

Pupil Premium Grant Report 2016-2017

In April 2011, the Government introduced a Pupil Premium Grant (PPG). The pupil premium funding is an additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. It is provided because national research has shown that, in some cases, pupils who are eligible for FSM may need additional support and resources to achieve the very highest grades.

Pupil premium funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units. It is paid to schools according to the number of pupils who have been:

- registered as eligible for Free School Meals (FSM) at any point in the last 6 years
- been in care for 6 months or longer
- Services children
- Looked After Children

At Sinai Jewish Primary School we allocate this funding to ensure all pupils achieve their potential. This support may be in a short burst of a few weeks, or run for a longer period of a term, two terms, a year or even more. It may take the form of one-to-one or small group teaching or extra support within lessons. It can be additional resources, enrichment or access to opportunities that accelerate learning or develop students' ambitions.

Pupil Premium Grant Expenditure: September 2016 – July 2017	
Total number of pupils on roll	637
Total number of pupils eligible for the PPG	30
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£39,600
Total amount of PPG spent	£82,905.44 (plus enrichment)

Objectives of spending PPG 2016-17 (supported by analysis of Raise On Line and specific barriers identified)

- To ensure that levels of persistent absence of our PP pupils is in line with all pupils.
- To ensure pupil and parent involvement in provision which supports pupil's social and emotional wellbeing.
- To ensure access to appropriate external professional support is available for pupils identified as PP and SEN.

Key stage 1:

- To increase the percentage of PP pupils who attain 'greater depth' at writing.

Key stage 2:

- To increase progress of prior middle attaining PP pupils in Maths.
- To increase progress of prior high attaining PP pupils in Reading.
- To increase progress of prior low and middle attaining PP pupils in Writing.

Record of Pupil Premium Grant spending for 2016 – 2017

Intervention/Project	Description	Cost
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Maths Specialist Teacher	The deployment in Years 3, 4 and 5 of an additional teacher for the Daily Maths lesson ensured a higher teacher pupil; ratio and targeted differentiation. The teacher supported those children working below age related expectations. The teacher also carried out targeted 1:1 support within year 6.	£32,724
Year 6 English and Maths Booster Groups	English and Maths Booster groups were put in place from the Spring Term, to support the progress and attainment of identified children. These small groups ran weekly and were led by experienced teachers including the English and Maths co-ordinators.	£3,517.41
Year 6 Additional Teacher	Support identified children in year 6 who are underperforming or making slow progress in reading, writing and maths.	£28,098
1:1 Reading/1:1 and small group Phonics	Throughout the school, targeted support was implemented for identified children to develop their phonic knowledge and reading comprehension skills. This was achieved through daily 1: 1 reading and small group support to ensure children had secure phonological knowledge. In Years 1 this involved deploying an experienced Teaching Assistant to run daily interventions following a structured programme.	£4,262.31
Writing skills	Throughout the school targeted support to be implemented for identified children to develop spelling, grammar and punctuation and up leveling writing. Support will also include pre-teaching to generate ideas so as to scaffold their writing in class.	£521.47
Foundation and KS1 Speech and Language group	Experienced and trained teaching assistants ran groups or worked 1-1 to develop the speaking and listening skills of identified children.	£1,863.47
KS2 Narrative Speech and Language Group	Working together with the Brent Speech and Language Therapist, a programme was devised to support identified children to develop their language and communication skills. The Speech and Language Therapist trained teaching assistants to run the groups whilst monitoring the progress of the children and providing ongoing professional advice.	£249.08

Fine Motor Skills	Throughout the school fine motor skills groups, with a focus on handwriting, were run to develop motor skills. The groups offered a range of fine motor and visual perceptual activities as advised by occupational therapists and physiotherapists. Alongside this the school used a touch type programme to develop keyboard skills for small groups and individuals supported by an adult, which then enabled the children to start using computers for extended writing tasks.	£1,342
Art Therapy	The school has worked with Hertfordshire university to offer Art Therapy in school for children with identified social, emotional and mental health needs. The school has a qualified Art Therapist on the staff who worked as a supervisor to two trainee Art Therapists	£1,277.25
TAMHS (Targeted Mental Health in Schools Project)	The school worked with Brent CAMHS to offer TAMHS in school. This provided group family therapy run by a clinical psychologist from Brent CAMHS together with a trained and highly experience member of staff. This project provided a unique model where child, parent, therapist and teacher worked together to secure better outcomes for children both in school and at home.	£6,000
KS1 and KS2 Lunchtime Clubs	The Inclusion Lead/SENDCO and trained teaching assistants ran two lunchtime clubs weekly for KS1 and KS2 children to support the development of social skills and friendships through structured and facilitated play opportunities.	£1,618.46
Enrichment Activities	The school continues to offer a wide range of lunchtime and after school activities, some of which are run by external paid providers. These clubs are open to all children and for PPG children the school ensured equality of access by funding places.	£5,850
1:1 Mentoring	1:1 Mentoring sessions were run by the SENDCO/Inclusion Lead to support pupils using the Drawing and Writing Programme. This enabled pupils to have targeted support with their social communication skills as well as building their resilience and confidence in facing transitions, trauma at home and building and maintaining friendships.	£831.99
SEND specialist services	Occupational Therapy, additional buy in service for Educational Psychology assessments, Speech and Language Therapy and Dyslexia assessments put in place as a result of Pupil Progress Meetings	£600

