TERRINGTON ST CLEMENT COMMUNITY SCHOOL

Pupil Premium Strategy
Review of the academic year 2017 - 2018
(July 2018)

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	375
Total number of pupils eligible for PPG **Free Meal Entitlement (FSM Ever 6)**	73 (£96,360)
Average amount of PPG (FSM Ever 6) received per pupil	£1,320
Total number of pupils eligible for PPG Looked After Children (Apr 2017 – April 2018)	1 (£1,000)
Average amount of PPG Looked After Children (Apr 2017 – April 2018)	£1,000
Total number of pupils eligible for PPG **Service Children**	12 (£3,600)
Average amount of PPG (Service children) received per pupil	£300
Total amount of PPG received April 2017 – 2018 (actual)	**£100,960**

Summary of the main barriers to educational achievement faced by eligible pupils of the school
Pupil Premium pupils who also have SEND.
Pupil Premium pupils whose emotional needs prevent them from focusing on learning.
Pupil Premium pupils arriving late in school so missing key basic skills sessions.
Pupil Premium pupils whose attendance is below 90% so they miss valuable learning.

1. Desired outcomes	
Desired outcomes and how they will be measured	*Success criteria*
Pupil Premium pupils with SEND will make progress from their starting	• Targets set in their Assess, Plan, Do, Review documents

points at the beginning of each academic year and this progress will be measured through APDR documents, GL Assessments or PIVATS.	will be achieved • Where appropriate, GL Assessments will show at least expected progress • Pupils assessed using PIVATS will show progress across statement bands
Pupil Premium pupils will be sufficiently emotionally secure so they can focus on learning. This will be measured through monitoring the amount of time pupils have to be taken for time out before and after emotional support has been put in place.	• Pupils are making progress using the systems above. • Pupils are spending less time taking time out
Pupil Premium pupils will arrive late in school less often. This will be recorded in registers and monitored by the headteacher.	• There will be a visible reduction in late arrivals for each Pupil Premium pupil.
To improve the attendance of all pupil premium pupils so there is no difference between pupil premium and non-pupil premium pupils.	• Pupil Premium pupils' attendance is at least in line with non-pupil premium pupils

Nature of support 2017/18

The Pupil Premium support was re-structured to enable more staff to support in classes where there were more Pupil Premium high need pupils. Because of the cross over between high incidences of SEN at school support and EHCP and poor attendance and pupils attracting pupil premium funding, it made sense to have four team members ultimately responsible for tracking the needs of these pupils and putting in place the support needed. The team included the headteacher, a KS2 teacher, a teaching assistant and a member of the admin team. This team carried out the following roles:

- tracking the progress of these pupils and making sure any SEN needs were identified through SNAP Assessments which identify the area(s) of concern and recommend strategies to support the areas of weakness.

- Drawing up assess, plan, do, review documents which are reviewed every 6 weeks with parents, the classteacher and if appropriate, a member of the pupil premium/SEN team.

- Carrying out observations to monitor the effectiveness of the interventions and strategies and where necessary, make referrals to outside agencies including CAMHS (Child and Adult Mental Health Services), the local GP for onward referral to the paediatric triage panel, Social, Emotional and mental health support team and the educational psychologist.

- running interventions in the core areas of the curriculum in a variety of ways such as 1:1 and small group tuition

- arranging support in areas other than academic areas such as pastoral support for pupils with challenging circumstances through working in liaison with the Pupil Premium Play Therapist

- running social groups for those pupils with social needs

- acting as 'champion for PPG pupils' to ensure all their needs are met at a time most needed.

All PPG eligible pupils have been banded into levels of need: high, medium and low. These bandings are not set and can change to suit the circumstances of individual children. The aim of the banding system is to target more resources at a time when most needed by the pupils.

Specific pupil premium teaching assistants are deployed in all classrooms in order that 1:1 and small-group tuition for pupils eligible for PPG can take place. Quite often, though not exclusively, this support is also targeted to meet a specific SEN need of pupil premium pupils.

Where emotional support is needed for Pupil Premium Pupils, the school's Play Therapist works each week in dedicated 1:1 sessions to support pupils. Where appropriate, counselling is provided for parents to improve their own well-being so they can support their own children's needs.

Class sizes for key year groups where the number of Pupil Premium Pupils are high, are kept as small as possible whilst being supported by the highest number of staff to provide smaller group support for pupils receiving PPG.

Where poor attendance or lateness is an issue, families are taxied to school in time for the breakfast club.

Breakfast club places are funded through the pupil premium grant.

Additional support staff have been allocated to work with Pupil Premium Pupils where additional catch up is needed.

