

Lipson Vale Primary School receives a Pupil Premium Grant for each child that is entitled to free school meals (FSM) or has been entitled over the last six years (Ever 6 FSM). The level of premium remained at £1320 per pupil in 2017-18 and 2018-19. In addition to this a service premium is available for children whose parents are currently serving in the armed forces. This premium was set at £300 for 2016-17 and has not changed. Furthermore, an additional premium for LAC (Looked After Children) was available during 2017-18, previously known as Pupil Premium Plus, which is based on a needs basis, to be drawn down from the LA. The amount available is £2300 per pupil, which schools apply to the LA to access. The Governors of the school will publish information on how they have used their Pupil Premium Grant to address the issue of 'narrowing the gap', for socially disadvantaged pupils.

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at any one time

The strategy for where to target the spending of Pupil Premium is based on evidence from the Sutton Trust and the Educational Endowment Fund Toolkit, which reflects the latest research findings showing impact and value for money of a range of interventions and services used by schools nationally. Recent surveys highlight the fact that there is a strong correlation between low family income and poor educational outcomes. We believe that all children, irrespective of their personal circumstances, can and should succeed, and that this can be achieved through having high expectations, by being relentless in pursuing educational goals, and by ensuring that pupils are supported in both their academic work but also in their emotional development. The Pupil Premium helps us to achieve these goals and ensures that no child at Lipson Vale is disadvantaged.

Provision

The types of provision the Governors have considered include:

- Reducing class sizes thus improving opportunities for effective AfL and accelerating progress
- Providing small group work with an experienced teacher or HLTA (Higher Lever Teaching Assistant) focussed on overcoming gaps in learning
- 1:1 support
- Additional teaching and learning opportunities provided through learning mentors, trained TAs or external agencies
- Supporting the development of all pupils' emotional intelligences and their readiness to learn
- The purchasing of specialised resources for individuals and groups of pupils as recommended by specific agencies

Governors are committed to:

- Ensuring that the children who qualify for the additional premium are identified and their progress closely monitored
- Ensuring access to skilled staff to help develop academic, emotional and social skills
- Ensuring access to and maintenance of the school's Parent Support Advisor to give advice and guidance

All our work through the Pupil Premium will be aimed at accelerating progress, moving children to at least age related expectations. Initially this will be in Literacy and Numeracy. This may also involve emotional and social support and intervention.

Pupil premium resources may also be used to target able children on FSM to achieve GDS (Greater Depth) at the end of KS1 or GDS at the end of KS2

The Pupil Premium Grant (PPG) Allocation for 2017-18 was £176,300 (actual) (Originally expected £178,300. Therefore £1320 less than predicted)

The Governors targeted the PPG to.

- a) Support pupils with additional targeted phonics, reading and writing.
- b) To purchase additional resources to ensure that key objectives were met.
- c) The running of a breakfast club to support vulnerable children.
- d) Purchase IT equipment for use across the school.
- e) Provide HLTA support
- f) To provide support for children of service families (in addition to the above, a lead on HMS Heroes group and liaison with service families, membership of HMS Heroes and resources for the support of emotional and social intelligence)
- g) Subsidise school trips and residential

The impact of the PPG for 2017-18 was:

- a) Targeted pupils have made good progress in phonics, reading and writing (see data analysis for disadvantaged pupils below).
- b) Families benefiting from advice and support from PSA
- c) IT resources have improved access to the curriculum.
- d) Children have been invited to attend Breakfast Club and have had a guarantee of a breakfast/ preparation time each morning, avoiding lateness/ absenteeism, and have consequently improved attendance.
- e) 1:1 support has enabled off track pupils to close the gap and attain in line with expectations.
- f) Improved levels of confidence and self esteem because of support received through THRIVE.

The following data has been taken from the School Data Dashboard

<https://www.analyse-school-performance.service.gov.uk/School/Details/113298>

The DFE have termed Pupil Premium Grant entitled children as 'disadvantaged' for the purposes of data analysis. The intention of the PPG is to close the gap between the progress and attainment of pupils in receipt of the grant compared to those who do not, who historically achieve better. As a school we use the grant to support a variety of initiatives aimed at improving disadvantaged pupils' outcomes, be this emotional intelligences and self esteem or academic achievement. The data below shows the positive impact of these actions.