Measuring the impact of Pupil Premium Grant spending – 2016/7

Analysis of Pupil Premium data Yrs1-6

Pupil Premium children Reading attainment – total % across whole school

	Broadly ARE+	ARE+	>ARE
Previous Summer	80%	32%	8%
Autumn	72%	36%	0%
Spring	88%	48%	4%
Summer	88.5%	61.5%	7.7%

Pupil Premium children Writing attainment – total % across whole school

	Broadly ARE+	ARE+	>ARE
Previous Summer	68%	32%	0%
Autumn	68%	32%	0%
Spring	76%	28%	0%
Summer	80.8%	50%	3.8%

Pupil Premium children Maths attainment – total % across whole school

	Broadly ARE+	ARE+	>ARE
Previous Summer	80%	60%	8%
Autumn	64%	44%	8%
Spring	80%	56%	12%
Summer	92.3%	65.4%	19.2%

Summer Term data 2017 – Pupil Premium

% of children broadly meeting age related expectations

(including at and above)

Year group	Number of chn	Reading	Writing	Maths
Year 1	2	100%	100%	100%
Year 2	2	50%	50%	50%
Year 3	4	100%	100%	100%
Year 4	9	90%	80%	90%
Year 5	4	75%	75%	100%
Year 6	4	100%	75%	100%

Measuring the impact of Pupil Premium Grant Spending – 2016-17

Phonics Screening Check - Year 1

	School % Achieving expected standard	National % Achieving expected standard
All pupils	95.5%	81.4
Disadvantaged	100%	68% (FSM)
Other*		84%

Key Stage 1 Attainment

	Reading		Writing		Maths		R,W,M	
	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>
All pupils	83%	75.7%	82.2%	68.3%	84.4%	75.2%	74.4%	63.7%
Disadvantaged	50%	61%	50%	52%	50%	60%	50%	
Other*		78%		71%		78%		

*non-disadvantaged pupils

Key Stage 2 Attainment

	Reading		Writing		Maths		R,W,M	
	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>	<i>School % Achieving expected standard</i>	<i>National % Achieving expected standard</i>
All pupils	92.2%	71.4%	84.4%	76.3%	91.1%	74.8%	80%	61%
Disadvantaged	100%	59.8%	75%	66%	100%	90.7%	75%	47.5
Other*	91.9%	76.7%	84.9%	81%	80.1%	80.1%	80.2	67.3

*non-disadvantaged pupils

Key Stage 2 progress

This is calculated based on data from the end of Key Stage 1
National average was set at 0

	Reading		Writing		Maths	
	<i>School progress score</i>	<i>National progress score</i>	<i>School progress score</i>	<i>National progress score</i>	<i>School progress score</i>	<i>National progress score</i>
All pupils	1.4	0	-0.05	0	0.9	0
Disadvantaged	4.7	-0.3	-1.8	-0.8	-0.9	0.6
Other*	1.2	0.3	0	0.2	1.0	0.3

*non-disadvantaged pupils

Pupil Premium Grant Expenditure 2017-18

Looking at our data for disadvantaged children the following barriers have been identified and have informed our strategy for the use of the Pupil Premium Grant 2017-18

Pupil Premium Grant Expenditure: 2017-18		
Total number of pupils on roll		637
Total number of pupils eligible for the PPG		28
Amount of PPG received per pupil		£1,320
Total amount of PPG received		£34,320
Objectives of spending PPG 2017-18 (supported by analysis of Raise On Line and specific barriers identified)		
<ul style="list-style-type: none"> • To ensure that levels of persistent absence of our PP pupils is in line with all pupils. • To increase pupil and parent involvement in provision which supports pupil's social and emotional wellbeing. • To ensure access to appropriate external professional support is available for pupils identified as PP and SEN. <p><i>Key stage 1:</i></p> <ul style="list-style-type: none"> • To increase achievement in Maths and Reading for all PP children to be above the National % and on par with Sinai cohort. <p><i>Key stage 2:</i></p> <ul style="list-style-type: none"> • To increase progress of PP children in Writing. • To increase achievement of PP in Writing so it is on par with Maths and Reading. 		
Focus of PPG spending 2017-18		
Intervention/Project	Description	Cost
Year 6 English and Maths Booster Groups	English and Maths Booster groups put in place from the Autumn Term, to support the progress and attainment of identified children. These small groups run weekly and are led by experienced teachers including the English and Maths Co-ordinators.	Check year 6 prov map
Year 6 Additional Teacher	Support identified children in year 6 who are underperforming or making slow progress in reading, writing and maths.	Alex Skehan
Year 2 Additional Teacher	Support identified children in year 2 to ensure they achieve age related expectations and make the necessary progress.	Suzanne Freeman

