



Pupil premium grant expenditure: 2016-2017

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	403
Total number of pupils eligible for PPG	123
Amount of PPG received per pupil	£1320 £1900 (Looked after children)
Estimated total amount of PPG	£169,344

Performance of disadvantaged pupils (pupils eligible for free school meals or in local authority care for at least six months)	
	2016 - 2017
% of pupils making expected progress in Reading	88%
% of pupils making expected progress in Writing	81%
% of pupils making expected progress in Maths	87%
% of pupils that passed Year 1 phonics screening	66%
Analysis of the performance of PP pupils: <ul style="list-style-type: none"> All pupils in year 6 made expected or better than expected progress; In the SATs examinations, Pupil Premium pupils achieved in line with their peers in reading, writing and maths, and a higher percentage of PP pupils achieved the expected standard in GPS as compared to their non-PP peers; 	

- The gap between the attainment and progress of pupils in receipt of PPG and others is narrowing or has narrowed;
- Pupils in receipt of PPG who are not SEN performed in line with their peers and made the same or better progress;
- Some PP pupils who are also SEN made less progress than their peers in terms of progress against the National Curriculum but made good progress against their Individual Education Plans.

Summary of PPG spending 2016-2017

Objectives in spending PPG:

At Foxborough Primary School, we have high aspirations and ambitions for all children and we believe that all children have special and unique talents to be nurtured. In line with our core values – being principled, being resourceful, being purposeful – we strongly believe that there should be no barriers to learning and that all children have the potential to succeed and achieve their goals. We are determined to ensure that all children are provided with opportunities to learn in a positive and safe environment in which all children are treated equally.

The key objectives in using the Pupil Premium Grant at Foxborough Primary School are to narrow the achievement gap between those in receipt of Pupil Premium and others and to provide an enriching and stimulating curriculum to expand pupils' cultural and social development.

As a significant amount of additional funding is allocated to the school, we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil-level data, historical attainment and progress rates, as well as qualitative data is undertaken to ensure that these funds are used to maximum effect. We also use existing research and publications in particular the research undertaken by the Sutton Trust / EEF to ensure that best practice in terms of value for money and impact are achieved in terms of quality-first teaching and high-quality, timely and effective intervention.

We invest heavily in ensuring that provision is personalised and pertinent to the needs of the pupils we serve in terms of supporting pupils' social and emotional wellbeing to enable them to access the opportunities at school to develop academically and thrive.

We seek to provide a curriculum enriched with opportunities from internal events to external trips to support and extend learning in both the core and foundation subjects.

Summary of spending and next steps to be taken:

Planning

All pupil groups, including those children eligible for pupil premium funding are identified at the start of the academic year and are made explicit to the class teaching team, who are held to account for accelerating their progress as a group and for flagging up any attendance issues. Weekly or fortnightly Raising Standards Meetings are used to plan intervention and support for any pupil at risk of achieving which is tracked by senior leaders. Half-termly Pupil Progress

Meetings are held and disadvantaged pupils as a group are discussed in detail and further strategies and /or interventions are implemented as the need is identified. The school uses PiXL for planning, teaching and assessment purposes.

Assessment

Raising Standards Meetings and Pupil Progress Meetings with each class teacher focus on whether pupils are making progress towards meeting their individual annual targets. All pupil groups are monitored and any underachievement is identified and provision is adjusted in light of discussions. There is a clear focus on the achievement and progress of pupils that are entitled to PP. Specific interventions are put in place to accelerate progress. Data is compared to national average data and prior attainment.

Data and tracking

The school has developed its assessment policy and practices in line with the revised National Curriculum and assessment frameworks. SIMS has been embedded and training provided to ensure that all leaders and teachers are using data effectively to plan and implement interventions. All leaders and teachers are involved in the analysis of attainment and progress data so that they are fully aware of the strengths and areas for development for every learner enabling early identification of any pupil at risk of underachievement. Research, such as the Sutton Trust, is used to support the school in determining the strategies to be used.

Effective teaching and learning

The school continues to prioritise the improvement of teaching so that all pupils receive at least good teaching with increasing percentages of outstanding teaching. To achieve this aim, the school sets high expectations in terms of standards and outcomes and takes steps to tackle any in-school variance. The school has a set of non-negotiable in terms of teaching and learning which all teachers adhere to. In addition, the school uses its effective assessment policy and practices and has allocated time and resources to ensure accurate assessment, which is both internally and externally moderated, is used to inform teaching and pedagogy. The school has a considered and comprehensive programme of Continuing Professional Development for its staff and has a system of peer-to-peer support to enable teachers to be the best they can be.

