

## Pupil Premium Spending and Impact Report for the financial year 2017/2018



No. of pupils in receipt of funding = 120

No. of looked after children in receipt of funding = 3

No. of service children in receipt of funding = 2

No of children adopted from care= 1

Funding received in 2017/2018 = £149,120

This was spent on....

<b>Specific use of funding allocation</b>	<b>Cost</b>	<b>Impact</b>
Subscription to the Early Intervention and Educational Psychology Service	£23214	Early identification of barriers to learning with specialist advice for learning and behaviour 1:1 and small group support from a specialist teacher
Subscription to the Attendance and Compliance Enforcement Team	£3585	Improved attendance impacts on standards.
Enabling all children to access school visits and residential trips	£1000	Raised self esteem having positive impact on educational attainment and progress

Targeted small group and 1:1 support, including SATs booster and breakfast clubs. (includes the provision of an additional year 6 teacher and an additional teaching assistants in years 2 and 6)	£52630	Regular support for targeted pupils leads to accelerated pupil progress.
Provision of two specialist SEN teachers	£57000	Access to specialist support for learning and behaviour needs. For example, specific assessments to identify barriers to learning or providing self esteem/anger management programmes which improve pupil behaviour and as a result accelerate progress.
Provision of a counselling/play therapy service.	£8000	Provides an independent outlet for a child to offload worries/concerns in a structured, play based manner. As a result children are better able to focus on their learning.
Provision of a family support worker	£6000	Improves home/school relationships and offers a high level of additional support to vulnerable pupils and their families which results in barriers being removed, families accessing appropriate services and ultimately pupils being ready to access their learning.
Provision of a breakfast club and a homework club.	£8970	Children are better prepared for the day ahead. They receive breakfast in a warm, welcoming environment. Children complete their homework with support, as required.
Staff training for: <ul style="list-style-type: none"> <li>• Autistic Spectrum Disorders</li> <li>• Understanding Attachment and Helping Children Feel Secure</li> <li>• Supporting Young People Who Self Harm</li> <li>• Supporting Young People With Mood Difficulties</li> <li>• Toxic Trio (Drugs, Alcohol and Mental Health)</li> </ul>	£800	Staff are equipped with the skills to support all children appropriately.

<ul style="list-style-type: none"> <li>• Bereavement and Loss,</li> <li>• An introduction to Exposure to Drugs in the Womb</li> <li>• Understanding and Supporting Children with Foetal Alcohol Spectrum Disorders.</li> </ul>		
Specialist assessments for pupils and resources to support specific needs.	£1500	Barriers to learning are identified and resources and interventions are put into place.
Providing financial support for the purchase of school uniform.	£200	Children are able to wear appropriate school uniform and self esteem is increased because they look and feel the same as their peers.
Additional Midday supervisors	£9700	Structured and well managed lunchtime ensures that children arrive at afternoon lessons ready to learn

Total spend= £151,709

In school barriers (issues to be addressed in school)

