



## Kents Hill School Pupil Premium Grant Expenditure 2017-18 Report to Parents

The Pupil Premium Grant (PPG) is allocated to schools for children of statutory school age from low-income families who are known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, to children who have been looked after in the care (LAC) of the local authority for more than six months and to children whose parents are currently serving in the armed forces.

In 2012-13 this included pupils eligible for FSM at any point in the last six years (Known as Ever 6 FSM measure).

Schools are free to spend the Pupil Premium as they see fit. However, we are held accountable for how we have used the additional funding to support pupils from lower income families. From 2012 schools have been required to publish online information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainments of pupils covered by the premium and the extra support they receive.

At Kents Hill School:

- We ensure that teaching and learning opportunities meet the needs of all pupils
- In making provision for disadvantaged pupils, we recognise that not all pupils who are in receipt of FSM will be disadvantaged
- We also recognise that not all pupils who are disadvantaged are in receipt of FSM. We reserve the right to allocate the premium 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 based on close scrutiny of school data which will help us to identify priority pupils, groups of pupils and classes. Limited funding and resources means that not all pupils in receipt of Pupil Premium will receive or require interventions at any one time.

| Summary information           |         |  |  |
|-------------------------------|---------|--|--|
| <b>Academic Year</b>          | 2017-18 | <b>Total PP budget</b>                             | £15,840 (allocated according to 12 PP children on-roll in 2016/17) |
| <b>Total number of pupils</b> | 183     | <b>Number of pupils eligible for PP in 2017/18</b> | 10   |

### Nature of support:

The funding received from Pupil Premium has been allocated in the following ways to particularly support children entitled to free school meals and children in care:

- To continue to provide the number of learning support assistant hours to increase targeted support, support in phonics lessons and interventions teaching.

- The provision of appropriate training to ensure high quality interventions are used in order to ensure children make accelerated progress, including the provision of; Lego Therapy, Positive People, STAMP, and Read, Write, Inc.
- To provide additional small group intervention in English and maths through the support of a HLTA.
- To provide extra-curricular opportunities for specific children (e.g. swimming lessons)
- To provide additional learning support assistant staff in all maths, English and guided reading sessions across the school.
- To provide additional resources to enhance phonics lessons.
- To subsidise all before and after school sports clubs.
- To subsidise all school visits and visitors to school.
- To provide data and work analysis co-ordinated by the leadership and administrative teams.

#### Curriculum focus of PPG spending:

Kents Hill School has focussed its additional support on phonics, writing, reading and maths through increasing the number of high quality teachers and learning support assistants in these areas, reducing group sizes to increase focused input based upon the children's needs. Speaking and listening is also a focus for the school with the use of talking partners and key questions to help children develop good speaking and listening skills.

Subsidies for visits and visitors are in place to ensure children in receipt of the Pupil Premium Grant are not excluded from these experiences. Through the introduction of a set of core school values and the continued use of Restorative Principles, the school's Core Values and social skills interventions have helped the children to become more independent regarding their behaviour and has ensured low level disruption during lessons is eliminated.

#### Measuring the impact:

| Attainment reported for 5 pupils eligible for PP in Year 2 (2017-18).  | Pupils eligible for PP | Pupils not eligible for PP | In school gap | National gap |
|--|------------------------|----------------------------|---------------|--------------|
| % achieving at least expected attainment at end of Year 2 in reading   | 60%                    | 76%                        | -16%          | -3%          |
| % achieving at least expected attainment at end of Year 2 in writing   | 60%                    | 69%                        | -9%           | -4%          |
| % achieving at least expected attainment at end of Year 2 in maths   | 40%                    | 82%                        | -42%          | -4%          |
| <i>2/5 pupils eligible for PPG are SEND with 1 of them holding an EHCP and the other being LAC. The widest gap is in maths where it is significantly higher than national.</i> |                        |                            |               |              |

| Progress reported for 8 pupils eligible for PP in Year 2 (2017-18). | Pupils eligible for PP | Pupils not eligible for PP | In school gap | National gap |
|---|------------------------|----------------------------|---------------|--------------|
| % making at least expected progress across KS1 in reading           | 80%                    | 93%                        | -13%          |              |
| % making at least expected progress across KS1 in writing           | 100%                   | 100%                       | 0             |              |
| % making at least expected progress across KS1 in maths             | 100%                   | 96%                        | +4%           |              |
| <i>The largest gap between PPG and non-PPG is in reading.</i>       |                        |                            |               |              |

## Expenditure:

In the 2018 to 2019 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years;

£1,320 for pupils in Reception year to Year 6. Schools will also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of one of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

In 2018-2019 Pupil Premium funding will be used for:

- To address the gaps in maths and reading, the school will be focusing on developing a teaching for mastery approach in maths with support from specialist maths teachers within the Enigma Maths Hub. In reading, the school has secured 9 days of support over the course of the year from a primary English specialist.
- All our work through the pupil premium will be aimed at accelerating progress, moving pupils entitled to PP funding to at least age related expectations or higher
- Training for staff on accelerated learning strategies
- Use of accelerated learning in all classes for all pupils and groups of pupils
- Developing a culture of continuous improvement through a growth mindset
- Continued use of pupil progress meetings
- Additional learning support assistants for intervention groups
- Interventions such as Positive People, Lego Therapy and STAMP
- Provision for phonics interventions
- Additional learning support assistants for phonics sessions across the school
- Provision of additional reading resources for reading intervention
- Provision of additional resources for phonics teaching
- Provision of funded places for before and after school clubs
- Provision of funded and subsidised places for school visits, music tuition and resources

## Main barriers our children face:

- Attendance and punctuality of some pupils
- Low self-esteem and SEMH (Social, emotional and mental health) issues
- Children living in emergency accommodation outside of Milton Keynes
- Children with high mobility (i.e. moving home many times)
- Looked after children (LAC) who have experienced several changes of foster carers and schools

## How will we measure impact?

- Regular reviews of assessment data to monitor progress and attainment – accelerated progress for under-achieving children is the objective of the school
- Rapid identification of children requiring intervention through regular reviews of data and actions to show the impact of short term interventions

**Next date of review: July 2019**