



Pupil Premium Funding

Pupil Premium is allocated to schools from central Government to support children from low-income families who are currently known to be eligible for free school meals and children who have been looked after continuously for more than six months. Schools are free to spend the money as they see fit and are required to publish this information online.

Our school allocation for 2017/18 from central Government = £18,900

At Uplands Primary School, it is used to help our most vulnerable children to close the gap with both their emotional and academic needs.

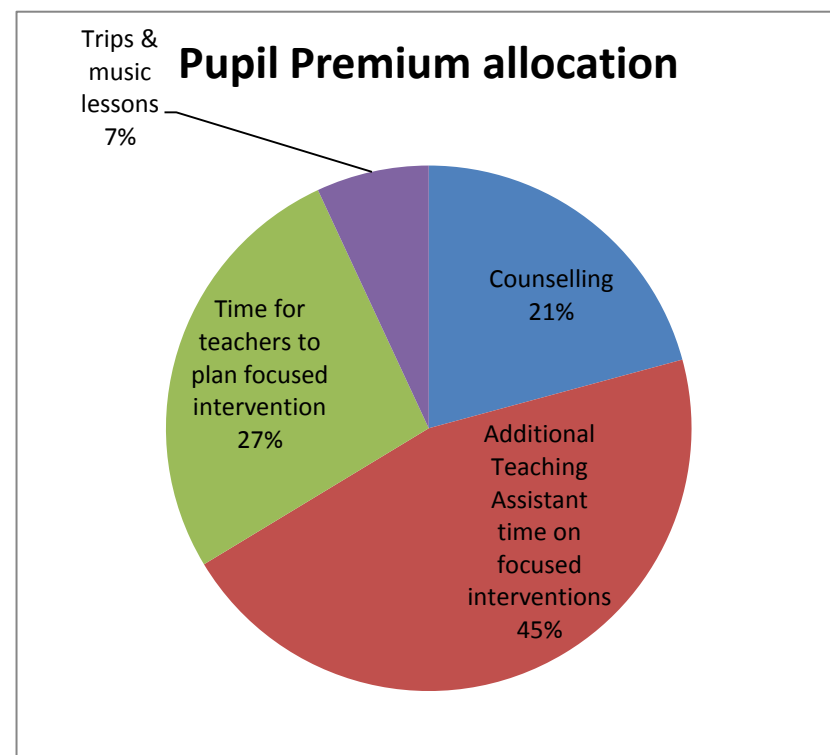
What are the children's barriers?

Reviewing our children's needs over the past 6 years, children enter Uplands with two clear areas of support: emotional and academic needs. Our families also have told us that they are concerned about their children having full access to the wider curriculum in terms of trips and music lessons. As a result we target these needs in our Pupil Premium priorities.

What are our priorities?

We prioritise our support of children who are at risk of not achieving their potential through removing barriers to learning: either financial, emotional or in terms of gaps in their learning. The following priorities are identified:

1. Ensure that the expense of regular and residential trips does not exclude Pupil Premium (PP) children from taking part
2. Ensure that the expense of musical and other extra-curricular tuition does not exclude PP children from reaching their potential



3. To support PP children with emotional support due to issues from home so that they are emotionally ready to learn in school. We use a counselling service and additional TA funded support
4. To targeting PP children's progress to ensure that they make at least good progress throughout school, and that gaps close, preparing them for the next stage in their educational journey.

What do we do?

1. Make a financial contribution towards regular trips and out of school opportunities, such as swimming and residential trips, to ensure that no child is excluded from these chances.
2. Make a financial contribution towards the expense of music tuition and extra-curricular activities, to ensure that cost is no barrier of inclusion. All first choice instrument lessons are paid for by the school.
3. Employ a counsellor on a 1:1 basis to work with PP children who have emotional issues and to support their behavioural development. TA's are also supported and trained to work with children in class to support their emotional needs.
4. Teachers plan academic and pastoral support to ensure that disadvantaged children reach their potential through a system called Close-the Gap. This is a bespoke planned 10 week intervention of support based on clear next steps and a robust assessment approach, which is reviewed every 5 weeks.
 - a. We monitor disadvantaged children, the impact of what we do and always include them as a separate group.
 - b. We release teachers to plan a 2 x 6-week support for all disadvantaged children each term, three times a year.
 - c. We employ extra TA time, and use existing teaching and TA resources, to target intervention programmes to close the gaps in the children's learning.

