

## Pupil Premium Grant Expenditure Report to Governors and Parents Review of 2015/16 and intended spend of funding for 2016/17

### Pupil Premium

The Pupil Premium grant is an allocation of funding provided to schools to support children who may be vulnerable to underachievement. The Pupil Premium is allocated to schools on the basis of the number of students on roll known to be currently eligible for Free School Meals or who have claimed within the last 6 years, as well as students who have been looked after by the Local Authority, or have left local authority care on a special guardianship order or child arrangements order. All schools are required to report on the amount of funding and how this is being used. The DFE defines pupils receiving the pupil premium funding as ‘disadvantaged’ and pupils not receiving the funding as ‘other’ pupils.

### Principles

We organise teaching and learning at Tidemill Academy in order to meet the needs of all children in the best way. We allocate some of the Pupil Premium money to make sure all children have their needs met through quality first teaching. Tidemill ensures that appropriate provision is made for children who belong to vulnerable groups and that our socially disadvantaged children have their needs adequately assessed and met. Tidemill Academy further supports these groups using many strategies that are beyond the remit of the expenditure report.

We recognise that not all children who receive the Pupil Premium Grant (PPG) will be socially disadvantaged and we also recognise that not all children that are disadvantaged receive the Pupil Premium Grant. Given this, we will carefully track how well Pupil Premium Grant children are achieving as a group compared to their peers at Tidemill and nationally.

**Review date: November 2017**

### Review of Academic Year 2015/16

Number of Pupils and Pupil Premium Grant (PPG) received in 2015/2016	
Total number of children eligible for PPG	207 (Sept 2015-March 2016) 190 (March 2016 – July 2016)
Amount of PPG received per pupil	<b>£1320</b> <b>Looked After Child Pupil Premium £1900 per pupil</b>
Total amount of PPG received	<b>Pupil Premium £263, 837 (Sept 15 to August 16)</b> <b>Looked After Child Pupil Premium £4027.93</b>
<b>Intended impact:</b>	
<ul style="list-style-type: none"> <li>• To diminish the in-school attainment gap between disadvantaged and ‘other’ pupils in reading, writing &amp; maths</li> <li>• To increase targeted extended school opportunities for disadvantaged pupils</li> <li>• To increase the range of services available to support the wellbeing of disadvantaged pupils</li> <li>• To increase punctuality of disadvantaged pupils through increased engagement with families</li> <li>• To provide enriching &amp; motivational workshops/experiences for all disadvantaged pupils</li> <li>• To continue to build strong home school relationships with disadvantaged families</li> </ul>	
Summary of Pupil Premium Grant (PPG) Spending 2015/16	
In 2015/16, the Pupil Premium Grant (PPG) was used to:-	
<b>Attainment and Progress</b>	
<ul style="list-style-type: none"> <li>• Support underachieving disadvantaged pupils in English and Maths by providing quality first teaching, supported by well-trained classroom support staff</li> <li>• Additional teachers in Year 1&amp;2 for intervention groups</li> <li>• Additional teacher and Speech &amp; Language specialist in Year 3/4 for intervention groups/smaller group teaching</li> <li>• Additional teachers in Year 5 for small group teaching</li> <li>• Additional teachers in year 6 for smaller group teaching and targeted intervention groups</li> <li>• Target underachieving disadvantaged pupils (in year 6) through additional Saturday school classes, Easter school</li> </ul>	

and 1:1 tuition

- Targeted free academic after school clubs for disadvantaged pupils, including reading, phonics, maths, and creative writing
- Targeted academic parent workshops on how to engage and support children in their learning

**Well-being and pastoral support**

- Support disadvantaged pupils with identified barriers to learning through a range of targeted interventions with Place2Be counselling service and learning mentor

**Attendance/Family Support**

- Support for vulnerable disadvantaged families via Family Liaison Officer and Place2Be counsellor
- Dedicated time for Education Welfare Service to take additional action where vulnerable disadvantaged pupil attendance remains below national average
- Residential trip for targeted families
- Termly invite only parent workshops for targeted families

