

### Pupil Premium (PP) Spending Strategy Report 2016-2017

Correct at September 2016	Number of children (and % of the cohort)	% SEND	% Girls	% Midphase Admissions	% May, June, July or August born	% Attendance below 95%	% Attendance below 90%	% Attendance 100%
Nursery	4 (4%)	50	75	0	0	25	0	25
Reception	7 (6%)	42.9	42.9	0	28.8	71.4	42.9	0
Year 1	31 (26%)	9.7	32.3	0	29	61.3	9.7	0
Year 2	28 (23%)	14.3	48.4	14.3	35.7	39.3	3.6	3.6
Year 3	43 (36%)	11.6	58.1	9.3	44.2	27.9	16.3	4.7
Year 4	49 (41%)	20.4	49	28.6	30.6	32.7	4.1	8.2
Year 5	40 (33%)	27.5	47.5	35	40	42.5	7.5	0
Year 6	50 (42%)	24	38	30	32	30	10	6
<b>Totals/averages</b>	<b>252 (27%)</b>	<b>19.8</b>	<b>46.8</b>	<b>20.2</b>	<b>38.1</b>	<b>38.1</b>	<b>20.2</b>	<b>4.4</b>

<b>PPG per child</b>	<b>£1320</b>
<b>PP+ per child</b>	<b>£1900</b>
<b>PP</b>	<b>£394,680</b>
<b>PPP</b>	<b>£13,300</b>
<b>Total amount received</b>	<b>£407,980</b>

#### Barriers

- Attendance, punctuation and engagement.
- SEN and EAL.

#### Desired Outcomes

- To ensure that the individual needs of the disadvantaged pupils are identified and addressed quickly.
- All disadvantage children to make good progress from their starting points.
- To ensure that the gap between the disadvantaged children and the non-disadvantaged children is diminished.

Description of the activity (including year groups involved) and possible outcomes	Monitored by	Funding needed	Impact
<p>Pupil Premium Leader (SLT) to:</p> <ul style="list-style-type: none"> <li>• Complete an annual analysis of pupil premium children.</li> <li>• Liaise with SLT, SEND department, attendance officer and intervention teachers to measure impact of the pupil premium fund.</li> <li>• Oversee training of teachers (annual staff INSET, INSET from other providers such as Growth Mindset etc. and follow up for individual teachers).</li> <li>• Organise additional activities and be an advocate for the PP and PP+ children.</li> <li>• Monitor pupil premium activities and interventions.</li> </ul>	Head Teacher	Part of salary  1400 for outside training agencies	All staff aware of the school's strategy for children who are disadvantaged. Strategic implementation of early support and help for disadvantaged children.
<p>Reading Project (Reading Gladiators) for higher attainers in Y4 who are pupil premium. 12 children selected. Ran from November 2016.</p> <ul style="list-style-type: none"> <li>• To provide intensive input on key skill learning to enable high level learning in class to be more accessible.</li> <li>• Reinforce and rehearse higher level skills in comprehension.</li> <li>• To build transferrable comprehension skills.</li> </ul>	Deputy Headteacher for English and Lead Learner for reading	700	<p>The children, who consistently attended for the year, were exposed to high level texts that gradually grew in challenge and complexities of themes. A range of genres were planned for, read and discussed. By the end of the programme, the children had developed skills to talk about texts in an informed and professional manner, drawing on outside experiences and previous reading to support their thinking. Their listening skills improved and they were able to engage in a group discussion with maturity, really engaging with the speaking and taking on board the thoughts of others.</p> <p>PIRA Oct 2016: Exs 92%; HS 33% (average 112)            PIRA July 2017: Exs 100%, HS 75% (average 119)</p>
<p>Y5 Pupil Premium visit to Spain in March 2017.</p> <ul style="list-style-type: none"> <li>• To reinforce basic skills learning for key groups of children including providing a practical application for the learning which has taken place during Spanish lessons.</li> <li>• High quality teaching by teachers and specialists will ensure high standards and experiences.</li> <li>• To provide opportunities that our disadvantaged</li> </ul>	MFL specialist teacher	3000	<p>Children completed an evaluation form at the end of the visit to find out the impact of the experience on their language and cultural learning but also on their autonomy and independence. These are some of their answers:</p> <p>'I learnt to speak and interact in Spanish'            'Going to see the monuments improves your understanding of the Spanish culture'</p>