<p>1:1 Reading/ 1:1 and small group Phonics</p>	<p>Throughout the school, targeted support to be implemented for identified children to develop their phonic knowledge and reading comprehension skills. Achieved through daily 1: 1 reading and small group support to ensure children have secure phonological knowledge. In Years 1 this involves deploying an experienced Teaching Assistant to run daily interventions following a structured programme.</p>	
<p>Lexia Software (reading intervention)</p>	<p>An evidence based computer software programme that supports children to develop reading comprehension and spelling skills by strengthening phonemic awareness, sound-symbol correspondence, decoding, fluency, phonics and vocabulary. This is delivered through personalised learning and a multi-sensory approach. Highly effective resource for those children identified with Dyslexia or with Literacy based difficulties.</p>	<p>£???</p>
<p>Writing skills</p>	<p>Throughout the school targeted support to be implemented for identified children to develop spelling, grammar, punctuation and up leveling writing. Support will also include pre-teaching to generate ideas so as to scaffold their writing in class.</p>	
<p>Foundation and KS1 Speech and Language support</p>	<p>Following advice from the Speech and Language Therapy Service, experienced and trained teaching assistants to run groups or work 1-1 to develop the speaking and listening skills of identified children through interventions such as Colourful Semantics.</p>	
<p>KS2 Narrative Speech and Language Group</p>	<p>Working together with the Brent Speech and Language Therapist, a programme devised to support identified children to develop their language and communication skills. The Speech and Language Therapist to train teaching assistants to run the groups whilst monitoring the progress of the children and providing ongoing professional advice.</p>	<p>Michelle Solomons 1 x weekly 45 minutes</p>

Fine Motor Skills	<p>Throughout the school fine motor skills groups, with a focus on handwriting, to run to develop motor skills. The group to offer a range of fine motor and visual perceptual activities as advised by occupational therapists and physiotherapists. Alongside this the school will use a touch type programme to develop keyboard skills for small groups and individuals supported by an adult, which then enables the children to start using computers for extended writing tasks.</p>	
Art Therapy	<p>The school will work with the charity 'Arts therapies for children' to offer Art Therapy in school for children with identified social, emotional and mental health needs. The school has a qualified Art Therapist on the staff who will work as a supervisor to trainee Art Therapists.</p>	<p>Tim Anders 1 hour per week</p>
TAMHS (Targeted Mental Health in Schools Project)	<p>The school will work with Brent CAMHS to offer TAMHS in school. This provides group family therapy run by a clinical psychologist from Brent CAMHS together with a trained and highly experience member of staff. This project provides a unique model where child, parent, therapist and teacher work together to secure better outcomes for children both in school and at home.</p>	<p>£6,000</p>
KS1 and KS2 social skills groups Lego Therapy Club	<p>The Inclusion Lead/SENDSCO and trained teaching assistants run lunchtime clubs weekly for KS1 and KS2 children to support the development of social skills and friendships through structured and facilitated play opportunities. Additionally the formal programme of Lego Therapy is run for groups of children to also develop social skills through collaboration and teamwork.</p>	<p>Lynne Englander 30 minutes Reshma Shah 2.5 hrs minutes Danielle Petar 2 hrs</p>
Enrichment Activities	<p>The school continues to offer a wide range of lunchtime and after school activities, some of which are run by external paid providers. These clubs are open to all children and for PPG children the school ensured equality of access by funding places.</p>	<p>Projected cost After school club/homework support</p>

<p>New full time role of Behaviour Lead 1:1 Mentoring</p>	<p>The school now has a designated Behaviour Lead whose primary role is to provide on-going emotional support for children across the school. This includes working with the children in class to support learning and also out of class developing children’s emotional literacy and regulation. There are also 1:1 mentoring sessions run by the SENDCO/Inclusion Lead to support KS1 and KS2 pupils (based on the Drawing and Writing Programme). This provides an outlet for anxieties experienced as well as building their resilience and confidence in facing transitions, trauma at home and building and maintaining friendships.</p>	<p>Linzi Solomons – new role behaviour lead</p> <p>Danielle Petar 1 hour</p>
<p>SEND specialist services</p>	<p>Additional services bought in for Occupational Therapy, Educational Psychology assessments and Dyslexia assessments.</p>	<p>£1,800</p>