

WILLIAM TORBITT PUPIL PREMIUM SPENDING ANALYSIS				
2016/17 ALLOCATION	£139,252.00	FSM %	15.60%	
HOW THE SCHOOL INTENDS / IS SPENDING THE 2016/17 ALLOCATION:				
<p>The school looked at the needs of the children, took advice from experts in the Local Authority and beyond, and made the most of the latest research available (e.g. Education Endowment Fund) to plan the use of the Pupil Premium funds.</p> <p><i>For example:</i></p> <ul style="list-style-type: none"> - Strategies that raise the quality of teaching in the classroom, to ensure a real impact on children's progress and attainment; - Use of outside agencies and expertise to support teachers to develop a more personalised approach to teaching - Introducing Growth Mindset in school – to encourage attitudes to learning that lead to better progress and development for pupils in all areas (e.g. resilience, can-do attitude, risk-taking), - Increasing pupils' access to a range of enrichment and hands-on experiences, both within the classroom and out of school hours. - Provide reading assistants to ensure that all children read regularly on a 1:1 basis with an adult; - Looking at ways to further improve the attendance of Pupil Premium children; - Subsidising school trips, residential trips, instrumental tuition, as well as things like uniform <p>Therefore, the funds are being spent as follows, and was reviewed and evaluated in Summer 2017:</p>				<p>FSM / LAC COST ONLY:</p>
<p>Breakfast club free places</p> <ul style="list-style-type: none"> • Breakfast club has been introduced and is being used to focus on children who are PP who have attendance issues. • We now have 6 PP pupils attending the breakfast club - 2 children attended so that their brother was able to attend maths booster. The brother was able to make more than expected progress in maths. 				£3,600.00
<p>Afterschool Club (subsidised places)</p> <ul style="list-style-type: none"> • This is a newly formed provision. • We have 4 children now attending the after school club and we have more parents of PP pupils expressing an interest. 				£6,000.00
<p>Tracking of pupils attainment and progress</p> <ul style="list-style-type: none"> • Pupils are tracked by Inclusion team (see tracking form for PP children) • Summer 2017 – the Inclusion team continue to track PP children and progress made (see attached sheet.) • There has been a focus on PP attendance and this is being carefully tracked. • The tracking of attendance is crucial and with work alongside the EWO our PP pupils have improved their attendance, but more needs to be done. Therefore, attendance will remain a key priority for the school and for pupil premium pupils. 				£26,284.47
<p>Additional TA as learning mentor for targeted 1:1 / small group support</p> <ul style="list-style-type: none"> • 1:1 mentor has been used to support a vulnerable child - this has resulted in far less incidents involving this child. This child is now far more settled in school. 				£3,136.00

