

School Development Plan Priority and Focus of Visit

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
- Focus to be pupil premium spend and its impact

Visit time, date and Governor name:

1pm 08/02/2016 Jo Dennehy

Staff name:

Rebecca Norton

Planned questions to raise/ areas to focus on:

How do we spend our PP money?
How effective are these measures?
How do we measure the impact?
What is the impact?
How are our PP children doing in terms of progress and attainment?
What more could we be doing?
Could governors support more in any way?
Have we published everything on the website that we need to? (spend and impact analysis)

Previous visit: Progress on agreed actions and Impact

N/A – first visit

Observations and Discussions – including any evidence of British Values

How do we spend our PP money?

See attached document which appears on the school website. This explains how much money the school receives, the number of children it is for and what it is spent on.

How do we measure the impact?

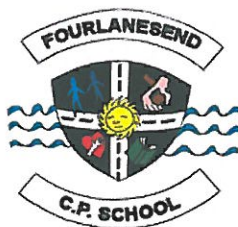
We measure the impact in how much progress children make. Teachers input daily assessments based on what a child has achieved against a national curriculum objective using our pupil tracker system. Teachers then give the children distance work/tests/assessments that measure what the children have remembered over time and how they apply it. All of this is monitored termly and pupil progress meetings are held between the head and the class teachers to assess what is in place for every child and if we need to review this – e.g. what impact is it having. To do this planning, record keeping and books are used – the data is just the starting point. A record of these meetings is kept alongside necessary evidence. We also measure behaviour both positive and negative following our behavior for learning policy. We have also just put in place an audit tool to monitor social and emotional behaviour - The Primary Behaviour, Attendance and Emotional Audit Tool. This will measure the impact of the strategies we have in place.

How effective are these measures?

What is the impact?

How are our PP children doing in terms of progress and attainment?

We discussed the attached data from school pupil tracker. Children in receipt of pupil premium are making more progress than children NOT in receipt of pupil premium. This mean that they are making accelerated progress and more gains. There is a significant gap between pupil premium children (except service children)



on track to achieve age related expectations and those not in receipt of pupil premium. 46.2% of pupil premium children are on track to achieve age related expectations (in reading, writing and maths combined) compared to 79.5%. Therefore measures in place are ensuring that we are closing the gap between pupil premium children and these are effective as these children are making more progress. The gap is largest in attainment in writing, however 96.2% of pupil premium children (all but one) are making expected progress in writing, with 65.5% of pupil premium children making well above expected levels of progress compared to 62.2% of non-pupil premium children. Therefore writing interventions are proving effective in closing the gap.

Could we be doing more?

As part of a staff meeting in December 2015 the staff studied the Teaching and Learning Toolkit from The Education Endowment Foundation/The Sutton Trust. This compares different approaches, compares estimated costs and average impact. They compare what is already in place and looked at what we could do to improve our provision. Based on this we have bought in new reading comprehension strategies as our pupil premium children make least progress in reading. We are also introducing deeper learning groups and building on our small group tuition. For particular identified children we have bought in social and emotional learning and we are now rolling out our Thrive programme led by our SENCo. This is all being monitored using The Primary Behaviour, Attendance and Emotional Audit Tool, a base line was set up in January for this to track improvements in these interventions alongside our school pupil tracker.

Could governors support more in any way?

Continue to monitor termly. A breakdown of the spending in pupil premium is produced by the bursar on every visit. This could be monitored and minuted as part of the resources meeting. Any governor training on pupil premium.

Have we published everything on the website that we need to? (spend and impact analysis)

The page on the website sets out what we have spent and the impact on the learning, e.g. progress made by these groups. It also gives details of local and national comparisons. This will be further improved this year as we will be able to give further information using our auditing tool.

What is in place for transition to KS3 for pupil premium children?

It depends on the school they are going to. We always handover records and details of any extra support given. Our local feeder school, TCC, has offered extra support sessions for vulnerable children.

