

Accounting for Pupil Premium

Report for Governing Body and Web Site Statement September 2016/17-

amended May 2017.

Introduction:

Use of Pupil Premium and Pupil Premium Plus at Samuel Laycock School

Overview:

Like all schools Samuel Laycock has a duty to ensure that every individual child is given the best possible chance of achieving their potential. The Department for Education (DfE) provides the additional funding for schools to support specific groups of pupils who may be disadvantaged. Allocations are made based on the school which the eligible pupil attends at the time of the January school census. Children of service personnel also attract funding.

Pupil Premium is additional funding given to schools so that we can support our disadvantaged pupil cohort closing the attainment gap between them and their peers. The current level of pupil premium allowance for secondary schools is £935 per pupil and is allocated to schools based on the number of students who receive a free school meal or have done at any point in the last six years.

Pupil Premium Plus - In April 2014 a Pupil Premium Plus grant was introduced to promote the education of children and young people in care. This provides each Looked After Child (LAC) of school age, and those children adopted from care, with an additional £1,900 to support their education and is targeted to improve outcomes and raise attainment. For Looked After Children on roll how this grant is used is identified as part of each pupil's Personal Education Plan (PEP).

It is for schools to decide how the Pupil Premium allocation is spent, since they are best placed to assess what additional provision should be made for the individual students within their responsibility.

Within our current school population over 50% of pupils on roll are eligible for either Pupil Premium or Pupil Premium Plus.

Ofsted in March 2014 noted that the overall judgement for the school was good and that,

“All groups of students including those who have additional needs and those from whom the school receives pupil premium funding make good progress and achieve equally well overall”.

It is within this context that we allocate pupil premium spending. The school and governing body acknowledge that all the children in school require teaching and learning interventions which enable them not only to progress individually, but also as a member of an increasingly complex community. We recognise that our pupil cohort already have significant academic, social and emotional needs that change as they move through adolescence, which is often delayed. Small individualised interventions, funded directly through Pupil Premium, are less effective in ensuring development of well-rounded individuals, than enabling children to access resourced intervention strategies working to achieve the outcomes of the Every Child Matters principles, which remain fundamental and pertinent in our school.

Evaluation of Use of Pupil Premium 2015-16

The funding allocated through the Pupil Premium was spent in the following ways:

Pupil Premium Spend 2015/2016

The Pupil Premium paid for the following provision in approximate proportion to the number of pupils triggering the premium using the service.

Music Therapy (Full year Service Level Agreement)	£ 6240
Cost of Teacher/percentage of gross cost of teacher salary and 3 Teaching Assistant based at 12%- LAC Team	£14000
1 to 1 provision of L3 Teaching Assistant (Oct 15 – July 16 Fixed Term Contract)	£12919
Additional Speech and Language bought in service	£ 6375
Raising aspirations – enabling access to activities, not available in the family home.	£ 3000
Enabling individual access to ICT	£ 2500

Counselling services	£ 2000
After School Clubs	£ 5950
Total	£52984
Total funding for year	£53295

Impact of the Pupil Premium 2015-16

The 2016 results showed that pupils triggering the pupil premium achieved better than non-pupil premium pupils in the core subjects of English and Mathematics:

	English					Mathematics				
	PP #	PP %age	Non PP #	Non PP %age	%age Gap	PP #	PP %age	Non PP #	Non PP %age	%age Gap
Above expected progress	6	86%	6	46%	-40%	4	57%	5	38%	-19%
exp + above	6	86%	9	69%	-17%	6	86%	6	46%	-40%
Expected progress	0		3			2		1		
Below expected progress	1	14%	4	31%	17%	1	14%	7	54%	40%

Evaluation: there is no 'gap' or detriment to progress for pupils from disadvantaged backgrounds.

Planned spend for 2016/2017

Intervention	Cost	Objectives
Music Therapy (Full year Service Level Agreement)	£12480	To develop interpersonal skills and confidence. To develop self-calming skills. To explore emotions. To improve focus and concentration.
3 days L3 Teaching Assistant (1 st Sept -31 st Aug - Fixed Term Contract)	£10027	To support personalised programmes including positive behaviour support plans, literacy and numeracy support, life-skills
Additional Speech and Language bought in service	£12750	To develop expressive language through play (eg Lego Therapy) To develop communication through ipad tools. Personalised advice and plans
Enabling access to activities, not available in the family home. To be decided following EHCP/PEP reviews	£3000	Including supported access to after school clubs.
Enabling individual access to ICT. One day IT consultant's time to extend IT provision for pupil premium. Additional classroom support from IT technician	£3000	To develop communication skills through ICT. To provide additional support for ICT in class, including 1 to 1 support
Personalised activities, to be decided for Autumn Term	£12038	
School counselling service	£10,140	To explore thoughts, feelings and behaviours. To share experiences that may be difficult.