<ul style="list-style-type: none"> • Reading groups have been set up in Y6, and with a vulnerable child in Y5, to ensure progress in this area • <i>Support was given to Year 6 where small groups of children were supported in reading. There were also some targeted PP pupils who had one-to-one reading provision. (see PP pupil performance data)</i> 	
<p>Professional Sports / Dance Coach (enrichment)</p> <ul style="list-style-type: none"> • Dance group – PP pupils were specifically selected for this club. Small improvements were seen in their progress, however soft data showed that these pupils were more confident in class and during lessons. • <i>A lunchtime active club was available for all pupils to access. Activities encouraged fitness, teamwork and resilience.</i> • The school is looking to extend this provision in the coming academic year. 	£8,893.02
<p>Individual personalised funding per child e.g. extra-curricular clubs costs, uniform...</p> <ul style="list-style-type: none"> • Each PP pupil has access to £60 to help support with costs of an activity or resource that will improve outcomes for children or enable them to take part in something they would not been able to afford. (e.g. Football First sessions, other afterschool clubs, money to pay for a taxi for a child to go for a music exam, music exam costs, etc). This provision will continue next year, and parents/carers reminded that this is available to them and their child. 	£6,180.00
<p>Interventions and booster for children Y2 and 6</p> <ul style="list-style-type: none"> • Maths and Literacy Boosters – giving pupils the opportunity to access the intervention to improve pupil outcomes, with the focus being on Y6 maths. Pupil outcomes showed great improvements, with PP pupils achieving very well when compared with their non-PP counterparts and national averages. 	£8,092.40
<p>Inclusion Assistant (works closely with pupils and their families)</p> <ul style="list-style-type: none"> • Inclusion Assistant works with key families to ensure specific areas are taken into account and dealt with, so that children are ready for learning (Emotional Behaviour/CP). • This role has meant that the school's vulnerable families have been supported far better by the inclusion assistant. • Regular contact with families to ensure they receive good advice, that no patterns of poor attendance / punctuality re-emerge, and that deadlines for transition administration are not missed (Secondary / Nursery / Reception). • This role has been instrumental in ensuring quality safeguarding provision Impact can be seen in many families - 2 out of the 4 case studies were PP – 1 had an improvement in attendance from 83% to 100%. Other PP cases had good attendance. The school had long term persistently absent pupils who are currently improving in attendance - part of the success is due to the intervention from the Inclusion assistant. • There is a more joined up approach with the Inclusion Assistant ensuring PP pupils get the correct provision. • Individual families have been targeted and supported by the Inclusion assistant. All these families made improvements in their attendance. 	£1,333.95
<p>Inclusion Leader (oversees the provision to ensure inclusion)</p> <ul style="list-style-type: none"> • Role of inclusion team is to ensure vulnerable pupils are highlighted and interventions are put into place. This is to ensure that these pupils are supported in a variety of ways. Work is done in line with Attendance officer, Inclusion assistant and Inclusion Leader. The DHT oversees the process and it has become more robust over the last year, but the focus and tracking has been more robust this term. • Meetings are now conducted by school to ensure attendance of vulnerable pupils improves and we are now on our second group of families for meetings to be carried out. These meetings will take place with Inclusion assistant and Attendance officer. If cases continue to be a problem they will be referred to the DHT and then EWO 	£7,800.89

<ul style="list-style-type: none"> Some success has already been seen - we have pupils who have been persistently absent for a long period of time, but who now improving attendance. This has come from meetings with the inclusion assistant and attendance administrator, and follow up with parents to ensure the trend continues. Children who are PP have received support from Inclusion assistant and CP meetings have been used to explain how money can be used to access to support children(1 family eldest son needed to go to booster, 2 younger sons were funded to go to breakfast club to ensure older child could attend. Mum feels school has supported her well with this and older son has made at least 5 steps progress.) The whole inclusion team have improved communication and working together has ensure that all areas are monitored carefully. Inclusion meetings have given opportunities for all vulnerable families to be discussed and actions put in place. As a result families have been supported, but also challenged where needed. 	
<p>Growth Mindset Books and teaching materials</p> <ul style="list-style-type: none"> Each YG have <i>been</i> bought resources to use as a reference and this has been used in circle time, assemblies and with parents/carers. Pupils are more aware of the principles of having a Growth Mindset. Now teachers are using these resources in their lessons. This has made the children aware of the skills/attitudes they need to use when undertaking any task in order to be successful at it. 	£400.00
<p>Senior Leadership analysis of data and action planning</p> <ul style="list-style-type: none"> Data is analysed by SLT after each data drop. This information is shared with middle leaders and discussed in the progress mtgs. The deputy head also collected extra 'soft data' to ensure that teachers are looking at the whole child to ensure they are making progress. <i>Progress meetings have been one of the strategies used to highlight, track and to ensure the good attainment and progress of PP pupils.</i> 	£9,711.17
<p>Extended School Provision (tracking of participation)</p> <ul style="list-style-type: none"> There has been a focus on ensuring PP pupils are targeted to attend clubs – to broaden their knowledge, skills and to inspire them. Now, more emphasis is being put on ensuring more PP children apply for clubs. Parents are being contacted to ensure they know about the clubs, as there are still pupils who need to be encourage to attend. A robust system to monitor take up of clubs by PP pupils is in place. <i>Club take up for 2016- 2017:</i> <ul style="list-style-type: none"> Art 7% Dance 64% Drawing 8% Art and craft 28% Football 1st 50% School football 20% Netball 32% Y5 Football 23% Breakfast club 28% 	£2,000.00
<p>Stay and play (pre-school provision)</p> <ul style="list-style-type: none"> Stay and play is set up for the pre-school children in our school, this has been successful and popular in the past, often being mentioned in parent meetings as a resource for our vulnerable families. This year, it has been very successful for getting young children into school. This has been sign posted to our vulnerable families by the inclusion assistant. As many as 22 families have attended at its highest intake. 	£537.30
<p>Rainbow Club (enrichment / first-hand experiences)</p> <ul style="list-style-type: none"> This works as a nurture group – 'soft data' is used to analyse the impact of this. The purpose is to build confidence. Pupils who have attended, have increased in self-esteem, self-confidence and collaborative working across the broader curriculum. 	£1,784.00