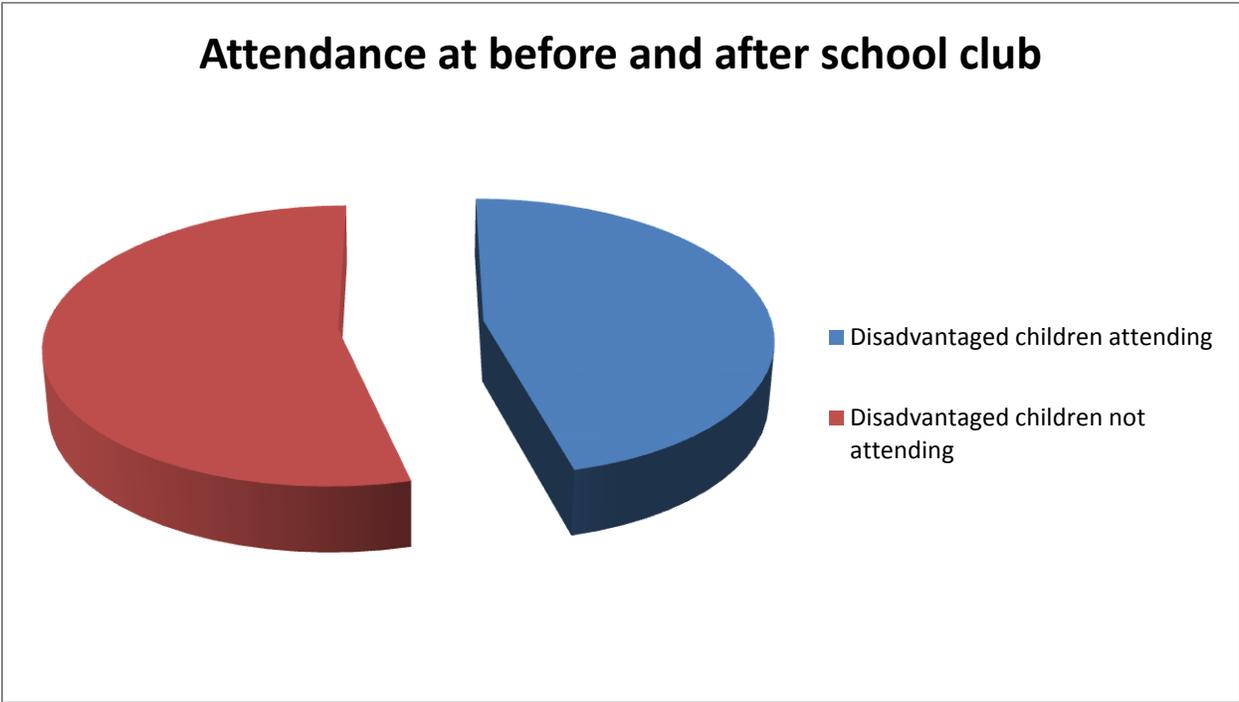
- Poor oral language skills
- Overlap between SEN and pupil premium
- Inflated prior attainment (legacy of infant/ junior school )
- Access to specialist advice and support to meet the needs of all learners

External school barriers (issues which also require action outside school)

- Attendance of specific children identified as disadvantaged.
- Poor home/school communication
- Poor home environment not conducive to learning
- Difficulties relating to mental health and well being