Review of expenditure impact on outcomes:

From analysis of data at the end of July 2018, the following Pupil Premium groups were the focus for the academic year ending 2018:

Desired outcomes and how they will be measured	Success criteria
Pupil Premium pupils with SEND will make progress from their starting points at the beginning of each academic year and this progress will be measured through APDR documents, GL Assessments or PIVATS.	• Targets set in their Assess, Plan, Do, Review documents will be achieved • Where appropriate, GL Assessments will show at least expected progress • Pupils assessed using PIVATS will show progress across statement bands

Actual outcomes at the end of academic year 2017 – 2018:

Y1:
In maths, 0 out of 4 Y1 PP pupils with SEND made less than expected progress. 4 out of 4 Y1 PP pupils with SEND made expected progress.
In English, 1 out of 4 Y1 PP pupils with SEND made less than expected progress. 3 out of 4 Y1 PP pupils with SEND made at least expected progress.

Y2:
In maths, 2 out of 4 Y2 PP pupils with SEND made less than expected progress. 2 out of 4 Y2 PP pupils with SEND made at least expected progress.
In English, 1 out of 4 Y2 PP pupils with SEND made less than expected progress. 3 out of 4 Y2 PP pupils with SEND made at least expected progress.

Y3:
In maths, 1 out of 5 Y3 PP pupils with SEND made less than expected progress. 4 out of 5 Y3 PP pupils with SEND made at least expected progress.
In English, 2 out of 5 Y3 PP pupils with SEND made less than expected progress. 3 out of 5 Y3 PP pupils with SEND made at least expected progress.

Y4:
In maths, 3 out of 4 Y4 PP pupils with SEND made less than expected progress. 1 out of 4 Y4 PP pupils with SEND made expected progress.
In English, 1 out of 4 Y4 PP pupils with SEND made less than expected progress. 3 out of 4 Y4 PP pupils with SEND made at least expected progress.

Y5:
In maths, 1 out of 4 Y5 PP pupils with SEND made less than expected progress. 3 out of 4 Y5 PP pupils with SEND made at least expected progress.
In English, 2 out of 4 Y5 PP pupils with SEND made less than expected progress. 2 out of 4 Y5 PP pupils with SEND made at least expected progress.

Y6:
In maths, 5 out of 7 Y6 PP pupils with SEND made less than expected progress. 2 out of 7 Y6 PP pupils with SEND made at least expected progress.
In English, 5 out of 7 Y6 PP pupils with SEND made less than expected progress. 2 out of 7 Y6 PP pupils with SEND made at least expected progress.

Desired outcomes and how they will be measured	Success criteria
Pupil Premium pupils will be sufficiently emotionally secure so they can focus on learning. This will be measured through monitoring the amount of time pupils have to be taken for time out before and after emotional support has been put in place.	• Pupils are making progress using the systems above. • Pupils are spending less time taking time out

As this information relates to a very small group of pupils, this information is not published in this report as the pupils may be identified.

Pupil Premium pupils will arrive late in school less often. This will be recorded in registers and monitored by the headteacher.	• There will be a visible reduction in late arrivals for each Pupil Premium pupil.

6 out of 73 FSM pupils of statutory school age had attendance below 90% and therefore persistent absentees.

Pupil Premium late arrivals equate to 12.16%. The vast majority of PP attend school on time and attend well. A very small number regularly arrive late to school and miss the basic skills sessions. Support staff provide catch up sessions during the day but we make sure these do not deny them access to the main curriculum lessons. The catch-up sessions cannot make up for attending on time every day but they help.

2017 – 2018: 24 PP pupils arrived late for school over the year.
       14 PP pupils arrived late on less than 5 occasions over the year.
        4 PP pupils arrived late on between 5 and 10 occasions over the year.
        2 PP pupils arrived late on between 11 and 20 occasions over the year.
        3 PP pupils arrived late on between 21 and 30 occasions over the year.
        0 PP pupils arrived late on between 31 and 40 occasions over the year.
        1 PP pupils arrived late on between 41 and 50 occasions over the year.

2016 – 2017: 26 PP pupils arrived late for school over the year.
      20 PP pupils arrived late on less than 5 occasions over the year.
       1 PP pupils arrived late on between 5 and 10 occasions over the year.
       4 PP pupils arrived late on between 11 and 20 occasions over the year.
       0 PP pupils arrived late on between 21 and 30 occasions over the year.
       1 PP pupils arrived late on between 31 and 40 occasions over the year.
       0 PP pupils arrived late on between 41 and 50 occasions over the year.

