



Pupil Premium grant planned expenditure report 15/16

Vicarage Primary is a 4 form entry school in East London; we have a nursery and we provide an extended school provision from 8am to 4:30pm that is free to all pupils.

Our school motto is “Be the best you can be” and we believe we owe it to every child in our school to provide them with the greatest opportunities to become the best that they can become both in and beyond the classroom.

We believe in nurturing high aspirations in our children and we endeavour to ensure that no child is left behind; we believe that a child should not be hindered by circumstances but be given the tools necessary to overcome those circumstances and realise their dreams.

We believe that the Pupil Premium grant will enable us to reach and equip those children who would otherwise be hindered by circumstances, by providing the type of support that will enable them to progress throughout their school life.

What is the Pupil Premium Grant?

Schools receive a Pupil Premium Grant to support Looked-After Children and/or students who are currently in receipt of Free School Meals. The funding received is used to support Vicarage children in Years 1 to 6 falling in the above categories in order to ensure that they are enabled to reach/exceed the national average in Literacy & Numeracy.

Objectives of the Pupil Premium

The decisions on how to use the grant are taken by the school’s leadership team in collaboration with Governors and take into consideration the school’s context and the challenges the school faces within the community. The main objective is to narrow the gap between groups of pupils ie. Free school meal pupils and non-free school meal pupils across the whole school. We aim to do this by improving progress through the provision of extra support in the classroom and ensuring that behaviour and attendance do not impact educational progress. We also aim to harness the abilities of our pupils who fall into the free school meal group but are making good/expected progress. We believe that in order to effectively meet this objective we have to consider the following elements:

The whole school ethos

We will ensure that:

- a culture of every child achieving their best is embedded across the whole school
- inclusion is embedded as part of the school’s culture
- children will be encouraged and supported to believe in themselves
- children will be challenge to think for themselves

Data

- data will be analysed and shared with all staff to ensure a collective understanding of whole school & individual development and also areas of achievement
- data is updated and analysed regularly
- toolkits such as Sutton Trust are utilised to identify effective strategies
- data is moderated and used to effectively identify pupils' needs

Identifying the needs through:

- consultation with all staff
- an awareness of which pupils may be vulnerable and may be eligible for FSM
- data analysis
- looking at achievement and progress data
- teachers professional and moderated opinions
- continuous communication with parents

Strategies

1. quality first teaching and effective lesson planning
2. promptly identifying and dealing with learning needs in classroom
3. sharing good practice with colleagues
4. accurate assessment data
5. improving punctuality and attendance
6. provide 1-2-1 support/ booster/afterschool clubs
7. challenging our gifted and talented pupils
8. funding a rich based curriculum to create outstanding learning opportunities

Funding allocation

We aim to prioritise the funding in the most effective and efficient way to achieve the objectives. The main focus will be on increasing staff and providing high quality training across the school. We will identify and implement interventions to support pupils' learning and we will put in place 1-2-1 support where needed. We will increase the focus on guided reading and will utilise and encourage the use of the school library. Each child will have access to a free breakfast and after school club.

We have employed an attendance officer to oversee, monitor and implement strategies to improve punctuality and attendance. We have employed three learning mentors and an EMA lead who will work in the classes and with individual children.

2015-2016 Allocation

Number of pupils and pupil premium grant (PPG) received		
	2014/2015	2015/2016
Total number of pupils on roll (not inc Nursery)	840	883
Total number of pupils eligible for PPG	329 (39%)	312 (35%)
Amount of PPG received per pupil	£1300	£1320
Total amount of PPG received	£427,700	£411840

Principles

This funding will focus on the provision and implementation of individual and small group support in reading, writing and maths. We ensure that teaching and learning opportunities meet the needs of all of our pupils. We ensure that appropriate provision is made so that the needs of socially disadvantaged pupils are adequately met. In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being disadvantaged.