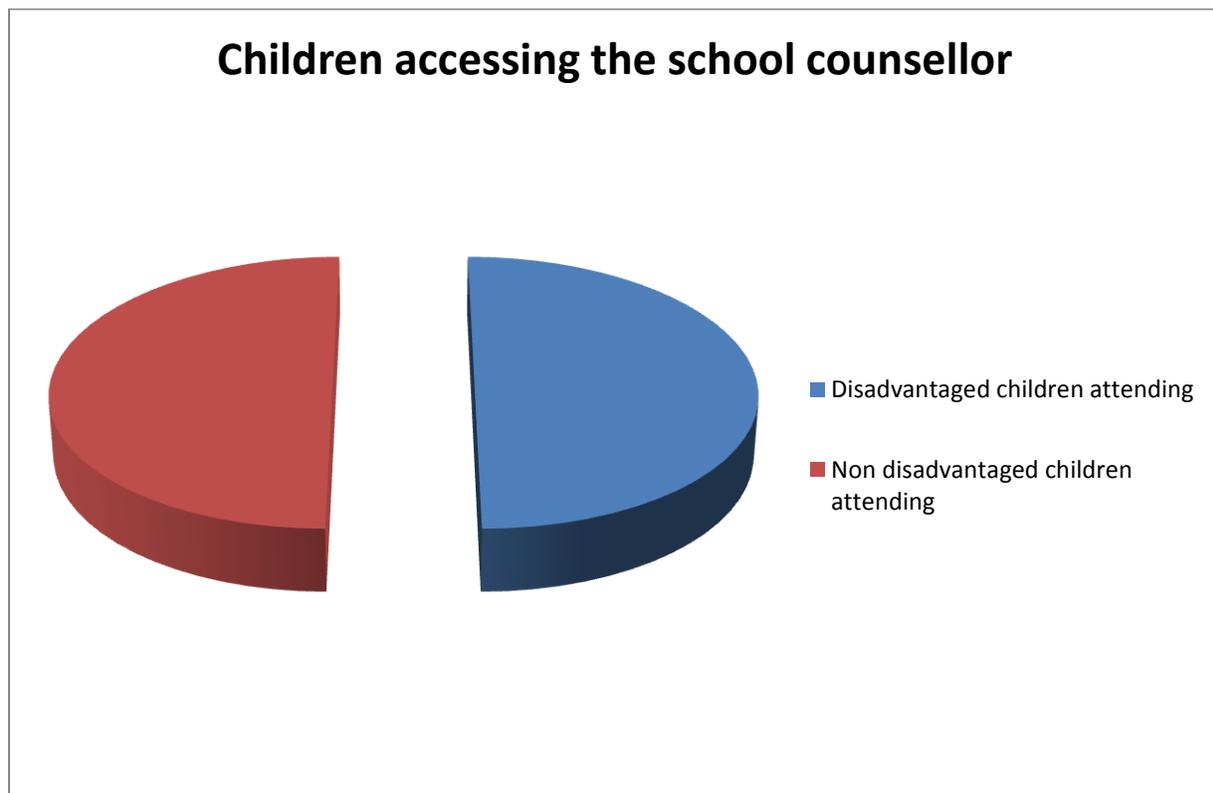
Before and After School Club

Currently, approximately 46% of those children in receipt of pupil premium funding are attending the breakfast club and the after school learning centre. In these cases teachers report that children are better prepared for the school day and are completing their homework on a regular basis which is leading to accelerated progress.



## Counselling

50% of the children that have received counselling are children in receipt of pupil premium funding and class teachers report that these children are better able to access their learning and as a result make better progress.



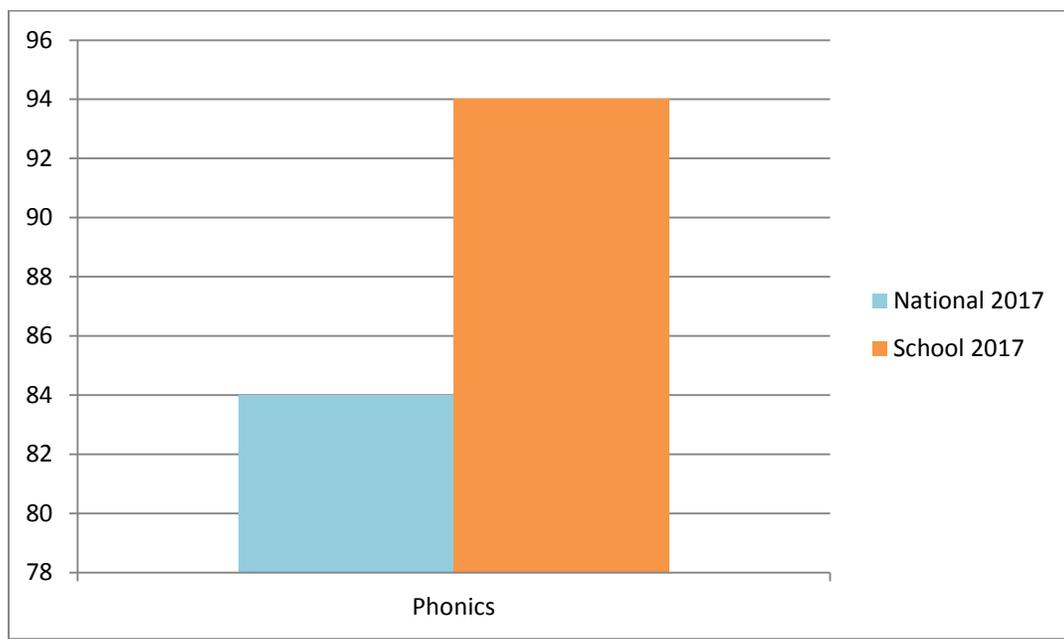
### **The Impact**

The progress of the pupils in receipt of the pupil premium grant is closely monitored on a termly basis by the Literacy and Numeracy subject leaders and by the Senior Leadership Team and

