEN children on track for achieving combined R/W/Ma = 0/2

Reading	Y5	ALL	Number of PP (11)	SEN	PP+SEN	Gap PPG and all	
		Number of children (28)	1	Number of SEN (2)	Number of PP & SEN (2)	Above	Below
At or above Age Related Expectation	23	9	1	1			
	82%	82%	50%	50%	=		
Below	5	2	1	1			
	18%	18%	50%	50%	=		

Writing	Y5	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (28)	Number of PP (11)	Number of SEN (2)	Number of PP & SEN (2)	Above	Below
At or above Age Related Expectation	16	5	0				
	57%	45%				-12%	
Below	12	6	2	2			
	43%	55%	100%	100%	-12%		

Maths	Y5	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (28)	Number of PP (11)	Number of SEN (2)	Number of PP & SEN (2)	Above	Below
At or above Age Related Expectation	24	9	1	1			
	86%	82%	50%	50%	-4%		
Below	4	2	1	1			
	14%	18%	50%	50%	-4%		

Current Year 5:

Total Y4 children on track for achieving combined R/W/Ma = 19/27 = 70%

PP Y4 children on track for achieving combined R/W/Ma = 50%

SEN children on track for achieving combined R/W/Ma = 0/1

PP and SEN children on track for achieving combined R/W/Ma = 0/1

	Y4	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (27)	Number of PP (8)	Number of SEN (1)	Number of PP & SEN (1)	Above	Below
Reading	At or above Age Related Expectation	23	6				
		85%	75%				-10%
	Below	4	2	1	1		
		15%	25%	100%	100%		-10%

	Y4	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (27)	Number of PP (8)	Number of SEN (1)	Number of PP & SEN (1)	Above	Below
Writing	At or above Age Related Expectation	19	4				
		70%	50%				-20%
	Below	8	4	1	1		
		30%	50%	100%	100%		-20%

	Y4	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (27)	Number of PP (8)	Number of SEN (1)	Number of PP & SEN (1)	Above	Below
Maths	At or above Age Related Expectation	22	5				
		82%	62.5%				-19.5%
	Below	5	3	1	1		
		18%	37.5%	100%	100%		19.5%

Current Year 4:

Reading	Y3	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (25)	Number of PP (7)	Number of SEN (4)	Number of PP & SEN (2)	Above	Below
	At or above Age Related Expectation	19	6	2	1		
		76%	86%	50%	50%	+10%	
	Below	6	1	2	1		
24%		14%	50%	50%		-10%	

Writing	Y3	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (25)	Number of PP (7)	Number of SEN (4)	Number of PP & SEN (2)	Above	Below
	At or above Age Related Expectation	18	5	0			
		72%	71%	0 0%			-1%
	Below	7	2	4	2		
28%		29%	100%	100%		-1%	

Maths	Y3	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (25)	Number of PP (7)	Number of SEN (4)	Number of PP & SEN (2)	Above	Below
	At or above Age Related Expectation	20	5	2	1		
		80%	71%	50%	50%		-9%
	Below	5	2	2	1		
20%		29%	50%	50%		-9%	

Current Year 3:

	Y2	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (30)	Number of PP (6)	Number of SEN (3)	Number of PP & SEN (1)	Above	Below
Reading	At or above Age Related Expectation	26	4	2			
		87%	67%	67%			-20%
	Below	4	2	1	1		
		13%	33%	33%	100%		-20%

	Y2	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (30)	Number of PP (6)	Number of SEN (3)	Number of PP & SEN (1)	Above	Below
Writing	At or above Age Related Expectation	20	4	2			
		67%	67%	67%		=	
	Below	10	2	1	1		
		33%	33%	33%	100%	=	

	Y2	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (30)	Number of PP (6)	Number of SEN (3)	Number of PP & SEN (1)	Above	Below
Maths	At or above Age Related Expectation	25	4	2			
		83%	67%	67%			-16%
	Below	5	2	1	1		
		17%	33%	33%	100%		-16%

Current Year 2:

Reading	Y1	ALL	PP	SEN	PP+SEN	Gap PPG and all		
		Number of children (21)	Number of PP (5)	Number of SEN (2)	Number of PP & SEN (0)	Above	Below	
	At or above Age Related Expectation	19	6	1				
		90.4%	80%	50%				-10.4%
Below	2	1	1					
	9.5%	20%	50%				-11.5%	

Writing	Y1	ALL	PP	SEN	PP+SEN	Gap PPG and all		
		Number of children (21)	Number of PP (5)	Number of SEN (2)	Number of PP & SEN (0)	Above	Below	
	At or above Age Related Expectation	14	2					
		66.6%	40%					-26.4%
Below	7	3	2/2					
	33.3%	60%	100%				-26.7%	

Maths	Y1	ALL	PP	SEN	PP+SEN	Gap PPG and all		
		Number of children (21)	Number of PP (5)	Number of SEN (2)	Number of PP & SEN (0)	Above	Below	
	At or above Age Related Expectation	15	1	1				
		71.4%	20%	50%				-51.4%
Below	6	4	1					
	28.6%	80%	50%				-51.4%	

Phonics Screening Check: June 2017

Phonics	Y1	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (21)	Number of PP (5)	Number of SEN (2)	Number of PP & SEN (0)	Above	Below
Met		15	4	1		+9%	
		71%	80%	50%			
Below		6	1	1		+9%	
		29%	20%	50%			

Current Year 1:

Reading	YR	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (27)	Number of PP (12)	Number of SEN (3)	Number of PP & SEN (2)	Above	Below
	At or above Age Related Expectation	19	6				
		70%	50%				-20%
	Below	30%	50%	100%	100%		-20%
8		6	3	2			

Writing	YR	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (27)	Number of PP (12)	Number of SEN (3)	Number of PP & SEN (2)	Above	Below
	At or above Age Related Expectation	19	5	0			
		70%	42%	0			-28%
	Below	30%	58%	100%	100%		-28%
8		7	3	2			

Maths	YR	ALL	PP	SEN	PP+SEN	Gap PPG and all	
		Number of children (27)	Number of PP (12)	Number of SEN (3)	Number of PP & SEN (2)	Above	Below
	At or above Age Related Expectation	21	7	0			
		78%	58%	0			-20%
	Below	22%	42%	100%	100%		-20%
6		5	3	2			