Provision

Most of the actions from 2014/15 are still on-going; please find below the new provisions for 2015/16

The main areas for expenditure 2015-16 are listed below:

Provision	Target Group	Summary	Monitoring	Cost	Evaluation
Senior EA to deliver Reading intervention	KS1	The intervention is aimed at struggling readers from Years 1 and 2 who need a helping hand to achieve appropriate levels for their age. It helps them get back on track with reading skills and enjoyment so that they can catch up with their peers and make continued progress.	This includes children who have had problems with the Year 1 phonics screening check and children whose reading is still not fully secure at the transition from Year 2 to Year 3. Literacy coordinator to oversee.	£35,130	KS1 results above national in all 3 areas (read, write, maths) 95% pass the phonics screening check.
	Whole school	New theatre based opportunity for all pupils to enhance writing skills and abilities. Multi-sensory experiences that develop speaking and listening, self-esteem and confidence skills.	Literacy coordinator to oversee and implement the project. Evaluation processes in place to judge impact upon, children, staff and parents.	£3,600	% of pupils working at age expected in writing at the end of July 16 in each year group has risen.

Open library sessions	Whole school	After school opening times for our pupils to borrow books and have reading sessions with parents or alone if Yr5 or 6.	Pupils will enjoy Reading for pleasure and enjoyment . The library provides them with opportunities to read a wide range of genres and publications, and includes both fiction and non-fiction. All pupils to make good or better progress in reading and on track to achieve end of year targets.	£25,920	The % of children achieving age expected levels in reading has gone up across the school. For example, at the end of KS1 we have 81% meeting EOY. KS2- 77% of our pupils achieved EOY expectations compared to 66% Newham. Children enjoy using the library on a regular basis and are more confident to talk through their favourite books
RWI/Literacy and Language training for all staff	Whole school	Targeted personalized staff development and ongoing whole team training to update with new initiatives.	Targeted adults groups tracked & monitored to show impact of training, so that all our staff have the knowledge, understanding and skills to meet a wide range of learning needs.	£7,264	95% of pupils passed the phonics screening check
New Curriculum enrichment	Whole school	History theatre companies and workshops. Art gallery opportunities for our most able pupils including pupil premium.	Quality of children's writing is stimulated and enriched to broaden our pupil's experiences outside the classroom.	£3,280	% of pupils meeting writing at both KS1 and KS2 are above national.
One to one tuition	KS2	Pupils who are under performing will be given extra tuition sessions to narrow the gaps. To target pupils who have the gaps in achieving national data.	To increase the % of pupils achieving the age expected levels in English and Maths/Reading and Writing. Assessment coordinator to track and monitor progress.	£28,876	% of pupils meeting EOY expectations at the end of KS2 in read, write and maths are above national.
Breakfast Club for Y6 pupils during SATs week.	Year 6	To ensure the Y6 pupils have had breakfast during SAT week and are all in school on time	The gap between eligible pupils and peers narrows.	£447	The gap between our disadvantaged pupils and their peers nationally has decreased.

<p>Appoint Challenge co-ordinator to improve-high expectations for all & mastery skills</p>	<p>Whole school</p>	<p>Co-ordinator to put in place a long term programme that will support the pupils and staff to improve outcomes for all including vulnerable and disadvantaged pupils.</p>	<p>Narrow the achievement gap and increase the attainment of all pupils.</p>	<p>£21,378</p>	<p>42% of pupils met the Higher Standard in maths at the end of KS2.</p>
<p>Reducing group sizes/set teachers</p>	<p>Year 5 and Year 6.</p>	<p>Smaller groups in Year 5 and Year 6 –literacy and numeracy. Increase teacher to pupil ratio in order to increase impact of Quality first teaching .</p>	<p>To increase the % of pupils achieving or exceeding the age expected levels in English and Maths/Reading and Writing. Phase leaders/Assessment Coordinator to oversee.</p>	<p>£68,000</p>	<p>By reducing the number of pupils in a class it improved the quality of teaching and learning as teachers were able to increase the amount of high quality feedback or one to one attention learners receive. Hence the % of children achieving a standardized score of 100+ increased to 88% in July 2016.</p>
<p>Assistant Headteacher-Family learning opportunities to raise aspirations of families and children.</p>	<p>Whole school</p>	<p>Ocean Maths Years 3-6. The workshops are focused on parents and their numeracy skills, general approaches to encourage parents to support their children to do mathematics. RML workshops for EYFS/Year 1. Phonics workshops for parents so that they can support their children in the development of early reading skills.</p>	<p>Reducing educational gap in the progress and attainment of children in need against their peer group. Maths coordinator/RWInc leader/Phase leaders to oversee.</p>	<p>£31,906</p>	<p>On going</p>
<p>Boosters and Fresh start to be widened to include Years 3,4,5</p>	<p>Year 3,4,5</p>	<p>Specific booster groups and Fresh start program established in Years 3,4,5.</p>	<p>Pupils will be able to use the catch up programmes to make accelerated progress – narrow/close the attainment gap with peers. Assessment coordinator to monitor progress.</p>	<p>£4,200</p>	<p>The children highlighted as underachieving at the beginning of the year were attending the interventions listed and all the children made significant progress in their reading.</p>

