

# Pupil Premium Grant Spending at Drew 2015-16



At Drew Primary School our School Deprivation indicator is 0.53 compared to 0.24 which is in the top 20th percentile of schools nationally. In light of this children other than pupils who are entitled to the Pupil Premium Grant have access to some of our provisions.

<b>Pupil Premium Grant</b>	
No. of Free school Meals(FSM) Children	193
No. of Looked After Children (LAC)	0
Total	193
School Deprivation Indicator	0.53
National Deprivation Indicator	0.24
Amount of PPG received per pupil	£1320
Amount of PPG received	£254,760
Total Cost of PPG provisions	£326,894

Planned Spending				
Identified Need	Actions Taken	Approximate Cost	Success Criteria	Impact
To ensure that all children in Year 6 make outstanding progress in the core subject areas of English and Maths	<p>Third teacher teaches in year 6.</p> <p>This allows Year 6 to be split into 3 groups for English; Maths and Science. Including 1:1 tuition in the afternoons.</p>	£30,000 p.a.	<p>90% of children in Year 6 make good or better progress in Reading, GPS, Writing and Maths at the end of the academic year.</p> <p>45% of children make more than expected progress in Reading, GPS, Writing and Maths at the end of the academic year</p>	In reading and writing pupils made above expected progress of 1.5pts in Reading and Writing which is above national and progressing by 4.6pts. In Maths pupils progressed significantly above national.
To ensure that all children in Years 2, 3, 4 and 5 make outstanding progress in the core subjects	All children have been set targets in Years 1 - 5. 1:1 tuition is provided weekly delivered by a Teaching Assistant; Classroom Practitioner or Class Teacher.	£47,236 p.a.	<p>90% of children achieve the age expected outcomes in Maths and English in Years 1 - 5.</p> <p>Teachers plan and feedback with the Teaching Assistant and Classroom Practitioner to ensure high quality 1:1 tuition.</p>	Individual 1:1 targeted support where children are given individual Next step targets to ensure that they receive personalised support. At the end of KS1 and KS2 Pupil Premium children were broadly in line with NPP pupils in all areas and in Year 4 and 5 outperformed than NPP children.
To personalise learning for the least able children in Years 1 - 5, resulting in good or better progress	Where children in Years 1-5 have been identified as needing intensive support in English and Maths , 1 Learning Mentor teaches 1:1 Maths 2x per week and 2 Teaching Assistants teach 1:1 Reading (RWI) lessons 3x per week	£26,709 p.a.	Identified children in Years 1 - 5 make good progress in English Reading and Maths	Individual 1:1 targeted support where children are given individual Next step targets to ensure that they receive personalised support. At the end of KS1 and KS2 Pupil Premium children were broadly in line with NPP pupils in all areas and in Year 5 outperformed than NPP children in Maths.

1:1 teacher - PPG children time	During PE lessons (delivered by a PE specialist teacher) teachers will spend at least 15min with each PPG child in their class. Teachers will personalise learning, assess and evaluate the progress of all the PPG children in their class.	£50,734 p.a.	90% of PPG children make expected progress in relation to their age expected outcomes in English, Maths and Science  Some PPG children make more than expected progress in English, Maths and Science.  Data on PPG children to show a closing of the GAP.	At the end of KS1 and KS2 Pupil Premium children were broadly in line with NPP pupils in all areas and in Year 5 outperformed than NPP children.
Small group RWI teaching in Reception, Year 1 and 2.	In Reception Year 1 and 2, children are arranged into groups according to the reading ability. TAs deliver RWI lessons to identified groups 5x week.	£41,611p.a	90% of children in Year 1 successfully completing the Phonics Screening to receive a score of over 31. 75% of children in Reception attain a Good Level of Development in Reading.	Year 1 phonics 95% of pupils successfully completed the Phonic Screening Year 2 cumulative phonic result was 96%. 66% of pupils in Reception attained a GLD in Reading.
RWI boosters in Year 1 and 2 for identified children.	Where children in Year 1 and 2 are identified as needing extra support in RWI, 2 TAs will teach small group RWI lessons 5 afternoons per week.	£15,804 p.a.	RWI Assessment of Identified children show accelerated progress in Reading ability	Year 1 phonics 95% of pupils successfully completed the Phonic Screening Year 2 cumulative phonic result was 96%. 1:1 targeted support where children are assessed and given personalised support in RWI. At the end of KS1 Pupil Premium children performed broadly in line with NPP pupils in all areas.

