Howard Primary School

Pupil Premium Spending Plan 2017-2018

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| Number of pupils on roll | 390 (Max) |
| Total number of pupils eligible for PPG funding | 101 |
| Amount of PPG received per pupil | £1,320 |
| Additional PPG for LAC/ADOPT6 |  |
| Total amount of PPG funding - April 2017 to March 2018 | £133,320 |
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| Main internal and external barriers | |
|  | Vulnerable families and pupils with emotional and social needs |
|  | High numbers of pupils with limited / no English |
|  | Delayed language and vocabulary skills |
|  | School readiness (low academic baselines on entry,) |
|  | High mobility |
|  | Tackling persistent absentee levels of certain key families |

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| Desired outcomes to diminish the difference between pupil premium funded pupils and ‘other’ pupils | | | | | |
|  | PP pupils make rapid progress to catch up with their peers | | | | |
|  | Continue to support families and pupils’ social, emotional and health needs | | | | |
|  | Continue to support pupils and families who are new to English /no previous schooling | | | | |
|  | Address low baseline on entry to school in EYFS so pupils quickly catch up with their peers | | | | |
|  | Pupils and families with low attendance/ high persistent absentee levels are supported and challenged. | | | | |
|  | To employ a range of academic and enrichment interventions that improve the attainment of disadvantaged pupils. | | | | |
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| Strategy/Intervention | | Year Group | Details  Desired outcomes and success criteria | Cost |
| Employ extra teaching staff | | Whole school | Small group teaching and interventions have positive impact on attainment and progress of disadvantaged pupils.  Disadvantaged pupils make accelerated progress  Attainment gap closes with non-disadvantaged pupils  Focus:  Phonics support  Writing  Language acquisition  Some interventions focus solely on PP pupils, for other interventions PP pupils have priority | £70,000 |
| Focus support groups | | Whole school | A percentage of the total cost of employing Teaching Assistants in each class in order to support with focus groups, matched to the percentage of children receiving Pupil Premium funding. | £25,000 |
| Training for staff | | Whole school | All staff released to observe Maths Mastery lessons so they have the relevant knowledge and skills to plan & deliver lessons following the introduction of a maths mastery approach to school. Small step approach ensures that more pupils keep pace with the expected outcomes and gaps in learning are quickly addressed. | £4,000 |
| Resources | | Whole school | Purchase of high quality resources enables interventions and enrichment activities to run successfully | £10,000 |
| Speech and Language Support | | Whole school | Speech and Language Therapist aids with oral language interventions. | £2,500 |
| Emotional support | | Whole school | Additional Educational Psychologist support for pupils | £4,000 |
| Achievement 4 All | | Year 6 | Provision of A4A coach who works with and supports pupils to help them develop positive learning behaviours. Ongoing dialogue between coach and pupil. 1:1 counselling. Pupils learn strategies to deal with negative feelings to learning. | £3,000 |
| Attendance support | | Whole school | Provision of a specialist Education Welfare Officer (EWO) to work with children and families with poor attendance with the aim that attendance improves which impacts positively on pupil’s attainment and wellbeing.  Medals awarded for good attendance | £1000 |
| Instrumental Music Tuition | | Year 2 and  Year 5 | Weekly music lessons bought in from Croydon Music Service to enrich all pupils’ music experience. Year 2 pupils learn to play the violin/cello. Year 5 pupils learn to play the guitar/keyboard. | £3,000 |
| Extra EAL provision | | Whole school | New arrivals settle quickly into the school. Staff are confident they can address the needs of all EAL pupils, and in particular those who are identified as disadvantaged. Those EAL pupils targeted by EAL lead make accelerated progress. | £10,000 |
| Breakfast provision | | Whole school | We provide porridge /cereal to ensure that all children have the opportunity to start the day with a healthy breakfast.  Daily. Run by a TA | £1,000 |
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|  | |  | **TOTAL** | £133,500 |

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| Howard School – PP / Non PPG whole school data – Summer 2018 |

