



# Salmestone Primary School

## Tracking the progress of Pupil Premium Pupils - Updated Autumn 2017

The purpose of Pupil Premium funding is to ensure that schools have the capacity to focus on closing the achievement gap. Governors need to be aware of how this funding is spent and the impact it has made. The funding is not primarily ring fenced for these groups but the progress of these pupils must be tracked closely to ensure we close the achievement gap. All schools are expected to add to their website, details about how much funding they receive, how this funding is being spent and the outcomes for pupils. This report clearly states how much funding we have had in recent years and currently. It also states how this money is being spent in order to ensure Pupil Premium children are making progress.

### **How much has been allocated to Salmestone Primary School?**

2014-15: £291,000

2015-16: £232,320

2016-17: £227,040

2017-18: £212,520

The funding per pupil for 2017 - 2018 is as follows:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as Ever 6 FSM	£1,320
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
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	£1,900
<b>Service children</b>	



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Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence	£300
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## How has the Pupil Premium allocation for 2016-17 been used?

### Expenditure of Pupil Premium funding for 2016-17

In the academic year 2016-17 we were allocated £227,040 Pupil Premium funding. The Leadership Team ensure that disadvantaged pupils have a high profile across the school and tackling educational disadvantage is a key element of the school development plan. We understand that Quality First Teaching is the key to providing the best opportunities for all pupils and therefore we strive to ensure our pupils receive consistently excellent teaching. Many of the strategies we plan to use have been researched by the EEF (Education Endowment Foundation). Their research calculated the impact a variety of strategies had on the number of month's progress that could be gained.

The impact of our provision for our Pupil Premium has resulted in the progress children made over the key stage has increased for our pupil premium children.

2016 KS2 - Progress	Reading	Writing	Maths
Pupil Premium	-3.2	-1.47	-2.38
2017 KS2 - Progress	Reading	Writing	Maths
Pupil Premium	-1.92	+0.13	-1.96





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<p>SATs by the HT, DHT &amp; AHT, there are also three TAs to provide targeted support.</p>	<p>Inc: Learning Support and welfare support</p>	<p>Daily run English based interventions/Booster Groups raise standards of English across the school. In year progress is good across the school – some SEN pupils now targeted to make greater progress.</p> <p><b>KS2 % Attained</b> Please note that % achieving the expected standard includes those pupils who are working at greater depth within the expected standard</p> <table border="1" data-bbox="716 545 1919 805"> <thead> <tr> <th rowspan="2">Standard</th> <th rowspan="2">Measure</th> <th rowspan="2">School</th> <th>FSM Eligible</th> <th>FSM Ever 6</th> <th>Disadvantaged</th> <th>Pupil Premium</th> <th>SEN</th> </tr> <tr> <th>Y6 FSM ELIGIBLE 15-25%</th> <th>Y6 FSM EVER &gt;40%</th> <th>Y6 DISADVANTAGED &gt;40%</th> <th>Y6 PUPIL PREMIUM &gt;40%</th> <th>Y6 SEN 15-20%</th> </tr> </thead> <tbody> <tr> <td>% Expected</td> <td>Combined Reading, Writing &amp; Maths</td> <td>35.2</td> <td>59.1</td> <td>53.7</td> <td>53.8</td> <td>55.0</td> <td>63.2</td> </tr> <tr> <td>% working at greater depth</td> <td>Combined Reading, Writing &amp; Maths</td> <td>3.7</td> <td>7.2</td> <td>4.7</td> <td>4.7</td> <td>4.8</td> <td>9.6</td> </tr> <tr> <td rowspan="3">Progress</td> <td>Progress Score - Reading</td> <td>-1.4</td> <td>-0.0</td> <td>-0.3</td> <td>-0.3</td> <td>-0.2</td> <td>0.4</td> </tr> <tr> <td>Progress Score - Writing</td> <td>-0.1</td> <td>0.5</td> <td>0.3</td> <td>0.3</td> <td>0.4</td> <td>0.7</td> </tr> <tr> <td>Progress Score - Maths</td> <td>-1.6</td> <td>-0.7</td> <td>-0.6</td> <td>-0.6</td> <td>-0.6</td> <td>-0.3</td> </tr> </tbody> </table> <p>Outcomes in KS2 identify that Pupil Premium Children made better progress and attained higher than 'All Pupils' as result of targeted interventions.</p>	Standard	Measure	School	FSM Eligible	FSM Ever 6	Disadvantaged	Pupil Premium	SEN	Y6 FSM ELIGIBLE 15-25%	Y6 FSM EVER >40%	Y6 DISADVANTAGED >40%	Y6 PUPIL PREMIUM >40%	Y6 SEN 15-20%	% Expected	Combined Reading, Writing & Maths	35.2	59.1	53.7	53.8	55.0	63.2	% working at greater depth	Combined Reading, Writing & Maths	3.7	7.2	4.7	4.7	4.8	9.6	Progress	Progress Score - Reading	-1.4	-0.0	-0.3	-0.3	-0.2	0.4	Progress Score - Writing	-0.1	0.5	0.3	0.3	0.4	0.7	Progress Score - Maths	-1.6	-0.7	-0.6	-0.6	-0.6	-0.3
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<p><b>Staff training/CPD :</b> Lead Practitioner support</p>	<p>Lead Practitioner support £11,200</p>	<p>Inclusive high quality first teaching and TA support. Staff feel confident in asking for further training and are happy to share knowledge gained with colleagues.</p> <p>Teachers are confident in meeting the needs of their pupils and will ask for support if needed.</p> <p>Pupils across the school benefit from the training that staff receive as a consequence.</p> <p>Writing moderations are undertaken to verify teacher assessments.</p>																																																			



