



Fell Dyke Community Primary School

Pupil premium grant expenditure 2017-18

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 18%. 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 2017 at the end of KS1 and KS2 disadvantaged children attained higher than other pupils in reading, writing and maths at the expected standard.

Percentage of children reaching ARE in KS1

		2014	2015	2016	2017
Reading	Disadvantaged	100%	80%	63%	77%
	Other	100%	95%	69%	50%
Writing	Disadvantaged	93%	84%	29%	53%
	Other	82%	90%	33%	33%
Maths	Disadvantaged	93%	84%	50%	73%
	Other	82%	90%	62%	67%

Percentage of children reaching ARE in KS2

		2014	2015	2016	2017
Reading	Disadvantaged	75%	90%	45%	61%
	Other	100%	82%	47%	47%
Writing	Disadvantaged	75%	93%	86%	86%
	Other	100%	73%	87%	68%
Maths	Disadvantaged	88%	90%	41%	68%
	Other	100%	91%	47%	63%

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 2017/18

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	£248,120

Record of PPG spending by item/project 2017/18

Item/project	Cost	Objective	Outcome
Teaching Assistants to deliver small group intervention in reading and maths.	£71,414	To enable pupils at risk of underachieving to reach ARE and make accelerated progress	Reading and maths interventions take place throughout school and children make progress at plugging the gaps in their learning.
1:1 Reading Intervention teacher	£20,000	To enable pupils to make accelerated progress with learning to read.	All children who received reading intervention made accelerated progress and were able to read independently.
1:1 Maths Intervention teacher	£16,500	To enable pupils to make accelerated progress with their number work.	Teacher employed as a class teacher due to unplanned sickness absence.

1:1 Additional tuition from teachers	£2300	1:1 targeted support in maths for 1 hour per week during spring term	Pupil receiving maths intervention made accelerated progress with their maths skills and gaps in learning were addressed.
Y6 Booster sessions (Easter Holidays)	£600	Small group maths and SPAG session to focus on gaps in learning.	Booster sessions were very well attended by children and gaps in learning addressed. 2018 KS2 SATS results SPAG 75% EXS Maths 70% EXS
Family Support Worker 4 days per week	£12,000	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. Vulnerable children are able to have daily focused time with FSW to discuss worries. Parenting skills have improved with targeted parents due to early identification and intervention. This has resulted in an improved attendance and children being ready to learn in school.
School Councillor	£8000	To support the emotional needs of vulnerable children so they are able to successfully access learning.	Targeted children received weekly counselling. Resulting in improved engagement in class and attendance at school.
Accelerated Reader resources and training	£8000	To enable pupils in KS2 to make good progress with their reading.	Children in KS2 reading books at an appropriate level more regularly and making good progress. Areas of concern with reading identified quickly in order to be addressed. Parents/Carers understand child's reading ability more clearly and will support at home.
Clothing and Uniform	£280	To enable all children to be comfortably dressed and able to access learning.	All children had the necessary uniform to wear and are dressed appropriately for school in all weathers.
Educational Visits/Residential	£15,000	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 enhanced 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 were able to access a larger variety of clubs and develop their experiences.
Additional Teachers to enable class sizes to be small.	£84,026	Children able to receive more adult focused teaching.	Children make good progress and an increased percentage of children reach ARE.

EY talk boost intervention delivered by EY TA's	£10,000	Small group intervention to further develop children's speaking and listening skills.	78% of children in EYFS achieved expected standard in listening and attention and 75% in speaking.
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Total PPG received	£245,250
Total PPG expenditure	£245,250
PPG remaining	0

Reviewed : September 2018