



Fell Dyke Community Primary School

Pupil premium grant expenditure 2016-17

School Context

Fell Dyke Community Primary School is larger than average. The vast majority of pupils come from families with high levels of deprivation. The school's deprivation indicator is significantly higher than the national average. (Sch 0.39, Nat 0.21)

The percentage of pupils entitled to Free School Meals (FSM) is higher than the national average. (Sch 68.2%, Nat 25.2%) The percentage of SEN SA+/Statemented pupils is in line with the national average. (Sch SEN Support 12.1%, Sch SEN statement/EHCP 1.3%)

The percentage of pupils who have English as an additional language is 13.5%, this is lower than the national average of 20.1%. 16.2% of the school population come from minority ethnic groups.

Mobility is less than the national average as some pupils join and leave other than the usual times. There is a 10% difference between the school and the national stability rate.

Data shows that the school population is changing over time, with an increasing number of children with English as an additional language attending the school.

Objectives of Pupil Premium Spending

Pupil Premium is funding additional to the main school budget. The grant is allocated in three parts: pupil premium for pupils known to be eligible for free school meals in any of the previous six years, looked after children and those who have been looked after and families with parents in the armed forces. Schools have the freedom to spend the budget in a way they think will best support the raising of attainment for these pupils.

Our key objective in using the Pupil Premium Grant is to narrow the gap between disadvantaged children and other children.

In making provision for the Pupil Premium pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

As a school we have a good track record of ensuring that pupils make good progress, and we continue to strive to successfully bridge the gap between disadvantaged children and the other children.

In 2016 at the end of KS2, disadvantaged children attained broadly in line with other pupils in reading and writing and maths at the expected standard.

In 2016 at the end of KS1 disadvantaged children attained broadly in line with other pupils in reading and writing and slightly below in maths at the expected standard.

Percentage of children reaching ARE in KS1

		2013	2014	2015	2016
Reading	Disadvantaged	88%	100%	80%	63%
	Other	86%	100%	95%	69%
Writing	Disadvantaged	88%	93%	84%	29%
	Other	71%	82%	90%	33%
Maths	Disadvantaged	91%	93%	84%	50%

	Other	93%	82%	90%	62%
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Percentage of children reaching ARE in KS2

		2013	2014	2015	2016
Reading	Disadvantaged	92%	75%	90%	45%
	Other	100%	100%	82%	47%
Writing	Disadvantaged	85%	75%	93%	86%
	Other	100%	100%	73%	87%
Maths	Disadvantaged	88%	88%	90%	41%
	Other	100%	100%	91%	47%

A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, and qualitative data is analysed to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures guided us in deciding where and how to spend our pupil premium allocation.

We have also used existing researches and publications including those from the OFSTED Good Practice series, and findings of studies undertaken by the SUTTON TRUST to enable us to make decisions relating to provisions.

Number of pupils and pupil premium grant (PPG) received 2016/17

Total number of pupils on roll	322
Total number of pupils eligible for PPG including LAC	187
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£252,620

Number of EY pupils and pupil premium grant (PPG) received 2016/17

Total number of pupils eligible for EY PPG including LAC	21
Total amount of EY PPG received	£2,826

Record of PPG spending by item/project 2016/17

Item/project	Cost	Objective	Outcome
Teaching Assistants to deliver small group intervention in reading and maths.	£72,000	To enable pupils at risk of underachieving to reach ARE and make accelerated progress	Pupils receiving additional intervention made accelerated progress in reading and maths.

1:1 Reading Intervention teacher	£20,000	To enable pupils to make accelerated progress with learning to read.	Pupil receiving reading intervention made accelerated progress with their reading.
1:1 Maths Intervention teacher	£16,500	To enable pupils to make accelerated progress with their number work.	Pupil receiving maths intervention made accelerated progress with their maths skills.
1:1 Additional tuition from teachers	£2300	1:1 targeted support in maths for 1 hour per week during spring term	Children receiving the support made good progress in maths and met age related expectations.
Y6 Booster sessions (Easter Holidays)	£600	Small group maths and SPAG session to focus on gaps in learning.	Children's gaps in learning were addressed and children progressed well.
Family Support Worker 3 days per week	£10,000	To further improve attendance and support families to ensure vulnerable children are in school and able to learn.	Support and intervention been given to vulnerable families to ensure children are able to attend school. Decrease in the percentage of persistent absences each term.
School Councillor	£8000	To support the emotional needs of vulnerable children so they are able to successfully access learning.	Children who accessed counselling had a reduction in behavior incidents and showed a more positive attitude towards their learning.
Clothing and Uniform	£1,500	To enable all children to be comfortably dressed and able to access learning.	All children had the necessary uniform to wear.
Educational Visits/Residential	£20,000	To enable pupils to participate in a wide and enhanced curricular provision through residential trips and educational visits.	All children were able to take part in educational visits that supported their understanding and knowledge about the world around them.
Extra Curricular Club Leaders	£10,000	To increase provision for extra curricular clubs to enhance children's experiences.	Children had the opportunity to experience sport and arts clubs and developed skills in these areas.
Additional Teachers to enable class sizes to be small.	£72,346	Children able to receive more adult focused teaching.	Children make good progress and an increased percentage of children reach ARE.
£1000 allocated per phase to support disadvantaged children where needed.	£4000	To enable children to have enriched learning experiences as necessary.	Not spent
Purchase of quality phonics resources	£5000	Ensure consistency of resources throughout school to support phonics acquisition.	Increase in phonics results at Year 1 and Year 2 retake.

Year 1 additional teacher half a day per week	£3200	To deliver reading/phonics intervention	Increase in phonics results at Year 1 and Year 2 retake.
EY talk boost intervention delivered by EY TA's	£10,000	Small group intervention to further develop children's speaking and listening skills.	Increase in percentage of children reaching a Good Level Of Development in EYFS

Total PPG received	£252,620
Total PPG expenditure	£248,120
PPG remaining	£4500