<b>PPG Spending Breakdown</b>	<b>Brief Details</b>	<b>Amount Spent</b>
Teachers	<p><u>Teaching Staff</u></p> <ul style="list-style-type: none"> <li>• 1:1 tuition, Saturday school classes, Easter school</li> <li>• KS2 interventions/small group targeted teaching</li> <li>• EYFS/KS1 interventions/small group targeted teaching</li> <li>• Educational parent workshops</li> </ul> <p><u>Leadership Staff</u></p> <ul style="list-style-type: none"> <li>• Deputy Head – management of disadvantaged, data analysis</li> <li>• Senior Leadership Team – small group targeted teaching in KS2</li> <li>• SENCo - intervention planning, supervision and training for intervention staff &amp; reviewing outcomes</li> <li>• Strategic Business Lead – PPG budgeting</li> </ul>	£160,423
<b>PPG Spending Breakdown</b>	<b>Brief Details</b>	<b>Amount Spent</b>
Support staff	<ul style="list-style-type: none"> <li>• Quality first teaching and additional class support/interventions delivered by funding additional hours for TA &amp; HLTA posts across school</li> <li>• Additional sports teacher/coach to allow teachers to run additional academic sessions for disadvantaged pupils</li> <li>• Invitation free after school academic clubs offering specialised support for disadvantaged children</li> <li>• Pedagogic teaching assistant for small group interventions</li> <li>• Learning Mentor</li> <li>• Enrichment Leader</li> <li>• Staffing for Magic Breakfast</li> </ul>	£80,959
Educational visits	<ul style="list-style-type: none"> <li>• Residential school journey for disadvantaged families</li> <li>• External trip to motivate and inspire disadvantaged pupils</li> </ul>	£757
Staff CPD	<ul style="list-style-type: none"> <li>• CPD &amp; courses attended</li> </ul>	£250
Educational resources & additional expenditure	<ul style="list-style-type: none"> <li>• Educational resources for disadvantaged pupil interventions/small group teaching</li> <li>• Audio book library</li> <li>• Learning packs for all disadvantaged pupils to support home learning</li> </ul>	£6,059
<b>PPG Spending Breakdown</b>	<b>Brief Details</b>	<b>Amount Spent</b>
Family & pupil support	<ul style="list-style-type: none"> <li>• Place2Be pupil and parent counselling service</li> <li>• Family Liaison Officer</li> <li>• Lunch subsidy</li> <li>• Education Welfare Service</li> </ul>	£19,774
<b>TOTAL SPEND</b>		<b>£268, 222</b>

## **Reading, Writing, Maths and Phonics**

*\*Where 'other' pupils are mentioned, this refers to the figure for non-disadvantaged pupils*

**The percentage of Tidemill high and middle attaining disadvantaged children who have made expected progress when they leave Year 6 is higher than National 'other' children in reading, writing and maths.**

**The percentage of disadvantaged children finishing their learning journey at Tidemill having reached age-related expectations is in line with Tidemill 'all' in maths and broadly in line with Tidemill 'all' and national 'all' in reading and writing.**

**The percentage of Tidemill children achieving the 'expected' standard in reading and writing across all groups (high, middle & low) is in line with national 'other', and is in line with the middle and higher attaining groups in maths.**

Disadvantaged children have benefited in many ways from the allocated funding. These are not all measurable through progress and attainment data, however are equally important. Additional goals and priorities include increased parental engagement and enrichment opportunities resulting in higher levels of pupil engagement and motivation. Last year's actions had measurable impact on achievement in the following areas:

### **Progress**

**End of Key Stage 2:** At the end of Key Stage 2, the percentage of Tidemill middle and higher attaining disadvantaged children making 'expected' progress in reading, writing and maths is higher than national 'other' pupils. This is considerably higher for our higher attaining children in reading and maths. We are particularly proud of our lower attaining disadvantaged children's progress in writing which was considerably higher than national 'other'.

**End of Key Stage 1:** At the end of Key Stage 1, our disadvantaged children have made excellent progress in reading, writing and maths. Both our disadvantaged and 'other' pupils are making similar progress across all subjects.

**Impact across the school:** In the large majority of cases, Tidemill's disadvantaged children have made excellent progress in all year levels, across all subjects. Tidemill's disadvantaged and non-disadvantaged pupil progress is in line with each other.

### **Attainment**

**End of Key Stage 2:** At the end of Key Stage 2, the percentage of Tidemill disadvantaged children achieving 'expected' in reading, writing and maths is broadly in line with Tidemill 'all'. The percentage of Tidemill children achieving 'expected' in reading and writing across all groups (high, middle & low) is in line with national 'other'. Tidemill's disadvantaged lower attaining pupils exceeded national 'other' in reading and considerably exceeded national 'other' in writing. The percentage of Tidemill children achieving 'expected' in maths, across both middle and higher attaining groups is in line with their national 'other'.

At the higher standard, Tidemill's higher attaining disadvantaged pupils, considerably exceeded national 'other' in reading and maths and are broadly in line in writing. Tidemill's middle attaining disadvantaged pupils are in line with national 'other' in both writing and maths at the higher standard.

At the 'expected' standard in reading, writing and maths combined, Tidemill's middle and higher attaining disadvantaged pupils are in line with national 'other' and are above at the higher standard.

**Key Stage 1:** Tidemill disadvantaged pupils' attainment for the Year 1 phonics screening check is above national and has been for the majority years (2013, 2014, 2016). The percentage of Tidemill disadvantaged children achieving the expected standard in phonics by the end of Year 2 is in line with national 'disadvantaged'.