Summary to be entered on Governor Monitoring Plan:

Provision and progress for pupil premium children was analysed for the Autumn term. The impact was measured and used to identify areas for further improvement. The website was analysed and this report will be added as evidence of impact analysis for Autumn term 2015.

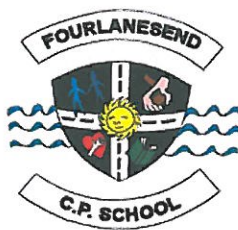
Further Action Required:

Monitor new initiatives: reading comprehension, small group work for deeper learning and emotional audit tool.

Impact of Governance:

Supports governor understanding of how pupil premium money is spent and the impact of it.

Fourlanesend Community Primary School – Governor monitoring visit report form



Date and time of next visit:

April 2016

Governor signature:

Date:

Denny
8th February, 2016

Staff signature:

R. Norton

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 15/16	
Total number of pupils on roll	115
Pupils eligible for PPG	28 children are FSM or Ever 6 2 children with a parent in the services. 2 adopted from care

Amount of PPG received per pupil	£1,320
Total amount of PPG received	£38,140

Nature of support 2015/16
<ul style="list-style-type: none"> • 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 • Daily fresh fruit and vegetables provided as a snack • Specialist maths resources/program to address gaps (numicon) • 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.						
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	<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. 	NF, LC, RW, FF, HI, JD RN, LC and FF RN, FF, LC and governors NF, LC, RW, FF, HI, JD RN Governor	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	See termly governor monitoring report for details. See HT report under governors on the website.

for this.	<ul style="list-style-type: none">• HT reports on what is in place for pupil premium children in her termly reports to the governing body.• Pupil Premium governor monitors progress of pupil premium children termly and the impact of any interventions and reports on it to the governing body.				governors will monitor and ensure that the pupil premium governor has met with the HT and reported back to governors.	
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Percentages making expected progress this year, Baseline to End of Autumn, 2015-2016