<p>pupils may not otherwise have.</p>			<p>'Being without parents makes you think of what to do'          '...I heard people speaking and I took the information, what they said'          'I learnt new words and games'          'I learnt what they can eat and that children don't wear uniform'          'I learnt to take care of myself and have a roommate'          'I was able to fly to Spain without my family'          'It makes children more confident and learn Spanish also be more independent and not shy'          'It is so much fun and you get to meet new people and learn a whole new language. It is an amazing experience'</p> <p>Children learnt new words and games by interacting with the Spanish children and listening to native speakers, learnt about Spanish culture by visiting La Cala Primary School, the Town Hall and other monuments and by listening to the explanations of the Spanish teachers and specialist staff. They also pointed out in what ways they became more independent and confident and how not being with their parents made them think a bit more about things. Children also improved their interpersonal relations by sharing a room with other children and having to organise themselves.</p>
<p>Pupil Premium involvement in the visit to Brampton Primary School of the Spanish La Cala School.</p>	<p>MFL specialist teacher</p>	<p>6400</p>	<p>This continued and embedded the impact of the experience of the children who visited Spain and also meant that children in school were inspired by the cultural exchange.</p>
<p>Y6 boosters and breakfast provision</p> <ul style="list-style-type: none"> <li>• Targeted disadvantaged Y6 pupils who needed additional support in preparing for the SATs.</li> <li>• Revision of basic skills and key learning to ensure confidence of the children is increased before the SATs.</li> <li>• Improve attendance of Y6 pupils.</li> </ul>	<p>Deputy Head for KS2</p>	<p>12 000</p>	<ul style="list-style-type: none"> <li>• This helped individual pupils to fill in the gaps in learning and catch up with age related expectation.</li> <li>• Case studies, evaluations and data show enhanced progress by a significant number of pupils.</li> </ul>

<ul style="list-style-type: none"> <li>Increased concentration in class as a result of a healthy breakfast for the morning booster children.</li> <li>Small group input to increase individualised approaches.</li> </ul>			
<p>Additional Teachers, Nursery Nurses and HLTAs in EYFS, KS1 and KS2</p> <ul style="list-style-type: none"> <li>Additional English and maths classes in KS2</li> <li>To provide first quality teaching to smaller class sizes.</li> <li>To enable children to be taught in groups which provide bespoke teaching to meet needs of the children.</li> <li>To target key cohorts within the Pupil Premium group.</li> </ul>	Deputy Heads	250 000	<p><b>% of children who reached the expected standard</b></p> <p>Reading 59%  Maths 67%  Writing 63%</p> <p><b>GLD in EYFS:</b> Overall 81.4%</p> <p>There were 7 disadvantaged children, 3 of these had SEND which would have meant meeting the expected standard would have been a challenge; 75% of non-SEND disadvantaged children achieved their GLD (3 out of 4 children) compared to 92.7% of non-SEND non-disadvantaged children (77 out of 83 children).</p>
Learning Software with Pupil home Access (Espresso, Mymaths, Bug club)	Deputy Head	3300	Support for children to continue their learning at home.
Free SATS books to 51 PP children	Deputy Head	750	Support for parents in knowing what is expected from the SATs. Support provided to structure home revision.
<p>1 to 1 support for LAC (Y3 and Y4)</p> <ul style="list-style-type: none"> <li>One to one and small group input to increase individualised approaches.</li> <li>High quality teaching by teachers and specialists will ensure high standards and experiences.</li> </ul>	Designated Teacher for LAC and Virtual School	1000 per term	<p>Y3</p> <p>PIRA Oct 2016 89 (class average 101)  PIRA July 2017 121 (class average 110)  PUMA Oct 2016 87 (class average 101)  PUMA July 2017 112 (class average 115)</p> <p>Y4</p> <p>PIRA Oct 2016 113 (class average 98)  PIRA July 2017 119 (class average 105)  PUMA Oct 2016 91 (class average 99)  PUMA July 2017 113 (class average 108)</p>
Laptops and iPads for PP+	Designated Teacher for LAC	2000	
<p>English and Maths Wave 3 Interventions</p> <ul style="list-style-type: none"> <li>To provide intensive input on key skill learning to enable high level learning in class to be more accessible.</li> <li>Reinforce and rehearse key skills in spelling,</li> </ul>	SEND Department	33 000	<p><b>Maths Intervention:</b></p> <ul style="list-style-type: none"> <li>Children in this intervention made on average one and a half –two years progress in the Number strand in maths.</li> <li>The intervention helped to reinforce key skills in</li> </ul>