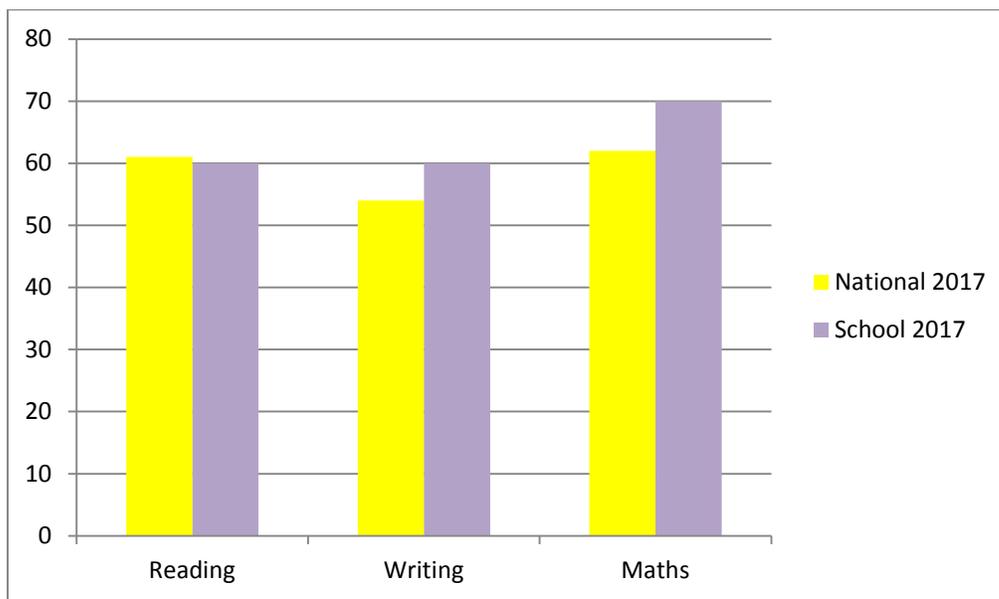
reported to school Governors. Interventions are put into place to accelerate the progress of those children deemed to be making less than expected progress.

The graphs on the following pages show the end of key stage results for those children in receipt of the pupil premium grant. The results for this group of pupils has shown an upward trend at since 2012.

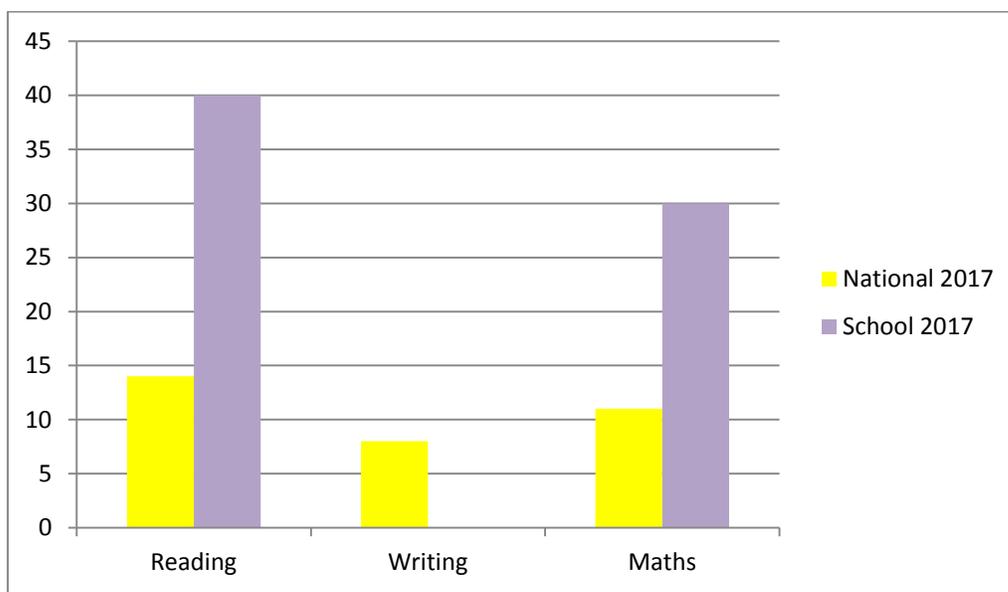
**A graph to show the % of disadvantaged pupils that passed the phonics screener in Year 1 versus the National result for 2017**