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	Subjects Combined			Writing	Reading			Mathematics		
WHOLE SCHOOL	13.6%	86.4%	6.8%	93.2%	7.8%	92.2%	2.9%	97.1%		
ADMIN	14/103	39/103	7/103	96/103	8/102	94/102	3/103	100/103		
[104 children]	-	-	-	-	63.1%	46.1%	0.0%	0.0%	0.0%	0.0%
Pupil Premium and Service Children	10.3%	39.7%	7/103	31/103	8/102	47/102	3/103	35.9%	0.0%	61.2%
[29 children]	3/29	26/29	3.4%	96.6%	6.9%	93.1%	0/29	100.0%	0.0%	63/103
	-	-	1/29	28/29	2/29	27/29	0/29	29/29	0.0%	
	-	-	-	0.0%	65.5%	48.3%	0.0%	0.0%	0.0%	58.6%
	-	-	3.4%	31.0%	19/29	14/29	0/29	0.0%	0.0%	17/29
NOT Pupil Premium and Service Children	14.9%	85.1%	8.1%	91.9%	8.2%	91.8%	4.1%	95.9%	0.0%	
[75 children]	11/74	63/74	6/74	68/74	6/73	67/73	3/74	71/74	0.0%	
	-	-	8.1%	29.7%	8.2%	45.2%	4.1%	33.8%	0.0%	62.2%
	-	-	6/74	22/74	6/73	46/74	3/74	25/74	0.0%	46/74
Pupil Premium	11.5%	88.5%	3.8%	96.2%	7.7%	92.3%	0.0%	100.0%	0.0%	
[26 children]	3/26	23/26	1/26	25/26	2/26	24/26	0/26	26/26	0.0%	
	-	-	3.8%	30.8%	7.7%	46.2%	0.0%	42.3%	0.0%	57.7%
	-	-	1/26	8/26	2/26	12/26	0/26	11/26	0.0%	15/26
NOT Pupil Premium	14.3%	85.7%	7.8%	92.2%	7.9%	92.1%	3.9%	96.1%	0.0%	
[78 children]	11/77	66/77	6/77	71/77	6/76	70/76	3/77	74/77	0.0%	
	-	-	7.8%	29.9%	7.9%	46.1%	3.9%	33.8%	0.0%	62.3%
	-	-	6/77	23/77	6/76	35/76	3/77	26/77	0.0%	48/77
Service Children	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	100.0%	0.0%	
[3 children]	0/3	3/3	0/3	3/3	0/3	3/3	0/3	3/3	0.0%	
	-	-	0.0%	33.3%	0.0%	66.7%	0.0%	33.3%	0.0%	66.7%
	-	-	0/3	1/3	0/3	2/3	0/3	1/3	0.0%	2/3
NOT Service Children	14.0%	86.0%	7.0%	93.0%	8.1%	91.9%	3.0%	97.0%	0.0%	
[101 children]	14/100	86/100	7/100	93/100	8/99	91/99	3/100	97/100	0.0%	
	-	-	7.0%	30.0%	8.1%	45.5%	3.0%	36.0%	0.0%	61.0%
	-	-	0.0%	0.0%	8.1%	45/99	3/100	36/100	0.0%	61/100
FSM	13.3%	86.7%	6.7%	93.3%	6.7%	93.3%	0.0%	100.0%	0.0%	
[15 children]	2/15	13/15	1/15	14/15	1/15	14/15	0/15	15/15	0.0%	
	-	-	6.7%	33.3%	6.7%	40.0%	0.0%	40.0%	0.0%	60.0%
	-	-	1/15	5/15	1/15	6/15	0/15	6/15	0.0%	9/15
NOT FSM	13.6%	86.4%	6.8%	93.2%	8.0%	92.0%	3.4%	96.6%	0.0%	
[89 children]	12/88	76/88	6/88	82/88	7/87	80/87	3/88	85/88	0.0%	
	-	-	6.8%	29.5%	8.0%	47.1%	3.4%	35.2%	0.0%	61.4%
	-	-	6/88	26/88	7/87	41/87	3/88	31/88	0.0%	54/88
PP SEN	25.0%	75.0%	25.0%	75.0%	0.0%	100.0%	0.0%	100.0%	0.0%	
[4 children]	1/4	3/4	1/4	3/4	0/4	4/4	0/4	4/4	0.0%	
	-	-	25.0%	0.0%	0.0%	50.0%	0.0%	0.0%	0.0%	100.0%
	-	-	1/4	0/4	0/4	2/4	0/4	0/4	0.0%	4/4
PP NOT SEN	9.1%	90.9%	0.0%	100.0%	9.1%	90.9%	0.0%	100.0%	0.0%	
[22 children]	2/22	20/22	0/22	22/22	2/22	20/22	0.0%	22/22	0.0%	
	-	-	0.0%	36.4%	9.1%	45.5%	0.0%	50.0%	0.0%	50.0%
	-	-	0/22	8/22	2/22	10/22	0/22	11/22	0.0%	11/22
NOT PP SEN	40.0%	60.0%	40.0%	60.0%	40.0%	60.0%	20.0%	80.0%	0.0%	
[5 children]	2/5	3/5	2/5	3/5	2/5	3/5	1/5	4/5	0.0%	
	-	-	40.0%	20.0%	40.0%	20.0%	0.0%	40.0%	0.0%	40.0%
	-	-	2/5	1/5	2/5	1/5	0/5	2/5	0.0%	2/5
NOT PP NOT SEN	12.5%	87.5%	5.6%	94.4%	5.6%	94.4%	2.8%	97.2%	0.0%	
[73 children]	9/72	63/72	4/72	68/72	4/71	67/71	2/72	70/72	0.0%	
	-	-	5.6%	30.6%	5.6%	47.9%	2.8%	33.3%	0.0%	63.9%
	-	-	4/72	22/72	4/71	34/71	0/72	24/72	0.0%	46/72

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