Key Stage 2 2017-18 results

Progress data: Progress quintiles Q1-5 (1-100 where 1 is the top percentile/ Q5 80-100, Q4 60-79, Q3 59-40, Q4 39-20 and Q1 19-1). Disadvantaged represents PPG children.

	Reading		Writing		Mathematics	
	2017	2018	2017	2018	2017	2018
All	Q4 (52%)	Q4 (58%)	Q2 (74%)	Q4 (67%)	Q2 (81%)	Q4 (54%)
Disadvantaged	Q4 (32%)	Q4 (54%)	Q3 (56%)	Q3 (65%)	Q2 (72%)	Q3 (54%)

Progress of school disadvantaged (SD) versus School Average (SA), national average for non-disadvantaged (NA):

Reading	Writing	Mathematics
SD/ SA/ NA	SD/ SA/ NA	SD/ SA/ NA
-1.8/ -1.5/ +0.3	-0.5/ -0.7/ +0.2	-1.5/ -1.5/ +0.3

Progress at the end of KS2 in 2018 was disappointing, from an achievement perspective, but was very cohort driven. From a progress perspective, outcomes meant that the school made average progress in reading and writing, and just below in Maths. Raw attainment outcomes were less than expected, with several children missing out on Age Related Expectations (ARE) by just one mark. This year's cohort had a high proportion of pupils within the 'Disadvantaged' category, 52%, which is significantly higher than normal. Many of these children were supported for low resilience or poor emotional intelligences, as well as received intervention to close gaps. Some were pivotal children, that were predicted to just achieve ARE but, in the end, just missed out. What the progress does show is that Disadvantaged pupils achieve marginally less well than their non-disadvantaged counterparts. In terms of a 'gap' the difference is lower in 2018 than 2017, suggesting that intervention and PP spending is successful.

Key Stage 1 2018 results

Pupils reaching the expected standard:	<u>Attainment</u>			<u>Progress</u>		
	<u>All</u>	<u>Dis</u>	<u>NA</u>	<u>All</u>	<u>Dis</u>	<u>NA</u>
Reading	79%	68%	75%	+2%	-2%	0%
Writing	71%	63%	70%	+1%	-1%	0%
Mathematics	77%	74%	76%	+1%	+3%	0%

Attainment outcomes for disadvantaged pupils in KS1 were below non-disadvantaged pupils (All), but lower than the national average in all subjects. Progress data for the school shows that 'All' pupils made good progress from baseline (end of Foundation) to the end of KS1. Progress is calculated as a percentage of pupils that make expected progress. Therefore, 0% means that all children made expected progress. A negative number means that percentage of the cohort made less than expected; conversely, a positive number means that percentage of the cohort made better than expected progress. In a typical cohort some children will make better than expected, whilst other will make less. This, therefore, evens out, giving a national average of 0%. Disadvantaged pupils made slightly less progress than their non-disadvantaged counterparts from the EYFS profile assessments, but this was insignificant and, in this case, was cohort related, with several children from this sector not quite making enough progress to have met the benchmark. Nevertheless, progress generally for disadvantaged was close to non-disadvantaged.

Pupil Premium 2017-18 Year Financial Breakdown

Pupil Premium used for 2017-18	Amount allocated to the intervention	Summary of intervention or action	Impact of provision (DP- Disadvantaged Pupils) NA- National Average
Teacher conferencing in Yr5 & 6	£6400	Writing conferencing on a 1:1 basis	Specialist writing support has previously enabled targeted pupils, but specifically Pupil Premium Grant pupils, to make accelerated progress and close previous gaps in their learning. We anticipate that this will happen again next year.
Higher Level Teaching Assistant x2	£9518	HLTA working with a small group on a focussed intervention the core subjects of Maths and English	At both Yr6 and Yr2 targeted support has resulted in DP making accelerated progress, at least in line with NA, but also inline or above Non-disadvantaged pupils.
TA used to deliver intervention programmes	£66351	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age-related expectations. We are anticipating a similar outcome in the future.
SEND base provision	£32435	A Team of specialist TA's support children across the school with a range of needs.	A restructured SEND team aim to work across the school supporting individuals and small groups at both an academic level as well as an emotional resilience level.
Parent Support Adviser	£8065	Supporting parents with strategies for managing vulnerable pupils and home situations.	This hugely successful role supports parents and pupils in accessing services, offering advice and help to ensure that the children are in school learning and developing.
Provision of Forest School	£3396	To work with pupils out of the classroom	The development of emotional welfare/ intelligences is something the school takes very seriously. This helps ensure that vulnerable pupils have