<p>LSA Support (so teachers can be released to work with target pupils)</p> <ul style="list-style-type: none"> LSAs and teachers have received training to ensure that targeted pupils receive the appropriate support for good progress to be made. For the coming year, the school has signed by and begun a research project with UCL to look at how it can maximise the use of its learning support assistants further, so there is greater impact on pupil outcomes. 	£10,434.47								
<p>CPD for teachers (to improve quality first teaching)</p> <ul style="list-style-type: none"> Progress meetings have been used to get across key messages and used as individual coaching sessions to improve teaching and learning for disadvantaged pupils. This has had a direct impact on the quality of provision and an increase in progress seen from lesson to lesson and over each term. The Continuing Professional Development Leader set up a bespoke programme of development for individual teachers to improve their practice. This has been successful, with some of these teachers now being used as models for other colleagues. 	£26,057.17								
<p>Attendance Officer (attendance administration – (working alongside the inclusion team)</p> <ul style="list-style-type: none"> There is an improving picture being seen here, overtime, but there is still more to do. <table border="1" data-bbox="791 734 1201 925"> <tr> <td>Disadv. Pupils (Pupil Premium)</td> <td>Aut 2015 105 pupils</td> <td>Aut 2016 107 pupils</td> <td>Sum 2017 106 pupils</td> </tr> <tr> <td>Average absence %</td> <td>7.4</td> <td>5.9</td> <td>5.3</td> </tr> </table>	Disadv. Pupils (Pupil Premium)	Aut 2015 105 pupils	Aut 2016 107 pupils	Sum 2017 106 pupils	Average absence %	7.4	5.9	5.3	£8,511.34
Disadv. Pupils (Pupil Premium)	Aut 2015 105 pupils	Aut 2016 107 pupils	Sum 2017 106 pupils						
Average absence %	7.4	5.9	5.3						
<p>Norfolk Residential Trip (enrichment / building risk-taking, confidence...)</p> <ul style="list-style-type: none"> 10 pupils (20% of those who attended) accessed subsidised funding this year – the highest numbers ever. 	£1,760.19								
<p>Year group leaders release to monitor/support (to ensure improvements in teaching)</p> <ul style="list-style-type: none"> Year group leaders were release to ensure quality first teaching through team teaching, coaching, modelling to support vulnerable children, and to ensure teachers understood how to best differentiate and add appropriate challenge. This had a direct impact on outcomes in KS1 and KS2 this year. The school acknowledges that more work is still needed in this area, and more bespoke training and professional development continues in the upcoming year to improve teaching and learning further. 	£5,655.96								
<p>Gardening club (hands on experiences and enrichment)</p> <ul style="list-style-type: none"> Specific PP pupils in KS1 were targeted for this. Pupils attended regularly and experienced nurturing and harvesting a range of produce alongside the school's gardener – therefore broadening their experiences and outdoor activity. 	£134.00								
TOTAL	£138,306.33								

Below you will find information on how pupil premium pupils performed in Reading, Writing and Maths across the school, and at the End of Key Stage Two (Year 6).