<p>grammar and comprehension.</p> <ul style="list-style-type: none"> <li>• To revise and rehearse basic key skills in numeracy.</li> <li>• To increase confidence in fast recall of facts.</li> <li>• To build transferrable basic skills.</li> </ul>			<p>the 4 rules of number.</p> <ul style="list-style-type: none"> <li>• The impact of the intervention was that children's class data (PUMA results) also increased by one third.</li> <li>• The impact was not just on data, but it was reported by class teachers and parents that children's confidence had increased.</li> <li>• Class teachers reported that children were more willing to participate in class discussions.</li> <li>• The attitude survey carried out before and after the intervention highlighted how children were much more positive about their experience of maths by the end of the intervention.</li> <li>• Ensuring regular feedback of progress made within the intervention back to class teacher, meant that learning in the intervention was consistent with, and extended, work inside the classroom and that children understood the links between them.</li> </ul> <p><b>Literacy Intervention:</b></p> <ul style="list-style-type: none"> <li>• Children in this intervention made on average 12 months progress on a 6 month programme.</li> <li>• Key skills in reading, word reading and spelling were enhanced.</li> <li>• Children were able to work on their area of need, identified through further fine-tuned and individualised assessments such as the Diagnostic Reading Assessment.</li> <li>• This intervention enabled us to identify children who needed further specialist assessment i.e. Dyslexia/SpLd</li> <li>• Regular feedback of progress made within the intervention to the class teacher meant that</li> </ul>
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			learning in the intervention extended, work inside the classroom and that children understood the links between them.
<p>Box Clever Speech and Language Intervention for EYFS</p> <ul style="list-style-type: none"> <li>• Speech and language intervention with the children in Nursery and Reception to support their learning when in class by increasing their range of vocabulary and confidence when speaking.</li> </ul>	SEND Department	7000	<ul style="list-style-type: none"> <li>• Key children identified have worked in small groups to increase their interaction, communication skills with positive outcomes.</li> <li>• Running records of outcomes demonstrate the impact on individual children.</li> <li>• The skills of the EYFS team are now stronger in this area and observations evidence this.</li> </ul>
Extra support from external Agencies – Education Psychologist Support, Speech & Language Therapist.	SEND Department	40 000	Early identification of needs and support plans put in place.
<p>Extended School coordinator</p> <ul style="list-style-type: none"> <li>• To promote better relationships between parents and school.</li> <li>• To improve parental engagement.</li> <li>• Organise and monitor ESOL &amp; ICT classes</li> <li>• Smart training courses weekly.</li> </ul>	Head teacher	22 500	Positive relationships with parents were promoted. 48 people signed up for the ESOL class across the year. 45 people signed up for the ICT class across the year.
<p>Learning mentors and EWO</p> <ul style="list-style-type: none"> <li>• Providing additional support for children with a range of needs – emotional, social, behavioural, attendance / punctuality etc.</li> <li>• Awards for Achievement every half term.</li> </ul>	Head teacher	23 500	Children were supported and reported feeling more confident and happy about attending school.
<p>After School Clubs (Y3 ukulele)</p> <ul style="list-style-type: none"> <li>• Clubs are to provide enrichment opportunities for all pupils.</li> <li>• Need to be utilized to support Gifted &amp; Talented pupils</li> <li>• To reinforce basic skills learning for key groups of children.</li> <li>• High quality teaching by teachers and specialists will ensure high standards and experiences.</li> <li>• To provide opportunities that our disadvantaged pupils may not otherwise have.</li> </ul>	Music teacher	900	Children in Year 3 have ukulele lessons provided by Newham Music. During the spring term an after school ukulele club was formed comprising of 25 Pupil Premium pupils, taught by Sarah Dyble from Newham Music. The same group of children attended a concert by the London Philharmonic Orchestra at the Royal Festival Hall. Sitting in on the ukulele lessons, it was clear how much the children were enjoying the experience and the progress that some of the pupils were making. This has carried over to Year 4 where I can see the positive impact these lessons have had during music lessons, particularly

