

Spalding Parish Church of England Day School

*We are a caring Christian Community built on
Compassion, Trust, Friendship and Hope*



Pupil Premium Statement and Report
2015-2016

Spalding Parish Church of England Day School Pupil Premium Grant

Background

Pupil Premium funding is allocated to schools in respect of children from low-income families who are currently known to be eligible for Free School Meals (FSM), children who have been looked after continuously for more than six months and children from service families. This applies to both mainstream and non-mainstream settings. In 2015-16 this will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM Measure).

Schools are free to spend the Pupil Premium as they see fit to 'close the gap' between children from disadvantaged circumstances and those above the low-income threshold – it is not linked to a specific child but is to be used for overall impact. However, we are held accountable for how we have used the additional funding to support pupils.

Within Spalding Parish Church of England Day School

We continue to spend our school budget with prudence and with the best interests of the children at the forefront. All members of staff, including governors, accept responsibility for 'socially disadvantaged' pupils and are committed to meeting their pastoral, social and academic needs within the school environment. Spalding Parish Church of England Day School is committed to 'Closing the Gap' for all of the pupils but specifically the vulnerable pupils. The Pupil Premium forms a part of that process.

Please see attached Pupil Premium Report 2015-16.

By using the Pupil Premium funding alongside the school budget, as detailed in our Pupil Premium Report, we believe we can provide all of our children with the opportunities to fully access the curriculum and raise their academic attainment.

Reporting Pupil Premium

It is the responsibility of the governors to explain Pupil Premium expenditure to parents in the form of an annual statement. There is no set format for the report of Pupil Premium. Spalding Parish Church of England Day School will publish details of the report online annually. This report aims to detail information on how Pupil Premium has been used within school and will detail the attainment and progress of pupils who are covered by and the intervention that has been supported by the additional funding. It will also give information on any resources bought through the fund. Reports will also detail the progress made towards narrowing the gap and this will be supported by reported data and academic progress. Regular reports will be presented on the progress of pupils supported by Pupil Premium to the Governing Body at Spalding Parish Church of England Day School.

Reporting to Parents

Parents will be able to obtain information on Pupil Premium via the school's website. This will be updated annually.

Responsibility for reporting

The responsibility for the report will be allocated to the Deputy Head Teacher, and Phase Leaders will be asked to report on the intervention in place for key pupils and the impact that intervention has had.

Spalding Parish Church of England Day School
Pupil Premium Report 2015-16

Overview of the School

Number of Pupils and Pupil Premium Received	
Total Number of pupils on roll	458
Total number of pupils eligible for PP	74 FSM/Ever 6 (16.2%) 4 LAC (0.9%) 2 Service personnel pupils (0.4%)
Total	£105880

Pupil Premium Reporting to Parents

Principles	We ensure that teaching and learning opportunities meet the needs of all the pupils.
	We ensure that appropriate provision is made for the 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.

Key Strategies	Key Strategies to close the achievement and progress gaps for Pupil Premium pupils at SPCEDS:
	Rigorous tracking of all pupils across the school on a termly basis
	All underperforming Pupil Premium pupils are named on Phase provision maps
	A rich, exciting and engaging curriculum is offered for all
	School focus on Maths and GPS

Provision	Targeted Support
	All our work through the Pupil Premium is aimed at accelerating progress – moving children to at least age related expectations in English and Maths. For 2015-16 the focus will be on ensuring children at the end of Key Stage 1 and 2 achieve at least age related expectations, specifically in Maths and GPS, based on analysis on evaluation of 2015 data and results.
	Providing tailored interventions across school in identified areas with an experienced Teacher/HLTA focussing on overcoming gaps in learning – Regular termly interventions for Pupil Premium children (across school).
	Providing additional small group work (intervention) with an experienced teacher focused on overcoming gaps in learning – Weekly Lunchtime Club, After School Tuition (Primarily aimed at Y6 Pupil Premium pupils with access for other pupils, where appropriate).
	Providing additional small group work (intervention) with an experienced teacher for able pupils with focus on such pupils exceeding age related expectations – After School Tuition (Primarily aimed at Y6 Pupil Premium pupils with access for other pupils, where appropriate).