			opportunities to work away from the classroom environment. Forest School should continue to develop the emotional intelligence of pupils.
Outdoor Education TA + resources	£5422	To support vulnerable pupils, gain access to a variety of out of school/ and in school activities.	This targeted support helps ensure that vulnerable pupils can access events like JTT and will have use of school resources so that they can safely participate. This has a big impact on the emotional welfare of some pupils.
Booster classes	£1980	Spring Term to support pupils pre SATs	Targeted intervention to help vulnerable pupils do their best in the end of key stage tests.
Breakfast club	£3597	Pupil Premium children every morning	Targeted support which ensures that vulnerable children are invited to attend breakfast club and have a good start to the day. This has improved the attendance of these children.
Excellence Cluster	£9723	Learning Mentor, Counsellor, MAST for vulnerable children to support and improve confidence	Targeted support aimed at addressing emotional welfare needs. A learning mentor and school counsellor are able to work with specific children to work through issues that are barriers to their learning.
THRIVE	£8596	Implementation and training of THRIVE across the school.	Targeted, vulnerable children are supported in addressing issues relating to emotional intelligences and readiness for learning. This has resulted in children engaging in their learning and an increased capacity for resilience.
SENDCo release	£17638	Enables the school SENDCo to support DP and their families throughout the year.	Parents and pupils benefit from this support, helping to establish a closer relationship built on trust and cooperation.
Residential/ club subsidy	£670	To build self esteem, resilience, knowledge and social skills	Targeted support is available to help vulnerable pupils attend clubs and residential. This has a huge impact on their self esteem and self confidence.
Music lesson subsidy	£360	Subsidy for DP to enable them to access all music provision across the school	Pupils benefitting from this support have increased levels of confidence as a result.

ICT Support	£4149	Clicker 7 software- (Chromebooks, Mathletics & Spellodrome)	ICT support has given children with poor literacy skills increased access to the English curriculum, increasing confidence and resilience.
Total spent	£178,300		

The Pupil Premium Grant (PPG) Allocation for 2018-19 is £186,665

The Governors have targeted the PPG to:

- a) Provide support for pupils to ensure that age related expectations are met in reading, writing and maths at the end of KS1.
- b) Provide support so every child is a reader by six.
- c) Provide support to extend more able children in reading, writing and mathematics.
- d) Provide 1:1 support for writing and maths Booster/ Conferencing.
- e) Ensure quick access for all children to develop emotional and social intelligence via learning mentors, counsellors, PSA etc.
- f) To purchase additional resources to ensure that key objectives are met.
- g) 1:1 support via HLTA (higher level teaching assistant) targeted intervention.
- h) Support pupils develop emotional resilience and increase their capacity to learn using THRIVE as a tool.
- i) Provide children with opportunities to engage in Forest School activities and develop their emotional wellbeing and improve readiness to learn.

Pupil Premium 2018-19 Year Planned Spend

Pupil Premium used for 2017-18	Amount allocated to the intervention	Summary of intervention or action	Anticipated Impact of provision (DP- Disadvantaged Pupils) NA- National Average
Teacher conferencing in Yr5 & 6	£7000	Writing conferencing on a 1:1 basis	Specialist writing support has previously enabled targeted pupils, but specifically Pupil Premium Grant pupils, to make accelerated progress and close previous gaps in their learning. We anticipate that this will happen again next year.
Higher Level Teaching Assistant x2	£10,510	HLTA working with a small group on a focussed intervention the core subjects of Maths and English	At both Yr6 and Yr2 targeted support has resulted in DP making accelerated progress, at least in line with NA, but also inline or above Non Disadvantaged pupils.
TA's used to deliver intervention programmes 8.30-9.00a.m	£11,443	TA time to run small group and 1:1 sessions to improve skills and understanding in core subject areas	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities.