<ul style="list-style-type: none"> <li>• It will give the children the chance to learn a musical instrument in a small group</li> <li>• Being able to play a musical instrument help to increase a child's self-confidence</li> <li>• They will have the opportunity to perform at events both inside and outside the school, thus contributing in a positive way to the life of the school</li> <li>• It will help them with their musical development and give them an advantage when they participate in the ECaM programme</li> </ul>			<p>in terms of self-confidence when performing. The London Philharmonic concert had a big impact. It was clear that most of the children had never attended such a concert before or been to such a venue. It opened their eyed to the wider world of music and helped to put in context the music they do in school.</p>
<p>Subsidising educational visits for Pupil Premium children (all year groups) including transport for children who are SEND</p> <ul style="list-style-type: none"> <li>• Ensuring children have a wide range of opportunities to experience the world outside of school, enriching their learning across the curriculum.</li> <li>• Opportunities to travel to Europe (Belgium, France and Spain).</li> <li>• Opportunities to spend time at a residential visit (Isle of Wight).</li> <li>• Educational visits are valuable in developing the children's perseverance, team work, resilience and ability to face challenges. These are all vital life skills.</li> <li>• To provide opportunities that our disadvantaged pupils may not otherwise have.</li> </ul>	Pupil Premium Leader	7500	<ul style="list-style-type: none"> <li>• Subsidising educational visits has been an effective investment giving PP children the opportunity to do things they may never have the chance otherwise.</li> <li>• There was a high level take up for all educational visits from PP children.</li> <li>• Both parents and teachers report increased confidence and self-esteem of the children.</li> <li>• Demonstration of excellent behaviour, leadership skills and independence by the children were commented on by members of staff and members of the public.</li> <li>• Class council surveys show that the children enjoy the educational visits.</li> </ul>
<p>Reading Resources</p> <ul style="list-style-type: none"> <li>• To provide resources for the development of the school library.</li> <li>• To encourage a love of reading.</li> <li>• To allow children to access books they may otherwise not have access to.</li> </ul>	Lead learner for reading	2000	<ul style="list-style-type: none"> <li>• The books purchased were to replace those that had been lost or not returned by children who are PP.</li> <li>• This was to ensure that the children were still able to take books out.</li> <li>• That well-loved books were still present in the library.</li> <li>• Children were involved and took ownership in selecting books for the library.</li> </ul>

			<ul style="list-style-type: none"> <li>To ensure that the library is well stocked at all times to ensure the children have access to rich and high quality texts.</li> </ul>
Meals cost for FSM children	Deputy Head	45000	<ul style="list-style-type: none"> <li>Better concentration in the afternoons.</li> </ul>
Jigsaw PSHE Scheme of Work and Resources <ul style="list-style-type: none"> <li>To support children's resilience, emotional literacy and mental health and ensure SMSC is promoted.</li> </ul>	PSHE Curriculum Leader	3600	<ul style="list-style-type: none"> <li>The scheme of work is being embedded into the school and being used to build children's understanding of their health, relationships and social responsibilities.</li> </ul>