In line with the Sutton Trust's research into the importance of metacognition, the school also sought to develop the use of co-operative learning as a teaching technique with teachers receiving training and support from the Educational Psychologist which included team-teaching, personalised support for teachers etc.

Personalised academic intervention

The majority of PP funding has been allocated to personalised provision. Identified pupils have received additional support with Phonics, Reading, Writing and Maths across the school. We also invested interventions led by senior leaders and after-school boosters for pupils in year 6 to help accelerate their progress, as well various intervention groups happening across the school day. Again, PiXL has been used by the school to great effect, informing planning, providing assessment materials and teaching resources. Approximately 55% of pupils who attended interventions / booster sessions were in receipt of PPG.

Considerable intervention was put into accelerated pupils' acquisition of synthetic phonics. Daily small group phonics teaching took place for pupils in years 1 and 2 with a team of ten members of staff delivering this intervention. In addition, a highly-skilled teaching assistant with years of experience in teaching phonics supported many disadvantaged pupils on a daily basis either one-to-one or in small groups to improve their skills in phonics.

The school worked closely with the Educational Psychologist to identify and assess individual pupil's needs and ensure that actions were taken to address any areas of concern as appropriate. This included providing EP surgeries and in-class support to ensure that the complex needs of those with underlying cognitive or behaviour issues were supported in their learning. Approximately 44% of those who benefited from this service were in receipt of PPG.

English and phonics

Foxborough Primary School is proud to serve a very diverse community and sees the development of oracy, reading and writing as a key priority. As such, the school has heavily invested in improving the phonics provision through providing more training to teachers on the implementation of the Read Write Inc. programme, providing high-quality Speech and Language Therapy and in developing its library and supply of books to engender a love to reading. All pupils now have access to the Reading Eggs programme which enables them to learn to read in a fun and interactive manner. 66% of PPG pupils in Year 1 who were in receipt of PPG, passed the Phonics Screening at the end of the year.

Attendance and punctuality

Attendance is a barrier to learning for some of our pupils in receipt of the PPG and, therefore, the school has invested in both a minibus service to improve attendance rates and ensure that pupils attend school and are punctual. The school has a minibus which provides transport for pupils with low attendance. There are fourteen places on the minibus and over the academic year a total of 23 pupils used the minibus service of which 96% were in receipt of PP funding.

The school also has a rewards system to encourage excellent attendance and to reward those who attend the school 100% of the time. 4% of PP children achieved 100% attendance.

Breakfast Club

In addition, the school offers the breakfast club to all pupil premium pupils free of charge to the families to promote attendance and punctuality, and to provide a healthy breakfast so that children are ready to learn. 50% pupils who regularly attended breakfast club were PP.

Pastoral interventions and support

Funding has also been allocated to support the needs of children that encounter social, emotional and behavioural barriers to their learning. The school has three Learning Mentors who support a number of disadvantaged children to overcome their behavioural and emotional barriers. Building children's self-esteem, resilience and ability to manage themselves in a range of situations are key objectives of the work of the Learning Mentors.

The school also has an established Nurture Group to support the most vulnerable children in years 1 and 2. The Nurture Group provides daily intervention which provides a space for children to learn academically and socially to develop confidence, be responsive to others, learn self-respect and take pride in behaving well and achieving. 60 % of pupils during this academic year who accessed the Nurture Group were in receipt of the PPG.

The school also works with SEBDOS to provide mentoring, one-to-one support and outreach work for those pupils with the most complex behavioural needs. 71% of pupils in 2016-2017 who accessed this support were in receipt of the PPG. Working alongside the school's Pupil Welfare Manager, the SEBDOS provision ensured that pupils were given the support within class, around the school and at home that was required to improve standards of behaviour.

Impact

The school evaluates the effectiveness of its use of the pupil premium by analysing the achievement of pupils eligible for the pupil premium compared to all pupils within the school as well as pupils nationally.