EYFS Improve quality of outside provision	EYFS	Appointed full time senior EA to supervise outside area. Improved outside area, in line with recommendations made by advisor	More opportunities for children self-selecting and targeted adult focus groups. Pupils will be more engaged during outside play.	£3,260	Linked to below
New AHT appointed to lead EYFS- Developing Early writing	EYFS	The role of oral language is emphasised through the talk for Writing.	The % of children reaching expected or exceeding in writing will increase.	£53,177	High quality provision has helped to create positive relationships between staff and children. Pupils are more engaged in activities which support pre-reading, the development of early number concepts and non-verbal reasoning. The % of children reaching ELG has increased from last academic year to 67%.
Curriculum enrichment for all our additional needs pupils.	Whole school	Enriching extra-curricular sessions for additional needs children, ie. Soft play, Swimming, Horse riding opportunities	More opportunities for all our pupils to widen their experiences and skills in the wider world.	£3,200	Casper (data programme) shows that most of our SA+ pupils achieve higher than national in reading, writing and maths.
Fund Speech Language therapist 2 days p.w.	Whole school	Audit and train staff in terms of box clever session in EYFS & communication friendly classrooms throughout the school.	To monitor & support identification of EYFS issues and colourful semantics in LKS2 and key targeted SEN children.	£8,194	The % of our EY pupils achieved expected or above in Speaking strand has increased from last year.
To raise the standard of mental mathematical recall skills	KS2	To design and implement a Platinum Achievements badge and assessing system.	Improved levels of progress and/or achievement in mental Mathematics.	£4,735	ongoing

<p>A broad and varied extra-curricular opportunities for our most able pupils eligible for FSM.</p>	<p>Yr 3-Yr 6</p>	<p>We've identified our most able pupils who are eligible for PP as underperforming at the end of KS2. Therefore, extra-curricular programme to offer experience outside of the classroom to all children.</p> <p>Chess- higher ability children are chosen to compete in local competitions.</p> <p>Additional music lessons for children gifted at music, also take part in choirs that go to Royal Festival Hall.</p> <p>Re coordinator to run a spiritual art class for those gifted at art and DT.</p>	<p>All children should make better than expected progress from KS1 to KS2.</p> <p>G&T coordinator to track and monitor the pupils' progress-Most able FSM pupils to achieve Exceeding at the end of Year 6.</p>	<p>£2,300</p>	<p>.</p>
<p>To improve the standard of independent learning and to foster thinking skills in all children</p>	<p>Whole school</p>	<p>Specialist drama teacher hired which will help pupils to discover and nurture new talents.</p> <p>Introduce P4C across the school and daily 'thunks.'</p>	<p>Boost of confidence in all our pupils to speak clearly and confidently.</p> <p>Create independent opportunities for children to articulate their thoughts and opinions.</p>	<p>£49,968</p>	<p>Pupils more confident to share their views.</p>
<p>Playground equipment purchased</p>	<p>Whole school</p>	<p>Investment in playground equipment to make playtime active, challenging and above all fun</p>	<p>Less behavioural problems at playtimes hence children calmer in lessons.</p>	<p>£56,000</p>	<p>Space log shows a decrease in the number of incidents in the playground</p>

Reporting

The Headteacher and assessment leader will produce annual reports for the Governors' curriculum committee on: the progress made towards narrowing the gap by year group, for socially disadvantaged pupils, an outline of the provision, an evaluation of the cost effectiveness, in terms of the progress made by the pupils receiving a particular provision, when compared with other forms of support.

The Governors of the school will ensure that there is an annual statement to parents and carers on how the Pupil Premium funding has been used to address the issue of 'narrowing the gap', for socially disadvantaged pupils. This statement will be published on the schools website.

2015/16 results-(published on the website)