

## **Pupil Premium 2017-2018**

### **Pupil Premium Grant**

**£209,880**

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. For the academic year 2017-18 the funding available to Southbury School is £209,880. This figure is down from last year's £236,913 meaning there has been a reduction of £27,733 for the new financial year. This is being spent as follows:

### **Whole School Approach; Additional staff to support literacy & maths £108,734**

The Pupil Premium has been used to maintain high staffing levels to support effective interventions and small group work for everyone with learning needs. There has been a particular focus on Literacy and Maths. The progress of pupils is closely monitored and there are high expectations of everyone. As a result of this the school has been able to demonstrate that the achievement gap has been narrowed. The school has been able to set up and maintain a third teacher in all school Maths sessions. In addition the staffing levels mean that all staff involved with working in a Year team are released for PPA time together to help them effectively plan interventions. The costing is based on three experienced members of staff that we are able to employ in a non-class based roll to facilitate this.

### **Intervention Team**

**£62,740**

The intervention team work directly under the Inclusion Manager supporting identified children and groups of children across the school with literacy and maths interventions.

Pupil Premium Funding is also spent on the following interventions:

### **One to One or Two to One Tuition and Easter Holiday Club;**

**£24,480**

Tuition has proven particularly beneficial for pupils with gaps in their learning and class teachers have noted the improvement in pupil's confidence and enjoyment of a subject. All tuition at Southbury School is led by current staff members. External agencies and supply staff are not involved so all teachers leading sessions know the children well - as either their class teacher or by communicating regularly with the class teacher.

**Breakfast Club****£9,226**

Breakfast club is offered to families at a token cost of 20p per day or £1 a week to enable children for whom the start of a day can be challenging to arrive at school early, have a healthy breakfast and be settled and ready to work when they join their classes. The club is staffed by members of the school support staff who know the children very well. The cost from the pupil premium is to pay for the staffing of the club.

**Ukulele Tuition****£4,000**

An entire year group (Year Four) are provided with two terms worth of tuition learning to play a musical instrument, this year it will again be the ukulele. This is entirely free to pupils.

**School Journey****£700**

Funding is used from the to reduce the cost of the Year Six residential journey for pupils eligible for the pupil premium

## Impact:

Evidence indicates that the pupil premium is having a significant impact on narrowing the gap in achievement between disadvantaged and other pupils.

Progress VA KS1 to KS2 2013-2015					
	2013	2014	2015	2016	2017
Reading	99.6	99.4	100.5	-1.2	-0.4
Writing	100.9	101.2	100.2	2.0	2.5
Maths	101.4	101.2	101.4	3.2	4.4
All subjects	100.8	100.7	100.9	4.0	6.5

### For 2013-2015

- The school's Value Added score continues to improve and the gap between disadvantaged pupils and other pupils has continued to narrow over the last three years in all subjects at Key Stage One
- Value added was at least average or above in **all subjects**.
- From at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in reading, writing & mathematics were close to or above national figures.
- Disadvantaged KS2 pupils had an average point score equal to or above the national score for other pupils in maths.
- The proportion of disadvantaged KS2 pupils that attained at least L4 & those that achieved at least L5 was equal to or above the national figures for maths.

### 2016

- The government made significant changes to the curriculum and the way in which it was assessed for 2016. The level of challenge and expectation was significantly increased and so was the way the data was presented which means it cannot be compared to previous years.
- Progress in Writing is in the top 20% of schools in the country.
- Progress in Maths is in the top 20% of schools in the country.
- Progress in Reading is lower (in the lower 40% of schools). The children found the revised reading test extremely challenging but now staff are more familiar with the revised expectations these results will improve in 2017.

### 2017

- Improvements made in all subject areas. (3 pupils will be discounted and so progress measures will further increase once validated data is available).
- Progress in Writing is in the top 10% of schools in the country.
- Progress in Maths is in the top 5% of schools in the country.
- Progress in Reading is lower (in the middle 20% percentile). Reading continues to be a focus and we aim for these results to continue to improve.