

# Long Marton Primary School

## Pupil Premium Grant Expenditure

### Report to Parents & Carers: 2016/17

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#### Overview of the school

| Number of pupils and Pupil Premium Grant (PPG) received |                            |
|---|----------------------------|
| Total number of pupils on roll                          | 74                         |
| Total number of pupils eligible for PPG                 | 5 (6.8%)                   |
| Amount of PPG received per pupil                        | £1,320 (Free School Meals) |
| <b>Total amount of PPG received</b>                     | £6,600                     |

| Nature of Support 2016/17   |
|---|
| <p><u>What is Pupil Premium?</u></p> <p>At Long Marton Primary School, we have the highest expectations for all our pupils. Every year the school receives additional funding in the form of Pupil Premium for all children entitled to free school meals in the last six years, children who are 'Looked After' and children of parents in the armed forces. This government funded money is paid in to the school budget annually.</p> <p>The following information gives more specific details in to how Long Marton School will use this funding to raise the achievement of these pupils and narrow the gaps between them and their peers.</p> |

PPG planned spend for 2016-17

| Focus for spend   | Activities   | Intended impact   |
|---|--|---|
| Reduce barriers to learning   | <p>Staff identify specific needs of PP pupils and ensure they have necessary additional resources, opportunities etc to support learning and emotional/physical needs.</p> <p>Support for homework and additional reading in class</p> <p>Workshops for parents/carers: Road to Reading, Phonics and Maths</p> <p>Improve digital technology for PP children if no access at home</p> <p>Access to Dyslexia screening and follow up</p> <p>Parents/carers of PP children allocated longer sessions (or additional meeting) at Parents Evenings.</p> <p>Early years intervention in place to improve long term outcomes</p> | <p>Additional resources support pupils and improve outcomes</p> <p>PP pupils make increased progress</p> <p>Parents able to support children more fully, appropriately and with greater confidence</p> <p>Increased progress</p> <p>Increased progress</p> <p>Parents feel more supported and involved in their child's learning</p> <p>Improved outcomes</p> |
| Raise attainment in maths, reading and writing and reduce the gap for PP children | <p>One to one booster classes and small group work (with teachers and STAs).</p> <p>Individual timetables with specific skills support eg Reading Intervention</p>   | <p>Attainment raised in maths, reading and writing and the gaps between PP and non PP decreased</p>   |

|  |   |   |
|--|---|---|
|  | <p>PP children are identified in teachers planning, to ensure that they receive any support/challenge necessary.</p> <p>Targeted 1:1 support with classteacher and HLTA for PP pupils in Mathematics and English, including more able pupils eg. programmes such as ELS, ALS, those who are borderline in achieving the expected standard, those working at greater depth.</p> <p>Train all staff re Spelling and Phonics throughout the school.</p> <p>Monitor attainment gaps against National figures – are the gaps closing?</p> <p>Central Pupil Premium File kept to track all pupils and compare to non PP pupils.</p> <p>Lesson observations to check on differentiation and challenge for PP children.</p> | <p>Gaps closing between all pupils</p> <p>Gaps closing and more able pupils achieving at higher levels</p> <p>Standards raised in Spelling and Reading</p> <p>Staff aware of the gaps between pupils and take steps to continue closing the gaps</p> <p>As above</p> <p>Headteacher aware of classroom practice and provision for PP children</p>   |
| <p>Promote self-confidence and self-esteem for PP children</p> | <p>Enable access to residential visits and school trips</p> <p>Support for transition to secondary school</p> <p>Improve participation in after school/lunchtime clubs</p> <p>Additional lunchtime support to enhance positive play</p> <p>Subsidised access to workshops, G&amp;T events, performances and visitors to school</p> <p>Improve outdoor adventure learning</p>  | <p>Pupils have equal access to all activities</p> <p>Pupils confident and raises self esteem</p> <p>Pupils have access to all clubs and increased participation</p> <p>Improvement in lunchtime behaviour</p> <p>Pupils have greater challenge and wider opportunities</p> <p>Pupils have greater access and more confident in their outdoor learning, benefitting all areas of the curriculum.</p> |

## Measuring the impact of PPG spending in 2016/17

The school evaluates the impact on pupils each term through Pupil Progress Meetings with the teachers and Senior Leadership Team. Interventions are monitored and trends and next steps are then identified and actioned by the Assessment co-ordinator, class teachers and SENCO as appropriate.

In the Year 6 SATs/ Teacher Assessments in 2016:

|         | % of pupils receiving Pupil Premium who made the expected progress from KS1 to KS2 in 2016 | % of pupils not receiving Pupil Premium who made the expected progress from KS1 to KS2 in 2016 |
|---------|--|--|
| Reading | 100%   | 64%  |
| Writing | 100%   | 43%  |
| Maths   | 0%   | 57%  |

|         | The % of pupils receiving Pupil Premium who made more than the expected progress from KS1 to KS2 in 2016 | The % of pupils not receiving Pupil Premium who made more than the expected progress from KS1 to KS2 in 2016 |
|---------|--|--|
| Reading | 0%   | 36%  |
| Writing | 50%  | 21%  |
| Maths   | 0%   | 7%   |

|         | The % of pupils receiving Pupil Premium who achieved the expected standard | The % of pupils <b>not</b> receiving Pupil Premium who achieved the expected standard |
|---------|--|---|
| Reading | 100%   | 86%   |
| Writing | 100%   | 86%   |
| Maths   | 50%  | 50%   |
| SPAG    | 100%   | 71%   |

|         | The % of pupils receiving Pupil Premium who achieved more than the average scaled score in KS2 SATs/TA in 2016 | The % of pupils not receiving Pupil Premium who achieved more than the expected standard in KS2 SATs/TA in 2016 |
|---------|--|---|
| Reading | 100%   | 57%   |
| Maths   | 0%   | 43%   |
| SPAG    | 0%   | 29%   |

In 2016 in the EYFS: \_\_\_ of PP pupils achieved Expected/Exceeding in Reading, Writing and Maths compared to \_\_\_ in Reading, Writing and Maths for **non** PP pupils.  
**(No eligible pupils)**

In the Year 2 Teacher Assessments in 2016:

|         | The % of pupils receiving Pupil Premium who achieved the expected standard in KS1 TA in 2016 | The % of pupils <b>not</b> receiving Pupil Premium who achieved the expected standard in KS1 TA in 2016 |
|---------|--|---|
| Reading | NA   | NA  |
| Writing | NA   | NA  |
| Maths   | NA   | NA  |

Long Marton continues to work to close the gap between the progress of the most vulnerable pupils and their peers. These children are carefully targeted and all staff are aware of their needs.

Detailed, clear and useful feedback in pupil's books informs pupils as to how they can improve their work and make greater progress.

Lunchtime play is calm and purposeful, ensuring children receive the support they need during unstructured times of the day.

Higher number of children accessing after school Clubs and taking part in visits/residential events, extending their life experiences.

Evaluations focus on academic gains, improvements in learning behaviours and how pupil's self-confidence has developed as a consequence of the intervention.

Progress reports are provided to the governors through the Head's report.

\*The impact of the use of Pupil Premium Funding will be measured at the end of each academic year and published on our school website.