

# Sevenoaks Primary School



## **Pupil Premium – Information for Parents/Guardians/Carers for the 2015-2016 School Year.**

The following information will cover the areas:

1. What is pupil premium?
2. SPS pupil premium allocation
3. How we are spending our pupil premium allocation for the 2015-16 school year  
How this made a difference to our pupil premium children
4. Comparative Data for pupil premium children
5. Attendance statistics

Please note: Outcomes and section 4 and 5 will be completed at the year end.

### **1. What is Pupil Premium?**

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It was introduced in April 2011 to ensure that these children benefit from the same opportunities as all other children.

There are three categories of children that qualify for 'Pupil Premium'.

- Children who are currently eligible for Free School Meals (or have been in the previous six years)
- Looked After Children (LAC) or Post Adoptive Children

- Armed Forces Children

Schools are free to spend the Pupil Premium as they see fit in order to support the children but we are accountable for how they have used the additional funding and it is important that we can demonstrate impact. Additionally, from 2012, we were required to publish online information about how we have used the Premium. This will ensure that parents and others are fully aware of the attainment of children covered by the Premium and the extra support that they receive.

The Pupil Premium Rates for 2015 / 2016 are set out below:

<b>Disadvantaged pupils</b>	<b>Pupil premium per pupil</b>
Pupils in year groups reception to year 6 recorded as eligible for free school meals (FSM) in any of the previous 6 years (ie since summer 2009), as well as those first known to be eligible at January 2015.	£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>	
Pupils in year groups reception to year 11 recorded as Ever 5 Service Child or in receipt of a child pension from the Ministry of Defence	£300

If you have any questions relating to Pupil Premium, please feel free to contact Ms Durkin, Assistant Head or Mr Duffy our Head Teacher.

## 2. SPS pupil premium allocation from April 2015 – March 2016

Total number of pupils on roll	509
Total number of pupils eligible for PPG (Pupil Premium Grant)	30 fsm 6 post adoptive 2 LAC
<b>Total amount of PPG received</b>	£54,143

### Additional Support provided as a result of PPG

Amount of PPG received per pupil	£1320 –FSM £1900 Post adoptive £1384 LAC (specific claim) £1759 unspent KCC 2014-5 fund
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## 3. How we are spending our pupil premium allocation for the 2015-2016 school year

How the Pupil Premium is spent is monitored closely and all schools are accountable for the impact of the money spent. At Sevenoaks Primary School, we use a wide range of strategies and approaches to provide additional support for the 'Pupil Premium' targeted children. The focus of the PPG spending is primarily to enhance pupil's core numeracy and literacy skills. As part of this, targeted interventions are being provided to support emotional and behavioural needs and development. All this is underpinned by provision maps which identify individual needs through the class/year group and appropriate interventions and resources (including staff) are targeted to address these areas.

New interventions included this year are the forest schools sessions, music lessons, summer school and, with further training for all staff on the interventions we use within school, interventions are more specific to needs and available for all children. A further change to our provision is that, the assistant headteacher and targeted support teacher have been used to plan and cover lessons in class such as PE and science, whilst the class teacher has used the time for rapid intervention. As part of our well-being for children at lunchtime we have redesigned our lunchtime arrangements, funding two extra members of staff in order to create a nurture zone where vulnerable children can come to play in a relaxed and supportive environment.

You will find below highlights of the varied interventions, resources, packages and programmes, which we use to support the children (where it would be possible to identify a child from the number of pupils and / or appropriate allocation data, this data has been exclude).

Type of Support	Activity / Benefit	Benefit	Outcomes	Number of pupils and approximate allocation
Academic	Effective teacher feedback - 'Assessment for Learning'	The most effective support that can be provided is through quality teaching by both the teachers and support staff. It is vital that the teaching staff provide direct and immediate feedback to pupils. By doing this, pupils can self-reflect in order to accelerate learning and progress. Pupils are given specific guidance to scaffold 'next steps' and consolidate understanding. It is important for the school to plan, monitor and evaluate learning	Staff are aware of children and their needs and these are a priority in class eg one child following particular emphasis on this strategy has led to a significant reduction in behavior incidents. All children have been discussed separately in pupil progress meetings and any actions discussed, followed up.	All PP Children
	Targeted Teaching Assistant Support	Specific focused interventions to target accelerated progress across the curriculum in a high impact manner are delivered by our Teaching Assistant support team.	During Bright sparks and SULP leuven levels have been observed as very high (level 5). Extra transition support has also been given to some of these children during term 6.	All PP Children
	Additional Maths Set	In order to provide targeted support in Mathematics, an additional teacher has been employed to support the lower achieving pupils in Key Stage 2. Extra teaching assistants are also allocated to the sessions to ensure that individual needs are met.	Overall these children have a higher level of confidence and engagement than they do through the rest of the day.	£15000 Set 2 -4 x 9 Set 5 – 6 x 7 Addtl 0.5 teacher
	Rapid Intervention	The assistant headteacher and targeted support teacher have been used to plan and cover lessons in class such as PE and science, whilst the class teacher has used the time for rapid intervention.	Whilst we have no comparable data from previous years, tracking of assessment and feedback from staff shows that teachers were able to plug the gaps and ensure children made greater progress towards the expected standards during the RI time provided.	£3012 AHT £3000 TTS All PP Children
	One-to-One Tuition/Small Group Support	Targeted at pupils in Upper Key Stage 2, the support is designed to 'boost' progress in Maths and/or English. The aim of this tuition is to 'narrow the gap' and support each pupil in achieving their potential by the end of the Key Stage.	Small group were established based on data analysis and teacher feedback at the pupil progress meetings. The groups supported children in achieving more of the expected standards for their year	£3000 TTS