% of pupils at expected/exceeding or working at greater depth (July 2017)

July 2017	Reading	Writing	Maths	Reading	Writing	Maths
	% on track for expected			% on track for exceeding/working at greater depth		
EYFS Pupil Prem (10 pupils)	60	60	70	20	20	20
EYFS Non-PP (91 pupils)	84	73	86	19	16	23
Y1 Pupil Prem (*4 pupils)	75	75	75	25	25	25
Y1 Non-PP	73	79	83	17	16	24
Y2 Pupil Prem (13 pupils)	79	79	71	14	7	14
Y2 Non-PP (108 pupils)	73	70	79	28	19	27
Y3 Pupil Prem (15 pupils)	80	60	53	20	0	7
Y3 Non-PP	73	72	83	27	16	32
Y4 Pupil Prem (20 pupils)	81	71	86	38	33	24
Y4 Non-PP	61	58	70	26	10	22
Y5 Pupil Prem (25 pupils)	63	46	58	17	13	38
Y5 Non-PP	68	50	59	35	21	38
Y6 Pupil Prem (22 pupils)	77	86 teacher assess	77	18	23	27
Y6 Non-PP	69	81 teacher assess	81	22	22	44

% pupils who have made expected / accelerated progress (July 2017)

Progress by steps	Reading		Writing		Maths	
	Expected	Accelerated	Expected	Accelerated	Expected	Accelerated
EYFS Pupil Prem (10 pupils)	90	40	90	30	90	70
EYFS Non-PP (91 pupils)	85	38	78	9	88	31
Y1 PP (4 pupils)	100	50	100	33	100	33
Y1 Non-PP (93 pupils)	83		88		90	
Y2 PP (13 pupils)	100	40	100	20	90	10
Y2 Non-PP (108 pupils)	91	25	86	17	92	27
Y3 PP (15 pupils)	85	8	77	15	77	23
Y3 Non-PP (71 pupils)	95	20	85	18	92	23
Y4 PP (21 pupils)	90	45	100	20	100	15
Y4 Non-PP (69 pupils)	95	42	98	34	90	6
Y5 PP (24 pupils)	96	32	100	50	91	32
Y5 Non-PP (66 pupils)	90	19	94	31	92	39
Y6 PP (22 pupils) <i>Teacher assessments</i>	96	41	96	64	100	41
Y6 Non-PP (78 pupils)	97	43	99	62	97	35

End of Key Stage 2 attainment – Comparing Pupil Premium Pupils with non-Pupil Premium Pupils

Y7 (90 pupils)		Teacher Assessment									Test Scaled Scores				
Reading	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Pupil Premium	22 (24.4%)					2 (9.1%)	2 (9.1%)		18 (81.8%)		2 (9.1%)	3 (13.6%)	17 (77.3%)	4 (18.2%)	104.6
Not Pupil Premium	68 (75.6%)						17 (25.0%)		51 (75.0%)			21 (30.9%)	47 (69.1%)	15 (22.1%)	102.8

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

* in Other indicates missing data or, for tests, that the scaled score conversion has not yet been released.

Y7 (90 pupils)		Teacher Assessment									Test Scaled Scores				
Writing	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Pupil Premium	22 (24.4%)							3 (13.6%)	14 (63.6%)	5 (22.7%)	2 (9.1%)	1 (4.5%)	19 (86.4%)	6 (27.3%)	107.6
Not Pupil Premium	68 (75.6%)					1 (1.5%)		12 (17.6%)	40 (58.8%)	15 (22.1%)		15 (22.1%)	53 (77.9%)	28 (41.2%)	107.3

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

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Y7 (90 pupils)		Teacher Assessment									Test Scaled Scores				
Mathematics	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Pupil Premium	22 (24.4%)						3 (13.6%)		19 (86.4%)		2 (9.1%)	3 (13.6%)	17 (77.3%)	6 (27.3%)	106.3
Not Pupil Premium	68 (75.6%)						11 (16.2%)		57 (83.8%)			13 (19.1%)	55 (80.9%)	30 (44.1%)	106.5

Writing - Teacher Assessment against the TA Framework and Test Scaled Score for the GPS test

Below - Includes any P Scale assessments.

Other - Includes any assessment codes such as A (absent).

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Y7 (90 pupils)		Teacher Assessment									Test Scaled Scores				
Science	Pupils (%)	Other	Below	Foundations	Early	Growing	Has Not Met	Towards	At	Greater	Other	<100	100+	110+	Average
Pupil Premium	22 (24.4%)						4 (18.2%)		18 (81.8%)						
Not Pupil Premium	68 (75.6%)						18 (26.5%)		50 (73.5%)						