<p>Afterschool clubs with a focus on the more able.</p>	<p>Identified More able children are invited to take part in a series of curriculum based clubs.</p>	<p>£12000 p.a.</p>	<p>More able children make exceeding progress in all area of the wider curriculum.</p>	<p>Afterschool clubs have focused on a rounder curriculum. Children have achieved well in borough sports where UPKS2 were placed 1<sup>st</sup> in the cross country borough event and 2<sup>nd</sup> in the inter school borough athletics. As part of the debating club more able pupils from Year 3 - 6 performed well being place in the top 10 schools.</p>
<p>Y6 Morning and afternoon Booster sessions</p>	<p>Identified Y6 children attend booster classes before and after school 5x per week. These sessions are delivered by teachers and Teaching Assistants.</p>	<p>£3500 p.a.</p>	<p>90% of children in Year 6 make good or better progress in Reading, GPS, Writing and Maths at the end of the academic year.</p>	<p>Pupils Premium children achieved significantly above national at the end of KS2 and also achieved above non-pupil premium pupils thereby closing the gap. Pupil Premium children's progress was significantly above national at the end of KS2 and also progressed above non-pupil premium pupils. Overall in RWM disadvantaged pupils had a APS of 3.5 where non-pupil premium pupils had a APS of 2.7.</p>

<p>Emotional support for identified vulnerable children Rec - Year 6</p>	<p>A counsellor from Place2be will support identified vulnerable children and their families</p>	<p>£28000 p.a.</p>	<p>Reports from Counselling service to show that children accessing the service have moved forward. Reports for teachers relating to engagement and behaviour of these pupils to show an improvement.</p>	<p>Place2Be has been well established at Drew. The feedback from teachers and staff managing behaviour has shown positive impact with children involved in the service having less behaviour referrals and more ability in managing their own behaviour. Place2Be also work closely with the emotional and social wellbeing of pupils; according to IEP's and feedback from teachers this has had a positive impact with their learning and well-being at school.</p>
<p>Emotional support for identified children Rec - Y6</p>	<p>1 Learning Mentor will support identified children in class and 1:1 sessions to impact attitudes towards learning</p>	<p>£19,300 p.a.</p>	<p>Children accessing the service to be more engaged in their learning. (reports from class teacher)</p> <p>Children accessing the service to have less of an impact on other children in their classes learning. (reports from class teacher)</p>	<p>Learning mentor has worked consistently with focus children as well as focusing on children who need input due to personalised circumstances. The feedback from teachers and staff managing behaviour has shown positive impact with children involved and their ability to focus more in the classroom. Along with this there has been a positive impact of the learning mentor running a lunch club which has reduced lunchtime incidents significantly.</p>

EAL support for identified children	The MFL teacher will support identified EAL children in lessons 3 days per week	£10,000p.a	Children being supported by EAL teacher to show progress in their acquisition of English. (Progress through assessment ongoing and end of term assessments)	EAL pupils have progressed significantly above national average with an APS of 3.7 above national. The attainment of EAL pupils is above national with an APS of 104.3.
Kagan	Training days for teachers and development days enhance teachers' Kagan skills and impact on children's progress	£ 4000	Children in classrooms to be engaged in their learning. Children to make progress in all aspect of their school life. Assessment through monitoring of teaching and learning and data collection relating to progress.	
Breakfast Club	Breakfast Club provided for children by 2 staff members	£2000p.a	Children with difficult circumstances at home to be engaging in school life and attending school on a regular basis.	Breakfast club runs every morning from 8am - 8:45am. Several children who have had difficulties arriving at school on time or for other areas of concern. This has been funded within this budget. This has also had a positive impact on their attendance which as a school is above national average at 97%.

1:1 Reading	1:1 reading time with identified children delivered by Midday Supervisors.  1:1 and small group reading sessions with the Class Teacher and Teacher Assistant daily.	£10000	90% of children in Year 6 make good or better progress in Reading.	Progress of pupils in reading is 8% above the national average.
Residential Visits	Year 6 children attend a residential visit for 5 full days at an outdoor educational centre.	£11000	Children experience life skills and their experience of outdoor educational activities is broadened.	Children's enjoyment of learning increased which is evident in that attendance is 98% which is above national. Because of the nature of the residential, children develop strategies to be more effective team members. For example, Year 6 achieved 1 <sup>st</sup> place in the borough cross country.
Educational Visits	All pupils visit a London Landmark along with experiencing an activity that London has to offer which our outside our normal educational visits.eg: Boat Trip; Bus Tour; West End Theatre production	£10000	Children's experience of their local environment is broadened and varied.	Children's enjoyment of learning increased which is evident in that attendance is 98% which is above national. Because of the nature of the education visits, have increased appreciation for the local community. These experiences helped our pupils widen their understanding of the world they live in.