			group.	
Summer Holiday School	Additional 'booster/extension' sessions have been arranged in the school holidays to support Pupil Premium children. They have also benefited from the holiday scheme operated by Play4Ages.	Feedback from children and parents was very good. The children enjoyed being in school and working on the various projects. EAL children spent more time in holidays practising English.	Teacher £600 T/A £150 P4A £750	
Maths interventions	We use a range of interventions such as numicon, power of two, manga high and rapid intervention.	These interventions are deployed depending on the needs of the children. Numicon was purchased in FS to support one child with special needs in her daily maths lessons.	£300 Numicon	
ICT Resources (Hardware & Software)	The school TTRS (touch type read spell) which can enhance learning and engagement in pupils. Identified pupils have access to ICT more readily and are able to make choices about when/how ICT is used. Specific programmes are funded such as manga high which are used to challenge and engage.	TTRS is a long term skill that is being developed. All children's progress is monitored and all have gone up through levels as they progress.	£153 TTRS x4	
Music lessons	The school has funded music lessons provided by Kent Music school and has supported the loan payments for the instruments	The music therapist met with parents and teachers. Feedback from all parties was very positive. Reported benefits have included emotional support and phonological development as well as social interactions.	£1800	
Food Technology (Cooking)	This programme has been designed to promote life skills, independence and self-esteem. Pupils take an active and practical role in food technology as well as discuss healthy living and diet. Cooking groups learn to share, work together and make exciting recipes.	Feedback from children and teachers has been very positive. The sessions have boosted children's esteem and confidence. They have also supported some children with group work or the ability to follow instructions.	£360 staff £100 ingredients	
<b>Total</b>			<b>£28225 Direct</b> <b>£10376 Indirect</b>	
Nurture room at lunchtime	The nurture room is set up at lunchtime as a safe place for vulnerable children to eat and play in a relaxed and	As needs have arisen, a number of PP children have accessed this	£1200 terms 1+2	

<b>Social And Emotional</b>		supported environment.	facility as directed by the class teacher. This has enabled children to wind down from the morning in a safe environment and prepared them for afternoon lessons.	£1200 terms 3-6
	Social Communication	This is a small group intervention led by trained members of the support staff designed to develop social skills and aid peer interaction in a wide variety of social situations	No pp attended	£600
	Forest Schools	This is a weekly programme run each Friday afternoon for children from Y4-6. It is designed to build self-confidence, resilience, communication skills, teamwork, co-operation and problem solving skills. The programme is based in the 'outdoor classroom' using specialist ex-military personnel to deliver a varied, real and engaging curriculum.	Teachers report the benefits among others as: useful as a way of helping * to settle in here, giving him something to look forward to each week (child was a managed move) * is always eager to tell everyone else about forest school and has become more confident putting his hand up and sharing his ideas. Has boosted *'s esteem and made him feel important.	£2400
	Art Therapy	The Art Therapy sessions not only support well-being but self-esteem and confidence are also focussed upon.	Feedback gathered from staff, pupils and parents includes: * reported it is very helpful for her to have someone to talk to who understands. All agreed important intervention due to significant early childhood trauma. This is impacting her concentration and ability to learn as well as her relationships. a very important intervention for * building on small steps, boundary building and social skills. Parents have asked for this to continue as it impacts so profoundly on *'s well being.	£4800 x 5 pupils
	GINGER (part of the Social Communication Package)	Ginger is a speaking, listening and social skills package designed for use with EYFS and Year 1		