**A graph to show the % of disadvantaged pupils working at the expected level at the end of KS1- The National figure versus the school results for 2017**



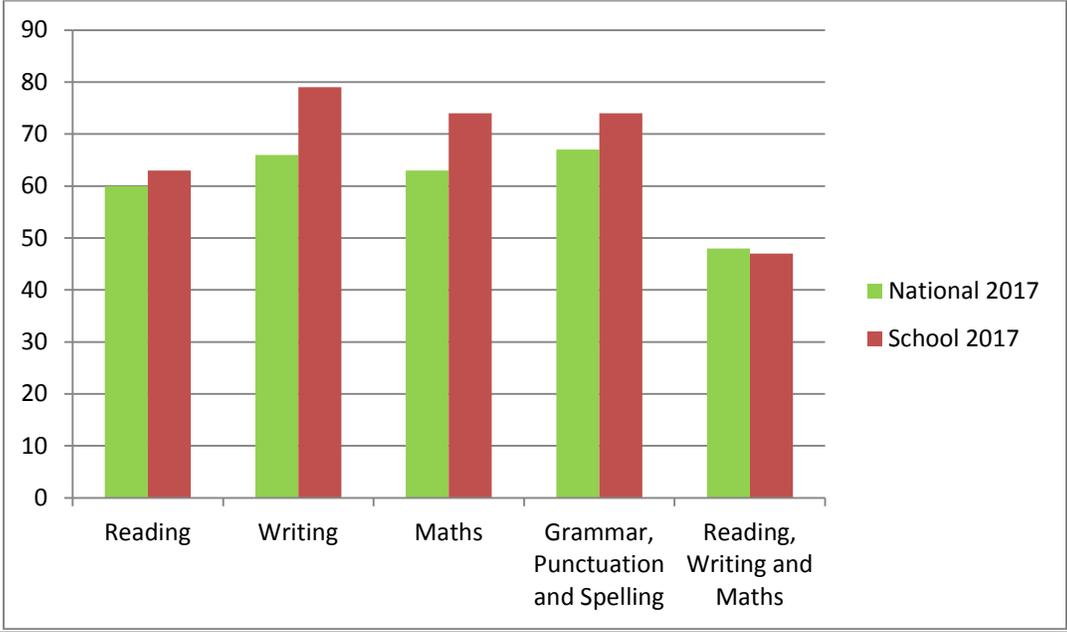
**A graph to show the % of disadvantaged pupils working at greater depth at the end of KS1- The National figure versus the school results for 2017.**



