

# Pupil Premium Data Publication 2016 -17 academic year

## Overview of Lady Modiford's school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	52
Number of pupils for whom the school receives PPG	17
<b>Total amount of PPG received (£)</b>	<b>£21,420</b>

## Summary of PPG spending 2015/16

### Objectives in spending PPG:

- Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers especially in writing (emphasised KS1) and maths (emphasised KS2)
- Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts especially in writing and challenge in maths
- Wider Outcomes: to provide a range of opportunities for students to access learning opportunities outside the classroom
- Well-being: to implement strategies to improve pupils' learning behaviours and social skills.

### Summary of spending and actions taken for 2016-17 academic year:

#### CPD: £6573

- Edison release for 3 advisor visits = £960
- Edison briefings (part paid) SAF lead, LE lead, AFL lead = £960
- Subject leaders CPD (Trust), literacy am = £940
- Subject Leader release (MAT) = £320
- SENDCo qualification release and admin costs = £800
- Liaison time with P&C (Pedagogy and Curriculum) lead, AFL lead and LE (Learning Environment) lead – release time PC/LE leads and SENDCo £105x9 = £945
- Whole staff training on Visual Impairment – led by Julian Wragg to include TA release and SENDCo= £424
- TA training - How can TAs enable learners to be challenged, motivated and enjoy their learning? TA release and SENDCo = £425
- Sensory processing workshop = £160
- SEN network meeting = £160
- Contributing to an EHCP = £160
- Emotional Logic training = £160
- Right For Children Training = £160

**Thrive: £2240**

- updated Thrive training 1 day release = £180
- Thrive delivery HLTA release 1 session/week = £990
- Thrive resource = £320
- School subsidised cost of annual residential for all pupils in Y5/6 and other year group trips: £400 for summer activities week as 6 PP children involved.
- School subsidised trips eg England rugby international. - £150
- Some subsidisation for after school care has been needed specifically for PP children. = £200
- Meavy is running a 'Heroes Club' for all children of forces families. Any child from LM is also welcome to attend as, currently Meavy have more forces children.

**Individualising support at all levels: £1126.94**

- Sound Discovery phonics programme to support children struggling to make progress in spelling. = £321.94
- No nonsense spelling scheme = £200
- No nonsense grammar = £250
- No nonsense training = £320
- Introduction of Edison fast maths including release = £210
- Provision of additional SEN support (SENCO) - £1500
- Release for PPMs = £540
- Release for SL time ½ day per week = £3000
- Release for meetings with other agencies specifically involved with PP children = £960
- TA employed 3 hours/week to support interventions for groups and individual as required = £1404
- HLTA support as needed = £2500

**Total = £20119.94**

Obviously there are other activities, initiatives and resources the school 'buy in' which support pupils in receipt of the premium. These are the main ways the pupil premium is spent. Some of these monies also assist the needs of other groups of children. The Pupil Premium funding is not used in isolation but alongside the school budget hence the disparity in totals.

This report covered until the Summer term 2017 and other resources will inevitably be spent over the final term.

**Impact to date:**

- **Individualising support at all levels:** This has allowed teaching to take place in smaller groups in mathematics and literacy to raise attainment and progress. The SENDCo has undertaken TA appraisals enabling targeted training at all levels and new procedures to be adopted for assessing progress in small group interventions. This will have impact next year as targets are monitored. Observations, drop in etc are evidencing that pupils are supported more effectively by TAs.
- **Thrive:** Several of the PP children benefitted from Thrive sessions this year. A 'board

games' club was also set up at lunchtime to help pupils socialise and learn the skills to enable them to play these games appropriately. Growth mind set introduced and pupil conferencing evidences this is having an impact on pupil learning behaviours.

- **Progress of PP children continues to improve and the vast majority are in line with their peers.** Progress is tracked half termly by teachers with specific notes made for all groups and individuals. This is reported to the SENCo and SMT. Pupil progress meetings are also held each half term where SLs discuss specific children and groups with each class teacher. This then enables those pupils to be identified for extra support. There are also achievement team meetings every 3 weeks which enable staff to advise colleagues on interventions for specific children at risk of not achieving expected levels. There is an increasing evidence base built up for pupils in receipt of PP and this is enabling staff and leaders to track the group accurately.

#### **Evidence base:**

A wide range of data is used – achievement data, pupils' work, observations, learning walks, case studies, and staff, parent and pupil voice

- Assessment Data is collected termly so that the impact of interventions can be monitored regularly and any factors influencing progress is collected half termly.
- Assessments are closely moderated to ensure they are accurate
- Teaching staff contribute to pupil progress meetings each term and the identification of children is reviewed, updating interventions and provision maps.
- Achievement team meetings occur every 3 weeks. Staff discuss individual children and are held to account for the progress these specific children make every 3 weeks. After 6 weeks the child is then transferred to the SAF team for specific interventions and help.
- Regular feedback about performance is given to children and parents
- Interventions are adapted or changed if they are not working
- The Teaching and Learning Governors also meet termly to discuss all progress data.
- The majority of triangulated lesson observations are judged as 'good' overall with all target pupils making at least expected progress within lessons and inclusive practice explicit within teaching.

Pupil Premium funding has had a positive impact on the progress and attainment of those children it is designed to support.

Ofsted Summer 16: 'The additional funding for pupils eligible for the pupil premium and the primary sports funding are well spent. Pupils eligible for the pupil premium across the key stages make progress that is the same as and sometimes better than that of their peers and other pupils nationally.'

PP funding planned initial spend 2017-2018

- Improving the outcomes in maths across the school
- Improving pupil ability to explain their thinking.
- Improving spelling, grammar and punctuation across the school
- Continuing work on pupil learning behaviours.