		pupils. The programme is led by trained support staff to meet the specific needs of pupils		
	Lego Therapy (Part of the Social Communication Package)	Creative construction kits have been purchased and four members of staff trained to deliver this programme. Pupils work in groups of three and engage in verbal discussion and teamwork to build a 'lego' model. Each pupil takes a different role within the group which encourages social interaction, good listening and problem solving.	Enjoyed by children who began to understand the nature of the different roles required.	
	Nurture Sessions (Bright sparks)	These sessions are delivered by our Learning Mentor and are designed to improve access to learning. The children are supported in their learning, emotional and social development through a variety of activities e.g. cooking.	Phase 1 leader assigned children. Feedback from teachers about children's enthusiasm and participation has been good. Behaviour and confidence levels have risen both during the session and in class. Modelled in session and then LSA/CT has continued the learning.	£2520
	Leuven Scales of 'Well-being' and 'Involvement'	Following whole school INSET training in Term 5 2014, and continuing to deliver inset to all new staff, the Leuven scales were introduced. The purpose is for staff to assess children's levels of well-being and involvement and identify vulnerable pupils who may benefit from further Pupil Premium support.	Has been used usefully to monitor vulnerable children across the school and intervention or strategies have been added when leuven levels become a concern.	
<b>Total</b>				<b>£12720</b>
<b>Physical</b>	Sensory Circuits	A sensory motor skills programme designed to energise or settle pupils into the school day. This programme is delivered by trained support staff.	Teachers report children going back into class more ready to learn. In addition it has a positive impact on gross motor control.	£412
<b>Total</b>				<b>£412</b>
<b>Family Support</b>	Breakfast Club & Pay 4 Ages	When required, the funding is used to cover the cost of our extended school provision. This also allows the children to engage in the full range of extra-curricular activities available before and after school.	Improved attendance and punctuality. Children coming in well fed and ready to learn. P4A important for some children who have limited social opportunities at home.	£456 B/C £1520 P4A

	Supporting families	The school is committed to supporting parents, carers and families as well as individual pupils. If required, the 'Pupil Premium' is used to fund training or courses, specific to identified parents/carers, in order for them to help their child at home and with school life.	Huge attendance impact in enabling children into school. Parents report feeling very supported. Pre-school early drop off used to support daily transition into school. Where applicable early help has been accessed.	£240
	School trips, visitors and residential visits	When required, the funding is used for identified individual pupils who may not participate on or in an educational visit/activity due to disadvantage. Pupils have been supported through the funding to enable them to attend such activities with their peers.	All children are enabled to take part in the full curriculum.	£894
<b>Total</b>				<b>£2410</b>
<b>Total</b>				<b>£54,143.00</b>

#### Pupil Premium Data 2016

#### Average Points Score at EYFS

YR	Number	Reading	Writing	Number	SSM
PPm	3	2.00	1.67	2.00	2.00
Non-PPm	87	2.02	1.93	2.02	2.19

#### Percentage at the Expected Standard End of KS Assessment

Y2	Number	Reading	Writing	Maths
SPS PPm	5	40%	0%	40%
LA PPm	3,761	63%	54%	63%
Nat PPm	123,634	62%	52%	60%
SPS Non-PPm	84	91%	75%	87%
LA Non-PPm	14,115	82%	76%	82%
Nat Non-PPm	491,113	77%	69%	76%

Y6	Number	Reading	GPS	Writing	Maths
SPS Ppm	9	44%	78%	33%	56%
LA Ppm	4,503	55%	57%	67%	57%
Nat Ppm	144,828	53%	60%	63%	57%
SPS Non-Ppm	52	89%	90%	83%	87%
LA Non-Ppm	11,614	75%	79%	85%	77%
Nat Non-Ppm	332,418	72%	78%	79%	75%

### School Data

Average percentage progress towards the expected standard

Y1	Number	Reading	Writing	Maths
Ppm	5	73%	58%	75%
Non-Ppm	85	92%	81%	87%

Y3	Number	Reading	Writing	Maths
Ppm	5	55%	41%	52%
Non-Ppm	55	91%	78%	80%

Y4	Number	Reading	Writing	Maths
Ppm	5	79%	63%	62%
Non-Ppm	85	91%	81%	81%

Y5	Number	Reading	Writing	Maths
Ppm	4	80%	71%	55%
Non-Ppm	55	83%	80%	78%

	Attendance			
Year	PPm	PPm Attendance	Non PPm	Non PPm Attendance
Year 1	4	94.2%	85	96.7%
Year 2	6	94.3%	77	96.4%
Year 3	5	97.4%	55	97.6%
Year 4	6	95.9%	84	97.4%
Year 5	4	94.1%	55	98.0%
Year 6	9	94.4%	53	97.3%
Total	34	95.1%	409	96.8%