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|  |  | Communication & Language | | | Physical Develop | | Personal Social & Emotional Develop | | | Literacy | | Mathematics | | Good Level of Dev  (GLD) |
| Summer 2018 | Number | L & A | U | S | M & H | H & SC | SC & SA | MF & B | MR | R | W | N | SSM |
| cohort | 59 | 78% | 75% | 78% | 85% | 80% | 76% | 78% | 80% | 76% | 71% | 78% | 75% | 69% |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| PP | 11 | 73 | 73 | 73 | 82 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 | 73 |
| Non PP | 48 | 79 | 75 | 79 | 85 | 81 | 77 | 79 | 81 | 77 | 71 | 79 | 75 | 69 |
| Gap |  | -6 | -2 | -6 | -3 | -8 | -4 | -6 | -8 | -4 | +2 | -6 | -2 | +4 |

(L&A – Listening and attention, U – Understanding, S – Speaking, M & H - Moving and Handling, H& SC – Health and Self Care, SC & SA – Self Confidence & Self Awareness, MF & B – Managing Feelings & Behaviour, MR – Making Relationships, R –Reading W – Writing, N – Numbers, SSM – Shape, Space & Measures)

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| Year 1 Phonics check | | |
|  | Number in group | % Wa |
| National |  | 82% |
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| Cohort | 59 | 93% |
| PP | 11 | 91% |
| Non PP | 48 | 94% |
| Gap |  | -3 |

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| Key Stage 1 Expected Standard and above | | | | | | | | | | | | | | | | | | | | | | |
|  | Number | Reading | | | | | | | Writing | | | | | | Maths | | | | | | Science | |
|  |  | %EXS | | %GDS | | %EXS+ | | | %EXS | | %GDS | | %EXS+ | | %EXS | | %GDS | | %EXS+ | | %EXS+ | |
| Cohort | 56 | 39% | | 45% | | 84% | | | 64% | | 9% | | 73% | | 38% | | 41% | | 79% | | 86% | |
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| PP | 11 | 55% | | 27% | | 82% | | | 64% | | 0% | | 64% | | 45% | | 27% | | 73% | | 91% | |
| Not PP | 45 | 36% | | 49% | | 84% | | | 64% | | 11% | | 76% | | 36% | | 44% | | 80% | | 84% | |
| Gap |  | +19 | | -22 | | -2 | | | = | | -11 | | -12 | | +9 | | -17 | | -7 | | -7 | |
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| EXS – Expected Standard GDS – Greater Depth EXS+ - Expected Standard & Greater Depth combined | | | | | | | | | | | | | | | | | | | | | | |
| Key Stage 2 Expected Standard and above | | | | | | | | | | | | | | | | | | | | | | |
|  |  | | Reading  Test | | | | Writing  Teacher Assessment | | | | | Maths  Test | | | | GPS | | | | RWM  combined | | |
|  | Number | | %AS+ | | %HS | | %EXS+ | %AS | | %HS | | %AS+ | | %HS | | %AS | | %HS | | %EXS+ | | %HS |
| National cohort 2018 |  | | 75% | | 28% | | 58% | 20% | | 78% | | 76% | | 24% | | 78%% | | 34% | | 64% | | 10% |
| National PPG  cohort 2018 |  | |  | |  | |  |  | |  | |  | |  | |  | |  | | 51% | | 4% |
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| Cohort | 29 | | 97% | | 34% | | 55% | 38% | | 93% | | 90% | | 41% | | 97% | | 59% | | 86% | | 21% |
| PP | 14 | | 100% | | 29% | | 100% | 79% | | 21% | | 86% | | 21% | | 100% | | 43% | | 86% | | 14% |
| Not PP | 15 | | 94% | | 40% | | 87% | 33% | | 53% | | 93% | | 60% | | 93% | | 73% | | 87% | | 27% |
| Gap |  | | +6 | | -11 | | +3 | +46 | | -32 | | -7 | | -39 | | +7 | | -30 | | -1 | | --13 |