

Pupil Premium Grant Spending at Drew 2016-17



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.

Pupil Premium Grant	
No. of Free school Meals(FSM) Children	181
No. of Looked After Children (LAC)	1
Total	181
School Deprivation Indicator	0.53
National Deprivation Indicator	0.24
Amount of PPG received per pupil	£1320
Amount of PPG received	£240,820
Total Cost of PPG provisions	£273,382

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>	Results indicate that all pupils achieved more than expected progress which is significantly above national expectation. Pupils attained a combined score of 88% which is also significantly above national expectation. Reading 95%; Writing 88%; Maths 95%, GPS 93% and Science 88% - all above national expectation.
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 Teacher Assistant and Classroom Practitioner to ensure high quality 1:1 tuition.</p>	<p>Individual 1:1 targeted support where children are given individual Next step targets to ensure that children receive personalised support.</p> <p>Internal data shows that the results of Pupil Premium (PP) pupils and Non Pupil Premium (NPP) are broadly in line.</p>
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	<p>Individual 1:1 targeted support where children are given individual Next step targets to ensure that children receive personalised support.</p> <p>Internal data shows that the progress is good and in Year 6 Pupil Premium children have made more than expected progress.</p>

<p>1:1 teacher - PPG children time</p>	<p>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.</p>	<p>£60,128 p.a.</p>	<p>90% of PPG children make expected progress in relation to their age expected outcomes in English, Maths and Science</p> <p>Some PPG children make more than expected progress in English, Maths and Science.</p> <p>Data on PPG children to show a closing of the GAP.</p>	<p>At the end of KS1 and KS2 Pupil Premium children were broadly in line with NPP pupils in all areas. With most year groups achieving above NPP pupils in all areas.</p>
<p>RWI boosters in Year 1 and 2 for identified children.</p>	<p>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.</p>	<p>£15,804 p.a.</p>	<p>RWI Assessment of Identified children show accelerated progress in Reading ability</p>	<p>Year 1 phonics 94% of pupils successfully completed the Phonic Screening Year 2 cumulative phonic result was 98%. 76% of pupils in Reception attained a GLD in Reading.</p>

Emotional support for identified vulnerable children Rec - Year 6	A counsellor from Place2be will support identified vulnerable children and their families	£36,667	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.	The greatest impact that the service has made has been in Place2talk. This service is a drop in service that children attend during their lunch hour. This gave children an opportunity to talk about and emotional and social needs. This in turn reduced lunchtime incidents.
Emotional support for identified children Rec - Y6	1 Learning Mentor will support identified children in class and 1:1 sessions to impact attitudes towards learning	£19,300 p.a.	Children accessing the service to be more engaged in their learning. (reports from class teacher) Children accessing the service to have less of an impact on other children in their classes learning. (reports from class teacher)	Learning mentor has worked consistently with focus children as well as focusing on children who need input due to personalised circumstances - these children are identified in ECM (Every child Matters meeting) and by the class teacher. The feedback from teachers and staff managing behaviour has shown a positive impact with children involved and their ability to focus and contribute more in the classroom. In addition to this there has been a positive impact of the learning mentor running a lunch club which has reduced lunchtime incidents significantly.
Speech and Language support for identified children Reception - Y6	1:1 Speech and Language and an Educational Psychologist support for identified pupils.	£12,768	Children accessing the service to be more engaged in their learning. (reports from class teacher) Data indicates PPG pupils are making good progress.	Speech and Language assessment and groups have supported children's acquisition to learning. This has resulted in improved behavior and results have indicated that pupils have made significant progress in their learning.

Residential Visits	Year 6 children attend a residential visit for 5 full days at an outdoor educational center.	£7,370 p.a	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 97% which is above national. Because of the nature of the residential, children develop strategies to be more effective team members.
Educational Visits	All pupils to visit a place of interest to broaden their life experiences.	£17,400 p.a	Children's experience of their local environment is broadened and varied.	Children's enjoyment of learning increased which is evident in that attendance is 97% 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. End of year KS2 reading results have shown that children have made more than expected progress and there is a significant improvement in attainment from previous years.