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		Introduction of 'Talk for Reading' to develop effectiveness of the teaching of reading.
<b>Reading Recovery</b>	Reading Recovery teacher & Resources. £20,000	Children in Year 1 were targeted to accelerate progress in Reading. X Pupil Premium children accessed his intervention.
<b>Communication with Parents</b>	£10,000	Digital display screens inform parents of school news and inform them about activities to do in the home and about healthy eating.
<b>Busters Book Club</b>	£500	Promoting reading for pleasure and engaging pupils in competitive reading across the county.
<b>ICT Subscriptions</b>	£5,385	
<b>Lunch Club</b>	£1,372	The SENCO runs a support session for vulnerable children during the lunch hour which is attended by predominantly PP children. This supports them in readiness for learning for the afternoon and social interaction with peers.
<b>Behaviour Support</b>	(See staffing)	Support staff supports children in school to reduce the risk of exclusion and help develop readiness for learning.
<b>Subsidising of:</b> ● Breakfast Club,  ● Enrichment activities such as: school trips including residential and clubs.	Breakfast club  Educational enrichment £5,000	43% of children attending Breakfast Club are Pupil Premium.  Vulnerable families supported.  All pupils are able to access educational visits and extended learning opportunities.  Supported pupils to undertake activities that they might not previously have been able to. This year the school has introduced the Salmestone Passport approach to its curriculum in which learning is based on experiences.



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		33.3% of School Clubs places were taken by Pupil Premium children.
<b>Place 2 Be</b>	Place 2 Be £36,247	<p>70% of children accessing 1:1 Place 2 Be were Pupil Premium. Average steps progress for all pupils accessing Place2Be was between 5 -6.7. (Average of 5.8 pp) 73% of these PP children received Early Help or Social Services intervention during 2016-17.</p> <p>62% of pupils accessing Place 2 Talk were Pupil Premium. Average steps progress for all pupils accessing Place2Talk was above at 7.2-7.8. Average attendance 95.1%. 43% of these children received Early Help or Social Services interventional during 2016-17.</p> <p>Friendship Group was accessed by 50% PP.</p>
<b>Attendance</b> Education Welcome officer  Awards/incentives/certificates	£8,608	<p>Pupil Premium attendance 2016-17 = 94%</p> <p>Throughout the year the EWO has worked with members of the SLT to target families of pupils whose attendance and punctuality is a cause for concern. With regard to punctuality having members of the SLT and the EWO 'on duty' challenging late arrivals in the morning has shown considerable improvement in many key families punctuality.</p> <p>The EWO and members of the SLT have had attendance meetings with all families of pupils whose attendance has fallen below 95%. Reasons for poor attendance have been discussed as well as the consequences for continued poor attendance. Pupils with poor attendance will continue to be monitored and challenged where improvement is not detected.</p> <p>Range of resources supported children in accessing the curriculum.</p>
<b>Contingency</b>	£11,421	