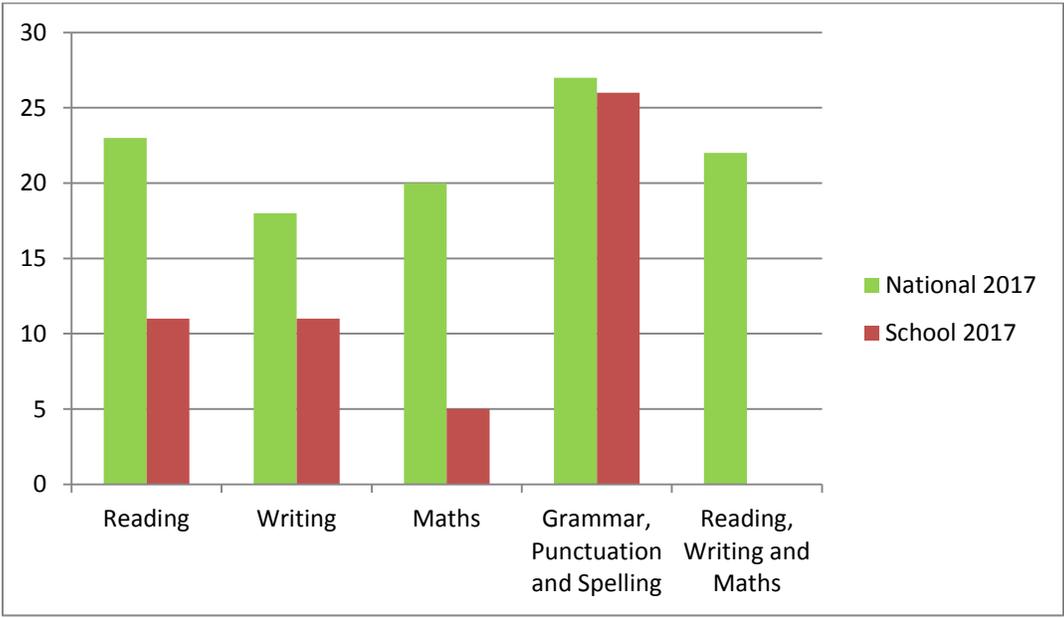
The KS1 results for disadvantaged children was identified as a priority for 2017. With the exception of writing at greater depth all results exceeded the national level indicating that the interventions and support identified for the group was appropriate.

No disadvantaged children achieved greater depth in their writing in 2017 and this will be an area of focus for 2018. Predictions for 2018 indicate that the national level will be achieved.

**A graph to show the % of disadvantaged pupils working at the expected level at the end of KS2 –The National figure versus the School results for 2017**



**A graph to show the % of disadvantaged pupils working at greater depth at the end of KS2 – the National figure versus the School results for 2016**



**This is an area of focus for 2018. Predictions for indicate that national levels will be achieved in 2018.**

## Our Pupil Premium Strategy- The Future

At The Canons we have high expectations of our children and we believe that every child should be given every opportunity to realize their full potential. Pupil premium funding has been used to support pupils in a variety of different ways throughout the past year and is used to target the removal of barriers to learning and progress, specific to the individual needs of our pupils.

### **2018/2019 Predicted funding**

No. of pupils currently identified as eligible for pupil premium funding = 116

No. of looked after children eligible for funding = 3

No. of service children eligible for funding = 0

No of children adopted from care and therefore eligible for funding = 1

Predicted funding allocation for 2018/2019 = £164,320

### **How will the money be spent?**

The funding will continue to provide the same level of support/resources available to our pupils in 2017/2018. The needs of this year's cohort of disadvantaged children will continue to be audited and funding, resources and/or support will be allocated as deemed necessary and targeted towards their individual needs.

In addition to support/resources previously available we will be recruiting an independent speech therapist throughout the year to assess and carry out direct therapy with our pupils.

We will also be increasing the number of counselling sessions available by at least 2 more each week.

### **How will the impact be measured?**

The progress and attainment of pupils in receipt of pupil premium funding will be closely tracked and monitored by the school. This data will be used to; inform pupil progress meetings (held by the senior leadership team on a termly basis), enable early identification of need, identify appropriate interventions and measure the impact of the support/resources/interventions already in place.

Formal, reported testing takes place at the end of each key stage and the results for those in receipt of pupil premium funding will be identified as a specific group. This end of year data will be reported as part of the pupil premium spending and impact report each year.

Pupil Premium Grant Co-ordinator – Mrs S. Richards

Pupil Premium Governor – Mr Bill Basra