

Pupil premium grant expenditure report to parents for the year 2015-16

Since 2011-12, schools have been allocated 'Pupil Premium Funding'. The terms of the grant are very broad and merely state:

'The grant may be spent by maintained schools for the purposes of the school; that is to say for the educational benefit of pupils registered at that school, or for the; benefit of pupils registered at other maintained schools; and on community facilities, for example services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated'.

The grant is to be allocated in two parts, which are:

- Pupil premium for pupils known to be eligible for free school meals (FSM) in any of the previous six years and service children in mainstream schools
- Pupil premium for looked-after children and pupils eligible for FSM in any of the previous six years in non-mainstream settings

From September 2012, the Department for Education (DfE) has required schools to publish information about how they plan to use the Pupil Premium grant. The report below details our school's plan for 2015-16.

Overview of the school

Number of pupils and pupil premium grant (PPG) received for 2015-16	
Total number of pupils on roll	116
Pupils eligible for PPG	children on FMS and children Ever 6 children with a parent in the services 2 children adopted from

	care
Amount of PPG received per pupil	£1320
Total amount of PPG received	£38,140

Nature of support 2015/16

- Teaching assistant supports other children in the class allowing the teacher to work with FSM children
- Bespoke intervention groups e.g. phonics, word wasp, toe by toe, precision teaching
- Extensive 1:1 tuition (with teachers) for English and mathematics during the school day and after school
- Additional Teaching Assistant or Teacher used to release a member of staff with particular expertise e.g. able, gifted and talented maths provision
- Support for children who are entitled to free school meals to attend residential and educational visits.
- Teaching assistant time to work with children who require 'catch up'
- Extra individual reading time within the school day.
- Holiday club
- Specialist math's resources/program to address gaps (numericon)
- Reading comprehension materials to support progress in reading
- Spelling and grammar materials to support progress
- Resources for EYFS to support identified areas of weakness (PSED,PD,CL and L) for children entitled to pupil premium
- ICT equipment to support effective learning

How will we measure impact?

Most of our support is included in our School Development Plan (SDP). Below is part of the SDP that monitors the progress of our pupil premium children.

Fourlanesend School Development Plan 2015-16						
Priority: Leadership and management Autumn Term evaluation in purple. Spring Term evaluation in green Summer in red and achieved/not achieved in BOLD CAPITALS						
Success Criteria – what we want to achieve.	Actions – used to ensure success criteria is achieved.	Leader	Start and finish dates	Resources	Monitoring of Implementation How? Who? When?	Termly Evaluation or as appropriate. Impact – are we achieving SC? If not, what needs to change?
2.14 Leaders effectively use additional funding, including the pupil premium, and measure its impact on outcomes for pupils. Governors effectively hold them to account for this.	<ul style="list-style-type: none"> All data is inputted onto the SPT regularly by teachers. SMT and governors to use the pupil premium toolkit to assess impact of the use of the pupil premium funding and improve provision for disadvantaged children across school. SMT monitor the progress made by all groups of children half termly. Effective interventions are put in place as necessary to prevent children from falling behind. HT reports on what is in place for pupil premium children in her 	NF, LC, RW, FF, HI, JD, RN, LC and FF RN, FF, LC and govern	Sept – July Oct – July Sept – July Oct - July	N/A	To be monitored by pupil premium governor. Who will need to meet with HT and discuss the progress the children are making and the impact of the interventions, this will be reported to the governing body. The chair of governors will monitor and ensure	Data being inputted daily/weekly as verified by Lou Treadwell during her visit on 30 th November 2015. Teachers in a staff meeting in December studied the pupil premium toolkit and looked at what is place, the impact of it and what we could improve/add. Evidence of this is in our staff meeting minutes. This will be evaluated again following SMT data monitoring day on Wednesday 13 th Jan where groups and interventions are tracked. HT report Dec 2015 reports on pupil premium. Data from Autumn Term demonstrates that children in receipt of pupil premium funding make more progress than those not in receipt of pupil premium. Although there is still a difference between those achieving age related expectations, the gap is closing. For greater details please see the

	<p>termly reports to the governing body.</p> <ul style="list-style-type: none"> Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body. 	<p>ors</p> <p>NF, LC, RW ,FF, HI,J D</p> <p>RN</p> <p>Gov ern or</p>		<p>that the pupil premium governor has met with the HT and reported back to governors.</p>	<p>head teachers report to the governing body, this is published on the school website. A detailed monitoring report 8th February 2016 on how pupil premium money is spent and the impact of it is on the school website and in the governor visits file.</p> <p>Our 2016 whole school progress data demonstrates that our children who receive pupil premium and our service children make more progress than other groups of children. In fact when we compare the well above expected levels of progress, our pupil premium children and service children overall exceed our other children—see tables below this.</p> <p>There is a detailed monitoring report on the school website from the summer term and the Pupil Premium funding allocation for this year has been evaluated. This too is on the school website.</p> <p>ACHIEVED</p>
--	---	--	--	--	---