2016-17 Interim Report:

Impact of additional funding using common indicators.

N.B. There is very little statistically significance data due to the small number in the sample.

Comparative Percentage Attendance – 05/09/16 to 13/10/16

Whole School Percentages

Pupil Category	Number of Pupils in category	% Attendance Rate	% Authorised Absences	% Unauthorised Absences
Non FSM	52	90.87	7.73	1.41
FSM	51	92.12	5.46	2.43

Comparative attainment – see attached data analysis.

Analysis of data demonstrates that pupil achievement of FSM and LAC group shows little statistical difference between them and the children not included with no significant gaps.

School has measures in place for tracking and supporting all pupils who make less than expected progress. Knowledge and understanding of pupils at the individual level ensures that the appropriate conditions for learning are enhanced and maintained, for all pupils including those highlighted and targeted as FSM and LAC pupils.

In addition this data is updated for Personal Education Planning (PEP) meetings related to children in Local Authority care.

Students & Revenue: Pupil Premium Funding

	2013/14	2014/15	2015/16	2016/17
Pupil Premium Grant	£900	£900	£935	£935
FSM Pupils (No.)	£35100 (39)	£35100 (39)	£53,295 (57)	£48,620 (52)

These figures can alter throughout the year. FSM allocation is dependent on school returns, which are in turn dependent on parental claims.

	2014/15	2015/16	2016/17
Pupil Premium Plus Grant	£1900 X 8 pupils	£1900 X 9 pupils	£1900 X 10 pupils
Eligible Pupils	£15,200	£17,100	£19,000

Planned expenditure against Pupil Premium / Pupil Premium Plus funding:

Staffing costs related to additional support of LAC pupil cohort.

Minimum requirements

Staff Case load costs	
12% of designated lead teacher's caseloads given over to support LAC children:	c. 12%
Cost of designated lead teacher's work met from Pupil Premium:	£6379
Gross cost of Level 3 TA salary	£23948
12% of Responsible TA's caseloads given over to LAC children:	c. 12%
Cost of TA's work met from Pupil Premium:	£2873
Total cost for 3 TAs	£8621
Total cost of staff support	£15000

Looked After Children cohort benefit from additional adult support in school. This additional support is targeted to improve outcomes for children, and the Pupil Premium Plus funding has enabled us to continue to enhance support for this additional intervention provision.

'The levels of support required, because of the increasing additional needs of all pupils, is at an all time high.' Ofsted 2010. This continues to be the case.

Support takes the following forms:

Teacher and Teaching Assistant time for interventions with individuals or groups. To facilitate:

- raising levels of achievement and progress
- supporting achievement in an area where a pupil is gifted and talented
- improving attendance
- supporting emotional health and wellbeing
- promoting inclusion by working to reduce internal and external exclusion
- developing social skills, within the school environment and in the local community
- supporting a smooth transition into school, the next key stage, post 16 or other new place of learning

Resourcing of additional teaching assistant(s) To provide full time additional support for a group where the additional needs of all the children in the group affect 1:1 time.

Covering Staff Release from timetable commitments Ensuring staff are able to be covered to attend the wide range of meetings to ensure that targeted support is directed at these children through appropriate interagency working.

Targeted group activities Including use of local leisure facilities, and other life skill based social opportunities, theatre visits museums local landmarks and community based educational settings.

Speech and Language therapy enhanced support. Designated time to provide targeted support for the FSM / LAC pupil cohort

Impact of Pupil Premium for those eligible under FSM criteria

In addition, the pupil premium from the FSM stream has enabled the school to invest in additional TA support targeted predominantly in the core curriculum English and Mathematics, and alongside Art and Design.

It has contributed to making the curriculum relevant to the learning needs of all our pupils, who require significant practical and real experiences. While also creating accelerated learning opportunities, aimed at promoting expected and better than expected progress for the FSM / LAC cohort of pupils.

Additional Funding has enabled us to target specific support, and create learning opportunities through visits and participation in:

- Music and the Arts
- PE and Games, including attendance at community based sports clubs.
- Enhancing opportunities for visits to restaurants and community services by after school clubs.
- Enabling a practical experiential curriculum at KS3 through Learn to Learn and Learn for Life
- Rapid Reading Plus - additional reading targeted support programme.
- Speech and Language therapy enhanced support.