At the end of Key Stage 1, the percentage of Tidemill disadvantaged pupils who achieved the emerging Early Learning Goal, were above national 'other' in maths and reading, and broadly in line for writing at the 'expected' standard. Pupils who achieved the expected Early Learning Goal are broadly in line at the 'expected' standard for both writing and maths.

**Impact across the school:** In some year levels and subjects, disadvantaged and 'other' pupil attainment is now in line at age-related expectations due to the reducing of the attainment gap between disadvantaged and 'other' pupils. Despite the success of our disadvantaged pupils at attaining age expected levels at the end of key stage 2, diminishing the in school attainment gap across the school remains a focus.

### **Attendance**

In school data shows that disadvantaged pupil attendance remains above national. Targeted support was given to families where punctuality was a concern. This had a positive impact.

### **Place2Be**

Place2Be was established within the school offering 1-to-1 counselling sessions for parents and pupils. This has benefitted all Tidemill children using the service. 70% of the children who received the Place2Be service in 2015-16 were disadvantaged and 100% for the parents. The playtime drop-in service offered is used highly effectively and it has had over 400 visits over the course of the year.

### **After School Clubs**

During the 2015-16 academic year, Tidemill offered a full programme of after school clubs. On average across the year, 15 paid clubs were offered per term. In addition to this, numerous free academic, targeted clubs were offered. Each term, between 12 - 18 free clubs were run which targeted reading, writing and maths, as well as other extra-curricular activities such as PE, Film Critics Club, Glee Club and Makaton. Up to 85% of the invites in the free academic and extra-curricular clubs across KS1 and KS2 were offered to disadvantaged children.

### **Impact of funding for 'others' not eligible**

There are times when 'other' children benefit from the pupil premium grant. If resources allow, 'other' children will also have access to the range of resources, facilities and interventions that the funding provides.

At Tidemill, a high priority of our school is quality first teaching. Therefore, the pupil premium funding also supports the provision of high quality teaching, leadership and support staff which indirectly enable all children to benefit.

**Table showing attainment and progress for disadvantaged and 'other' at the end of KS1 2015/16**

	2015-16			
	Tidemill Disadvantaged	National 'other'	Tidemill 'other'	National 'all'
Reading EXS+	58%	78%	100%	74%
Reading GDS	6%	27%	25%	24%
Writing EXS+	52%	70%	93%	65%
Writing GDS	3%	16%	14%	13%
Maths EXS+	67%	77%	86%	73%
Maths GDS	0%	20%	29%	18%

*\*Where 'other' pupils are mentioned, this refers to the figure for non-disadvantaged pupils*

**Phonics Screening Check – standard met (Year 1) 2015/16**

2015-16			
Tidemill Disadvantaged	Tidemill 'other'	National Disadvantaged	National
86%	89%	70%	81%

## Tables showing attainment and progress of disadvantaged and national at the end of KS2 2015/2016

Attainment		2015-2016			
		Tidemill Disadvantaged	National 'other'	Tidemill 'other'	National 'all'
Reading	% of pupils achieving EXS+	56%	71%	69%	66%
	% of pupils making achieving L5+/GDS	9%	23%	15%	19%
Writing	% of pupils achieving EXS+	72%	79%	85%	74%
	% of pupils making achieving L5+/GDS	9%	18%	23%	15%
Maths	% of pupils achieving EXS	50%	75%	58%	70%
	% of pupils making achieving GDS	13%	20%	23%	17%
SPaG	% of pupils achieving SPaG GDS	50%	78%	54%	72%
	% of pupils achieving SPaG GDS	6%	27%	19%	22%
Absence	Absence %	<b>Tidemill disadvantaged: 3.6%</b>	National fig. available end of Autumn 2016	<b>Tidemill overall: 3.5%</b>	National fig available end of Autumn 2016

Progress		2015-2016		
		Tidemill Disadvantaged	National 'other'	Tidemill 'all'
Reading	Low	-1.59	0.36	-0.82
	Middle	1.14	0.35	1.92
	High	3.68	0.30	2.62
Writing	Low	6.09	0.34	5.54
	Middle	3.00	0.10	3.90
	High	0.45	1.11	3.53
Maths	Low	-4.81	0.45	-3.99
	Middle	1.21	0.26	1.23
	High	3.50	0.17	2.35

The above table shows the KS2 overall summary of progress by low, middle and high prior attainment

\*Where 'other' pupils are mentioned, this refers to the figure for non-disadvantaged pupils

## Priorities and Spending Plans for Academic Year 2016/2017

Our intended spend will support the following:

<b>Number of Pupils and Pupil Premium Grant (PPG) received for 2016/2017</b>	
<b>Total Number of Children eligible for PPG</b>	<b>190 (to March 17) 195 (April – August 17)</b>
<b>Amount of PPG received per pupil</b>	<b>£1320 (to March 17*)</b> <small>*Government PPG funding for the period from April 17 to August 17 has not yet been announced but indications are that PPG funding will be protected.</small>
<b>Expected Pupil Premium</b>	<b>£253,550</b> <small>*This may change depending on pupil premium numbers in Jan 17 and any funding changes</small>
<b>Main barriers to educational achievement:</b>	<ul style="list-style-type: none"> <li>• Academically low starting points</li> <li>• Social and emotional challenges</li> <li>• Parental involvement</li> </ul>
<b>Intended impact:</b>	
<ul style="list-style-type: none"> <li>• To reduce the in-school attainment gap between disadvantaged and non-disadvantaged pupils at age related expectations in reading, writing and maths through quality first teaching and targeted intervention</li> <li>• To provide academic extended school opportunities so gaps in pupil knowledge will be targeted in order for pupils to make good or better progress throughout the year</li> <li>• To increase the number of workshops/experiences to allow disadvantaged pupils, including the more able to have access to enriching &amp; motivational experiences in and out of school</li> <li>• To provide a range of services available to disadvantaged pupils and their families to further support their health and wellbeing</li> <li>• To continue to build strong home school relationships with disadvantaged families through workshops, experiences, social activities, home-school links</li> <li>• To further increase the punctuality of pupils through increased monitoring and engagement with vulnerable disadvantaged families</li> </ul>	
<b>Spending Plans for 2016/17</b>	
<b>Attainment and Progress</b>	
<ul style="list-style-type: none"> <li>• Support underachieving pupils in literacy and numeracy by providing quality first teaching, supported by well-trained classroom support staff</li> <li>• Tuition for underachieving disadvantaged pupils</li> <li>• Additional teachers in KS1 for targeted small group teaching</li> <li>• Additional teachers in KS2 for targeted small group teaching</li> <li>• Additional PE teacher employed to allow teacher led targeted interventions (core subjects)</li> <li>• Target underachieving disadvantaged pupils (in year 6) through additional Saturday school classes and holiday tuition</li> <li>• Targeted free clubs for disadvantaged pupils including reading, phonics, creative writing &amp; homework club</li> <li>• Targeted parent workshops on how to engage and support children in their learning</li> <li>• Provide aspirational &amp; motivational workshops/experiences</li> <li>• Parent Stay &amp; Play sessions in EYFS, KS1</li> <li>• To increase the number of enrichment opportunities for our above average disadvantaged pupils</li> <li>• Provide educational resource packs for all pupils</li> <li>• Provide pupils with access to an audio CD player and new audio book library</li> </ul>	
<b>Well-being and pastoral support</b>	
<ul style="list-style-type: none"> <li>• Support disadvantaged pupils with identified barriers to learning through a range of targeted interventions with Place2Be counselling service, learning mentor and enrichment leader</li> </ul>	
<b>Attendance/Family Support</b>	
<ul style="list-style-type: none"> <li>• Pupil &amp; parent out-of-school educational trips &amp; school events</li> <li>• 'Magic Breakfast' club to implement free breakfasts</li> <li>• Support for vulnerable disadvantaged families through the Family Liaison Officer and Place2Be parent counsellor</li> <li>• Dedicated time for the Educational Welfare Officer to work with the families of disadvantaged pupils to</li> </ul>	

<p>further increase attendance percentages and improve punctuality</p> <ul style="list-style-type: none"> <li>• Provide all pupils with a subsidy to be spent on trips, resources, uniform</li> <li>• Residential trip for targeted families</li> </ul>		
<b>Pupil Premium Planned Spending Breakdown</b>	<b>Brief Details</b>	<b>Planned Expenditure</b>
Additional teachers and staffing across the school	School wide targeted support and interventions.	£180,907
1:1 tuition, Easter school, Saturday school	Targeted children to have 1:1 tuition and attend Easter/Saturday school.	£8,332
Well-being and pastoral services	External counselling service to support pupils with barriers to learning and parents from vulnerable families. In school Family Liaison Officer and Learning Mentor.	£31,085
Extended school day: Targeted & free invitational clubs and enrichment opportunities	Clubs for children throughout the school which will be academic in nature (reading, writing, maths, phonics etc.)	£10,983
Attendance and punctuality	Education Welfare Service	£1,400
Aspirational and motivational workshops/experiences for pupils and parents	Out-of-school experiences/visits Targeted parent workshops to support home learning	£5,500
Educational resources and experiences	Resources, subsidised trips, music lessons	£13,060
Magic Breakfast Club	Free breakfast club for all pupils	£2,337
<b>TOTAL SPEND</b>		<b>£253,604</b>

This report is reviewed annually in the Autumn Term when all of the achievement and data is available and the accounts have been closed for the financial year. Plans for 2017/18 will also be published at this time.