every morning			Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age related expectations. We are anticipating a similar outcome in the future.
SEND base provision	£29,862	A Team of specialist TA's support children across the school with a range of needs.	A restructured SEND team aim to work across the school supporting individuals and small groups at both an academic level as well as an emotional resilience level.
TA intervention	£53,709	TA intervention, usually in class, to provide targeted support to children that are off track. May be individual or small group.	Core skills are developed and improved with targeted daily support. This is in the form of pre-learning, catch up or consolidation activities. Progress data for DP has, in the past, been positive and shows that in the vast majority of cases, in each year group and in each core subject, progress is above age-related expectations.
Parent Support Adviser	£18,492	Supporting parents with strategies for managing vulnerable pupils and home situations.	This hugely successful role supports parents and pupils in accessing services, offering advice and help to ensure that the children are in school learning and developing.
PSA Resources	£337		
Provision of Forest School	£4,026	To work with pupils out of the classroom	The development of emotional welfare/ intelligences is something the school takes very seriously. This helps ensure that vulnerable pupils have opportunities to work away from the classroom environment. Forest School should continue to develop the emotional intelligence of pupils.
Outdoor Education TA + resources	£4,026	To provide support so that vulnerable pupils gain access to a variety of out of school/ and in school activities.	This targeted support helps ensure that vulnerable pupils can access events like JTT and will have use of school resources so that they can

			safely participate. This has a big impact on the emotional welfare of some pupils.
Booster classes	£4,429	Spring Term to support pupils pre SATs	Targeted intervention to help vulnerable pupils do their best in the end of key stage tests.
Excellence Cluster	£16,485	Learning Mentor, Counsellor, MAST for vulnerable children to support and improve confidence	Targeted support aimed at addressing emotional welfare needs. A learning mentor and school counsellor are able to work with specific children to work through issues that are barriers to their learning.
THRIVE	£10,161	Implementation and training of THRIVE across the school.	Targeted, vulnerable children are supported in addressing issues relating to emotional intelligences and readiness for learning. This has resulted in children engaging in their learning and an increased capacity for resilience.
SENDCo release	£12,041	Enables the school SENDCo to support DP and their families throughout the year.	Parents and pupils benefit from this support, helping to establish a closer relationship built on trust and cooperation.
Residential/ club subsidy	£2000	To build self esteem, resilience, knowledge and social skills	Targeted support is available to help vulnerable pupils attend clubs and residential. This has a huge impact on their self esteem and self confidence.
Music lesson subsidy	£880	Subsidy for DP to enable them to access all music provision across the school	Pupils benefitting from this support have increased levels of confidence as a result.
ICT Support	£764	Clicker 7 software- (Chromebooks, Mathletics & Spellodrome)	ICT support has given children with poor literacy skills increased access to the English curriculum, increasing confidence and resilience.
Service Children	£3,600	Resources See below for itemised spend	Provides service family children to access specific club to meet a variety of needs.
Total spent	£186,665		

Service Children Spend

Please note: the service premium allocation is already included in the above figures. It is separated out here to enable parents to see how the school spends the allocation and how we provide for children from service families.

Service Children	<p>£300 x 12= £3,600</p> <p>Facilitating all the activities, resourcing activities, transportation, staffing etc.</p>	Club run by two TA's	<p>Provides service family children to access specific club to meet a variety of needs. This is run every alternative Thursday over the school year, for 1hr after school, totalling 19 sessions.</p> <p>Activities include the following: making Valentines buns/ biscuits, attendance by serving parent in uniform/ role model, Mother's Day cards, Easter Egg hunt, Help the Heroes challenge, rocket launching, design and make school standard, Armed Forces Day, Father's Day, British Legion comps.</p> <p>In addition, over the course of the year, parents will be invited to take part in some club activities: Forest school, cooking, gardening, book swaps, art work, picnics, film watching, sewing etc</p> <p>MKC representatives to attend school council meetings.</p>
			<p>Attendance at all main city-wide events- Remembrance Day events, Lord Mayor's visit, Citadel visit, relevant military events, Plymouth Film Festival etc</p>
		Intervention/ support	<p>Some children will access additional intervention/ or specialist provision to ensure that they make the best progress possible.</p>