<p>Providing 'Easter School' intervention led by members of the SLT focused on ensuring children achieve at least age related expectations in English and Maths (For identified Year 6 pupils with all identified Pupil Premium expected to attend – need to work with parents to secure attendance).</p>
<p>Providing an additional experienced member of staff so Y6 classes can be set three ways (rather than two) throughout academic year with focus on improving outcomes in Maths, based on analysis on evaluation of 2015 data and results.</p>
<p>Mathletics lunchtime club established so pupils without access to Mathletics at home can have regular access to Mathletics in school, with priority given to Pupil Premium pupils.</p>
<p>Weekly homework clubs established within each Phase to support pupils with their practice and consolidation of taught concepts, staffed by at least two members of staff to include at least one teacher. Parents also invited to support understanding of concepts.</p>
<p>Staff Training</p>
<p>Providing dedicated training in light of new assessment system for Phase Leaders to track progress of and identify interventions for Pupil Premium pupils. Phase Leaders will also lead discussions with Phase staff regarding achievement and progress of Pupil Premium pupils and impact of any identified interventions and report back to the Progress and Achievement Leader.</p>
<p>Personalised training package put in place for all staff working with Pupil Premium pupils based on skills audit undertaken during July training days, led by specialist teachers in school, SLEs or consultants.</p>
<p>Members of SLT attend training re effective use of Pupil Premium grant and disseminate good practice to rest of SLT and wider team.</p>
<p>Well-Being Support</p>
<p>Continuing full-time Nurture Room provision with appropriate staff, with Pupil Premium prioritised when identifying pupils.</p>
<p>Providing access to a school based social worker to support parents and families (accessible to all families with priority given to Pupil Premium families).</p>
<p>Providing Play Therapy activities with appropriately trained member of staff, based on identified needs.</p>
<p>Additional staffing and resources to support children's social interactions during lunchtimes.</p>
<p>Play Leaders programme established to support positive play on the playground during break times and lunchtimes.</p>
<p>Curriculum Enrichment</p>
<p>Programme of days/visits held to enrich curriculum with subsidised support where appropriate for Pupil Premium pupils to ensure all can access all elements of wider school curriculum.</p>
<p>Pupil Premium pupils given opportunities to be involved in curriculum enrichment activities including as part of Librarian team, Radio team, Play Leaders, Reading Ramble Reps etc.</p>
<p>Consideration given to Pupil Premium pupils for any enrichment activities within school, e.g. photography work, or out of school, e.g. in collaboration with town primary/secondary schools.</p>
<p>Extended School Support</p>
<p>Wider programme of extended school provision in place for PP pupils (alongside other pupils) to engage PP pupils in whole of school life. Subsidised where appropriate.</p>

	<p>Maths 'Puzzle Clubs' established across school for Pupil Premium pupils (alongside other pupils) as part of extended school provision. Clear focus on developing pupil's problem solving skills, including development of methodical, logical approach to activities and confidence and fluency in applying skills.</p>
	<p>Subsidised uniform provision.</p>
	<p>Subsidised Parish Pioneers places (Breakfast Club and After School Club).</p>
	<p>Subsidised day visits/residential visits.</p>
	<p>Subsidised Music lessons.</p>
	<p>Parental Engagement</p>
	<p>Reading and Maths workshops held across academic year to increase the knowledge and understanding of parents/carers in relation to the new Primary Curriculum so they are more able to support their child/ren in school.</p>
	<p>Regular theme weeks planned within each short term with parent open day as part of this increasing parental engagement.</p>
	<p>Mathletics purchased by school as tool to support understanding of maths concepts with parents able to sign up to weekly progress reports, highlighting areas of strength and areas for development</p>
	<p>Termly reports introduced, supported by newly introduced assessment, tracking and reporting system, so parents/carers informed of progress and targets more regularly.</p>
Intended Impact	<p>Targeted Support</p> <p>Accelerated progress in all core areas of the curriculum. Improved outcomes in Maths and GPS in Key Stage 1 and 2 and across school. Pupils identified for intervention make accelerated progress within academic year. At least 90% of pupils invited participate in additional intervention programmes with a similar percentage achieving their identified targets. Year 6 pupils make accelerated progress in Maths throughout year. All pupils using Mathletics to practice and consolidate their Maths knowledge with improved outcomes evident in Maths. Identified Pupil Premium pupils are accessing homework club to support their work.</p>
	<p>Staff Training</p> <p>Staff understand barriers to learning and how to adapt strategies to support individual needs. Staff are fully equipped with skills and knowledge to deliver the new Primary Curriculum. Funding is used effectively and is shown to have an impact.</p>
	<p>Well-Being Support</p> <p>Pupils learn how to self-manage their learning behaviour. Pupils gain life skills and are able to socialise with both adults and peers effectively. Pupils have strategies to manage their feelings. Pupils gain in confidence as result of school and family working together</p>
	<p>Curriculum Enrichment</p> <p>Pupils have rich bank of activities to support their understanding of curriculum. Pupils are able to develop interests and talents outside of the school curriculum. Pupils develop communication skills and confidence as speakers.</p>
	<p>Extended School Support</p> <p>Pupils are introduced to new experiences and feel enabled to pursue them.</p>
	<p>Parental Engagement</p> <p>Parents/carers are able to support their children at school. Positive relationships are built and fostered within the school community.</p>