

Pupil Premium Grant Expenditure 2016-2017

As part of the Government funding, for schools, there is an allocation of money called “Pupil Premium” (PPG). It is designed to reach out to pupils who need it the most and to tackle disadvantages for these pupils. This money is used to support children who are eligible for free school meals, are looked after and / or have parents who are employed in the armed forces.

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Each school that receives Pupil Premium funding is allowed to make the decision about how the money is spent. Here at Scott Lower School we understand what makes a difference to children’s attainment across the school and that high standards and quality in teaching is essential to the understanding of how each child learns.

In the financial year 2016 / 2017, the school was allocated £82,420 in Pupil Premium funding. We currently have 291 children on roll and receive PPG funding for 61 children (September 2016).

Below is a breakdown of how this money has been allocated for this financial year:

Number of pupils and Pupil Premium grant received	
Total number of children on roll	291
Total number of children eligible for PPG	56 Children – YrR – Yr4
Amount of PPG received per child	£1320 + 1 LAC
Total Amount of PPG received	£73,920 (£71,830+ £1900)

Nature of Support 2015-2016	Funding allocation
The funding received from pupil premium was allocated in the following ways:	
❖ Funding staff for the Nurture Group, to improve well-being and social & emotional development with more vulnerable children	£8,000
❖ Additional T.A. funding for targeted support in phonics, reading, writing and maths, in Foundation Stage, the focus is on social and emotional support at lunchtimes.	£35,000
❖ Funding for Year 4 FSM children to attend residential visit and subsidies for school educational visits across the school.	£250
❖ Family Support Worker to offer a range of support to children and their families, including Protective Behaviours, Captain Confidence and Adult learning workshops	£15,000
❖ Lunchtime club supervised by specialist sports coach to promote physical activity and well-being.	£2,000
❖ Free access to Breakfast club for FSM children.	£3,500

❖ Additional intervention teacher focusing on marking and feedback.	£14,000
❖ Funding for staff training linked to resilience and well-being.	£1,500
Total Funding	£79,250

Future Plans for 2017-2018	
❖ All of the above	
❖ Funding to support FSM children to access Bug Club (Reading) and Abacus (Maths) at lunchtimes.	
❖ Continue 1:1 Rapid Reading programme	
❖ Continued additional hours for T.A for First Class at Number	
❖ Specialist PE Teacher to target Pupil Premium children to increase physical engagement.	

Curriculum Focus of PPG spending 2015-2016	
❖ Supporting small, targeted groups in reading, writing and maths with a focus on core basic skills	
❖ Increasing confidence and developing self-esteem in targeted pupils – through well-being groups.	

Measuring the impact of PPG spending:	
<p>The percentage of Pupil premium children passing their phonics screening check was 67%. 6 out of 9 children passed their screening check with 6 of these children having SEND.</p>	
<p>80% of Year 2 Pupil Premium children achieved expected level in reading. 68% of Year 2 Pupil Premium children achieved expected level in writing. 73% of Year 2 Pupil Premium children achieved expected level in maths.</p>	
<p>The children accessing First Class at Numbers have all made more than one year's progress as evidenced by the Sandwell numeracy Assessments.</p>	

The Family Support Worker has involved and engaged the FSM families with activities and training and this has improved the attendance of these children. More parents have attended the adult learning sessions to improve their own literacy and numeracy skills. There is better attendance at our weekly coffee mornings. This has led to an increase in the number of children completing their homework as parents are now able to support with the homework.

The children who have accessed the Nurture Group have all made improvements in their social and emotional development, as evidenced by the Boxall Profile results.

The children who have accessed Rapid Reading have all made more than a year's progress.

The children who have attended lunchtime clubs have improved their social skills and their resilience levels have increased.