Pupil Premium spend 2016-2017

Area	Action	Cost	Outcomes / impact
Leadership			
Provide leadership capacity	<ul style="list-style-type: none"> Resourcing to assist dedicated member of the Trust leadership team to monitor and track the attainment and progress of disadvantaged pupils, and provide support to other leaders and teachers on meeting the needs of all disadvantaged pupils 	£2000	The impact of these actions has been to secure a comprehensive and strategic system for monitoring and tracking the attainment and progress of disadvantaged pupils. The use of PiXL, RSMs and PPMs has had a demonstrable impact on accelerating pupil attainment and progress, and on improving teachers' planning, intervention programmes and use of data.
Monitoring	<ul style="list-style-type: none"> Further develop assessment and data management to ensure the accurate monitoring of the attainment and progress of disadvantaged pupils 	£3400	The school has extended its use of SIMS by adding the School Improvement module and senior leaders have been provided with training in its use. This has enable leaders to use data to inform decision making, teachers to use data to inform teaching and the

			pupils, as a result, to make accelerated progress.
Teaching and learning			
In-house professional development	<ul style="list-style-type: none"> Provide all staff with high-quality professional development in formative assessment, metacognition and collaborative learning 	£4500	The quality of teaching through high-quality CPD which has resulted in improved outcomes for pupils. The collaborative learning approach has enabled pupils to be taught in mixed-ability groupings leading to improved outcomes.
Personalised professional development and support from Educational Psychologist	<ul style="list-style-type: none"> EP to provide CPD for all staff in collaborative learning techniques EP to support individual teachers in implementing actions to support the progress of vulnerable learners 	£10000	Teachers' practice improved as a result of the CPD sessions led by the EP as well as 1:1 EP surgeries enabling teachers to discuss and plan for the most vulnerable learners enabling them to make improved rates of progress.
Personalised academic intervention	<ul style="list-style-type: none"> Implement one-to-one and small group intervention to disadvantaged pupils in all years in phonics, reading, writing, maths and GPS as required 	£47600	As a result of personalised interventions for PP pupils in all year groups, the attainment gap has been narrowed and rates of progress for disadvantaged pupils has improved. Outcomes at the end of each Key Stage has shown improvement on the previous year, in particular in Early Years and KS1.
More able programme	<ul style="list-style-type: none"> Implement more able programme to provide enriching and extending curriculum that builds aspiration 	£1500	A higher percentage of pupils in Early Years, KS1 and KS2 achieved greater depth in their end of key stage assessments.
Holiday booster classes	<ul style="list-style-type: none"> Implement holiday booster classes for pupils in years 2 and 6 as appropriate 	£10000	Holiday booster classes were rearranged as after-school booster classes to promote attendance. Good attendance led to improved rates of progress and a greater percentage of pupils achieving their targets.
Parent / carer engagement			
Stay and ... sessions	<ul style="list-style-type: none"> Implement a programme of Stay and ... sessions for parents to learn alongside their child 	£1000	Approximately 50% of parents attended one or more Stay and ... sessions over the year resulting in improved

			understanding of learning at the school and parental engagement.
Parenting workshops	<ul style="list-style-type: none"> SEBDOS to provide parenting workshops to support families as appropriate 	£5000	The school allocated 7hrs of time for SEBDOS staff to facilitate parenting workshops which included home visits and report writing. The school set up a family Support Worker for three hours each week for six weeks to support parents and carers and signpost them to other local support agencies and professionals.
Wider outcomes			
Attendance and punctuality	<ul style="list-style-type: none"> Minibus <ul style="list-style-type: none"> Staff salaries Lease, maintenance, petrol and insurance Rewards 	£22000	The attendance for all pupils who accessed the minibus service increased including 30% (that were on roll all year) whose attendance was 95% or above. Rates of progress for all pupils improved due to increased attendance and improved punctuality.
Breakfast club	<ul style="list-style-type: none"> Staff salaries Breakfast 	£11000	Ensuring that pupils had a healthy breakfast and were punctual and ready for school ensuring that disadvantaged pupils who accessed the breakfast club were able to better access their learning leading to improved progress.
Pastoral interventions	<ul style="list-style-type: none"> SEBDOS Nurture Group staffing, resources and training Educational Psychologist Learning Mentor staffing, resources and training 	£45000	Rates of exclusions were significantly reduced as a result of targeted intervention from SEBDOS and internal systems. All pupils who accessed the Nurture Group made progress in relation to their Boxall profiles. Support provided to teachers by the EP led to improved quality-first teaching which accelerated the rates of progress of identified pupils, as did the interventions of the Learning Mentors.

Educational visits	<ul style="list-style-type: none"> • Off-site educational visits • On-site educational experiences • Swimming (year 5) 	£2000	Every disadvantaged pupil at the school experienced at least one educational visit during the year, enhancing their cultural capital and providing experiences that complemented their curriculum.
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