Analysis of 2017 - 2018 PP Data Against National Average

The following data show the difference between the mean SAS of our **PUPIL PREMIUM** pupils when compared with ALL pupils nationally:

	School PP mean SAS	National ALL pupils mean SAS
Y1 English	107.8	100
Y1 Maths	102.6	100
Y2 English	99.4	100
Y2 Maths	94.7	100
Y3 English	92.3	100
Y3 maths	103.3	100
Y3 science	107.1	100
Y4 English	102	100
Y4 maths	98.5	100
Y4 science	103.8	100
Y5 English	99.7	100

Y5 maths	99.3	100
Y5 science	102.1	100
Y6 English	86.8	100
Y6 maths	83.6	100
Y6 science	97.3	100

Our priority focus for the next academic year (2018 – 2019) is to improve the outcomes for the following pupils where the gap between PP mean SAS is below national for ALL pupils:

- Y3 PP in maths (Y2 in June 2018)

- Y4 PP in English (Y3 in June 2018)

- Y5 PP in maths (Y4 in June 2018)

Impact of expenditure on pupil premium (FSM) eligible and other pupils:

These can be seen in the reports below for pupils attracting free school meal funding. (YES is free school meals and NO is 'other pupils' and all data in this section of the report are taken from June 2018 results):

Y1 English:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	
All students	45	108.8	
N	36	109.1	
Y	9	107.8	

Y1 maths:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	● at 100
All students	45	102.8	●—I at ~103
N	36	102.8	●—I at ~103
Y	9	102.6	I—●—I at ~103

Y2 English:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	● at 100
All students	43	106.2	I—●—I at ~106
N	36	107.5	I—●—I at ~108
Y	7	99.4	I———●———I at ~99

Y2 maths:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	● at 100
All students	43	98.6	I—●—I at ~99
N	36	99.4	I—●—I at ~99
Y	7	94.7	I———●———I at ~95

Y3 English:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	● at 100
All students	43	107.8	I—●—I at ~108
N	35	111.3	I—●—I at ~111
Y	8	92.3	I———●———I at ~92

Y3 maths:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	● at 100
All students	44	111.2	I—●—I at ~111
N	36	112.9	I—●—I at ~113
Y	8	103.3	I———●———I at ~103

Y3 science:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	
All students	43	118.2	
N	35	120.7	
Y	8	107.1	

SAS scale: 60 70 80 90 100 110 120 130 140

Y4 English:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	
All students	45	110.4	
N	32	113.8	
Y	13	102.0	

SAS scale: 60 70 80 90 100 110 120 130 140

Y4 maths:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	
All students	45	105.4	
N	32	108.2	
Y	13	98.5	

SAS scale: 60 70 80 90 100 110 120 130 140

Y4 science:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	
All students	45	112.8	
N	32	116.4	
Y	13	103.8	

SAS scale: 60 70 80 90 100 110 120 130 140

Y5 English:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands)
National average	-	100.0	
All students	46	105.6	
N	36	107.3	
Y	10	99.7	

SAS scale: 60 70 80 90 100 110 120 130 140

Y5 maths:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	46	105.2	
N	36	106.8	
Y	10	99.3	

Y5 science:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	46	107.6	
N	36	109.1	
Y	10	102.1	

Y6 English:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	51	99.1	
N	35	104.7	
Y	16	86.8	

Y6 maths:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	51	96.8	
N	35	102.8	
Y	16	83.6	

Y6 science:

The table below shows the mean scores with confidence bands for the group against the national average.

	No. of students	Mean SAS	SAS (with 90% confidence bands) 60 70 80 90 100 110 120 130 140
National average	-	100.0	
All students	51	96.9	
N	35	101.5	
Y	16	86.9	

Our service pupils and pupils looked after are not reported separately as their numbers are small and therefore could be identified. These data are therefore not included in this report or on the website.

Spending from 6th Sept 2017 to 24th July 2018:

Staffing (including Pupil Premium teaching assistants and MSAs.)	**£77,224**
Breakfast Club (including staffing, food and resources):	**£7,879**
Family taxi to breakfast club:	**£1,829**
Educational Visits:	**£2,040**
Play therapy/adult counselling:	**£6,030**
Educational Psychologist	**£1,752**
Bought in professional family support	**£3,332**
Actual spend 6th Sept 2017 to 24th July 2018	**£106,486**

Proposals for future spending for the new academic year (6th September 2018 – July 24th 2019)

Staffing (including Pupil Premium Co-ordinator, Pupil Premium TA and additional classroom support staff)	
	£64,600
Breakfast Club (staffing, food, resources)	**£9,500**
Family taxi to breakfast club	**£2,500**
Educational Visits:	**£2,500**
Play therapy:	**£7,000**
Educational Psychologist	**£800**
Bought in professional family support	**£2,786**
Uniform and equipment	**£500**
Estimated Total:	**£90,186**
Actual Income:	**£101,361**
Contingency:	**£11,175**

2018 - 2019 PP Pupils who are also registered as SEN (shown by year group):

Y1 ~   **1/5 20%**

Y2 ~   **2/9 22%**

Y3 ~   **5/7 71%**

Y4 ~   **6/8 75%**

Y5 ~   **5/13 38%**

Y6 ~   **8/10 80%**