Whole School Groups Data 2015/16 : **Reading**

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.7	14.3	-0.6	-	17.3	17.2	+0.1	=	+3.7	+3.0	+0.7	+	0.71	2.15	13.5%
FSM [14 13.3%]	11.3	12.4	-1.1	-	14.9	15.4	-0.5	-	+3.6	+3.0	+0.6	+	0.79	2.43	7.1%
NO FSM [91 86.7%]	14.1	14.6	-0.5	-	17.6	17.5	+0.2	+	+3.7	+3.0	+0.7	+	0.70	2.11	14.4%
PUPIL SERVICE PREMIUM [28 26.7%]	12.7	13.6	-0.9	-	16.4	16.6	-0.2	-	+3.7	+3.0	+0.7	+	0.75	2.43	10.7%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	14.1	14.5	-0.4	-	17.6	17.4	+0.2	+	+3.6	+3.0	+0.6	+	0.70	2.05	14.5%
PUPIL PREMIUM [25 23.8%]	13	14	-1.1	-	16.7	17	-0.3	-	+3.8	+3.0	+0.8	+	0.76	2.44	8.0%
NOT PUPIL PREMIUM [80 76.2%]	13.9	14.4	-0.4	-	17.5	17.3	+0.2	+	+3.6	+3.0	+0.6	+	0.70	2.06	15.2%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	13.7	13	+0.7	+	+3.3	+3.0	+0.3	+	0.67	2.33	33.3%
NOT SERVICE CHILDREN [102 97.1%]	13.8	14.4	-0.6	-	17.4	17.3	+0.1	=	+3.7	+3.0	+0.7	+	0.71	2.15	12.9%

Whole School Groups Data 2015/16 : Writing

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.3	14.3	-1.0	-	17.3	17.2	+0.1	=	+4.1	+3.0	+1.1	+	0.76	2.46	6.7%
FSM [14 13.3%]	10.6	12.4	-1.8	-	14.7	15.4	-0.7	-	+4.1	+3.0	+1.1	+	0.79	2.50	14.3%
NO FSM [91 86.7%]	13.7	14.6	-0.9	-	17.7	17.5	+0.2	+	+4.1	+3.0	+1.1	+	0.76	2.46	5.6%
PUPIL SERVICE PREMIUM [28 26.7%]	12.1	13.6	-1.5	-	16.4	16.6	-0.2	-	+4.2	+3.0	+1.2	+	0.86	2.79	3.6%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	13.7	14.5	-0.8	-	17.6	17.4	+0.2	+	+4.1	+3.0	+1.1	+	0.72	2.34	7.9%
PUPIL PREMIUM [25 23.8%]	12.4	14	-1.7	-	16.5	17	-0.6	-	+4.1	+3.0	+1.1	+	0.80	2.56	4.0%
NOT PUPIL PREMIUM [80 76.2%]	13.6	14.4	-0.8	-	17.6	17.3	+0.3	+	+4.1	+3.0	+1.1	+	0.75	2.43	7.6%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	15.3	13	+2.3	+	+5.0	+3.0	+2.0	+	1.33	4.67	0.0%
NOT SERVICE CHILDREN [102 97.1%]	13.4	14.4	-1.0	-	17.4	17.3	0.0	=	+4.1	+3.0	+1.1	+	0.74	2.40	6.9%

Whole School Groups Data 2015/16 : Maths

Group	Baseline: End of Year Final 2014-2015				End point: End of Year Final LOOKING BACK AT DATA IN YEAR: 2015-2016				Progress	Expected Progress	Progress Comp	Progress Comp	Broad Levels	Sub Levels [Based on old APS]	Slow Mover
	Assessment	ARE	ARE Comp	ARE Comp	Assessment	ARE	ARE Comp	ARE Comp							
ALL CHILDREN [105 100.0%]	13.5	14.3	-0.8	-	17.3	17.2	+0.1	=	+3.8	+3.0	+0.8	+	0.73	2.21	11.5%
FSM [14 13.3%]	11.3	12.4	-1.1	-	14.9	15.4	-0.5	-	+3.6	+3.0	+0.6	+	0.86	2.50	14.3%
NO FSM [91 86.7%]	13.9	14.6	-0.7	-	17.6	17.5	+0.1	=	+3.9	+3.0	+0.9	+	0.71	2.17	11.1%
PUPIL SERVICE PREMIUM [28 26.7%]	12.6	13.6	-1.0	-	16.4	16.6	-0.2	-	+3.8	+3.0	+0.8	+	0.79	2.46	14.3%
NOT PUPIL SERVICE PREMIUM [77 73.3%]	13.9	14.5	-0.7	-	17.6	17.4	+0.2	+	+3.9	+3.0	+0.9	+	0.71	2.12	10.5%
PUPIL PREMIUM [25 23.8%]	12.9	14	-1.2	-	16.6	17	-0.4	-	+3.8	+3.0	+0.8	+	0.80	2.44	12.0%
NOT PUPIL PREMIUM [80 76.2%]	13.7	14.4	-0.6	-	17.5	17.3	+0.2	+	+3.8	+3.0	+0.8	+	0.71	2.14	11.4%
SERVICE CHILDREN [3 2.9%]	10.3	10	+0.3	+	14	13	+1.0	+	+3.7	+3.0	+0.7	+	0.67	2.67	33.3%
NOT SERVICE CHILDREN [102 97.1%]	13.6	14.4	-0.8	-	17.4	17.3	0.0	=	+3.8	+3.0	+0.8	+	0.73	2.20	10.9%

All data and judgements on this report are based on the baseline and end point assessments you have chosen. Percentages and averages on the following grids do not include pupils with blank or missing data.

ARE: Age-related expectation [The expected outcome of a nationally average child based on the yeargroup and time of year].

BROAD LEVEL Progress is calculated on the progress of a child from broad level to broad level, and is shown in the number of levels a child has moved between the assessment points.

SUB-LEVEL Progress is calculated on the progress of a child through sub-levels, and is shown in the number of sub-levels a child has moved between the assessment points.