What is the impact?

1. No disadvantaged child has been excluded from residential trip due to cost.
2. All disadvantaged children have costs met for their first-choice music lessons. No child has been excluded from playing and learning at least one musical instrument since the funding began

3. The school's counselling service has ensured that there have been no exclusions since 2009. Children 'dip' in and out of the service. Behaviour is described as 'exemplary' in our most recent OFSTED report 2013. Parents have commented on improvements of behaviour at home with children who use the service.

4. Intervention (called Close-the-Gap, or CTG) has been very successful at ensuring that no child is left behind. CTG involves the teachers planning focused 10-week support, from our robust assessments, which are carried out by the class teacher or TA. Termly plans show: the baseline assessment; targets to close the gaps in attainment; a week-by-week detailed plan on what to do to help close the gaps in learning; and annotated notes to show formative assessments and progress towards targets. There are termly pupil progress meetings (held every 5-weeks) where teachers review the rate of progress with either the Deputy or Headteacher and make necessary changes to their plans to improve progress.

- Across the school last year, pupil premium children (without SEND) all made better progress compared to non-disadvantaged children in each cohort and across all three core skills of reading, writing and maths. No cohorts had significant or consistent gaps in terms of progress – detailed analysis available.
- All pupil premium children have met the phonics check demonstrating the impact of our phonics teaching and intervention support for the past 4-years.
- 46% of disadvantaged children are also on the SEND register, demonstrating a range of complex needs. Where this is the case, progress is often affected by other, more complex issues which can impact on progress, contributing slower rates of learning. Where there is no SEND link, progress is always good and gaps are closing or accelerating ahead of their peers. Where additional needs occur, progress remain good from starting points – detailed analysis is available
- Termly pupil conferences, book looks and survey results strongly indicate that disadvantaged children are happy and confident in school.

Detailed analysis of expenditure and priorities

1.Planned expenditure £18,900					
Academic year		2017-18			
i. Supporting families with a financial contribution to their child's access to the wider curriculum					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
No child is excluded from participating in at least one music lessons	Office and Bursar send letters to parents and encourage those in receipt of additional funding to take up a musical instrument	Children from disadvantaged backgrounds often cannot afford additional expenses of playing a musical instrument. Parents tell us that they would like their child to play an instrument and welcome the opportunity that this offers	Bursar and Office staff to identify children and families.	RL and EM	All children in receipt of additional funding learn a musical instrument if they choose to.
No child is denied access to trip and residential trips on account of being from a disadvantaged background	Office staff identify families who are in receipt of additional funding and send letters/speak to parents	Children from disadvantaged backgrounds often cannot afford the additional expense of trips, including a 4 day residential trip. Before this funding, one child was unable to attend the trip due to parental financial worries.	Office staff to identify children and families. Letters sent out and families spoken to early in the term to ensure that they are aware of the scheme	RL and EM	No child excluded from any trip, including the residential trip, as a result of financial concerns from those families in receipt of additional funding.
Total budgeted cost					£1323
ii. Quality teaching					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
Release all teaching staff to plan and resource a 2x6-week bespoke Close the Gap (CTG) support	Teachers and TA's to be released each term to plan detailed intervention and support	Disadvantaged children are at risk of falling behind in their learning, often through poor communication skills, poor reading and writing skills and mathematical knowledge. Without this being addressed, future life chances are put in jeopardy	<p>Each class receives up to a 1 day per term to write and plan their CTG support with each group of children.</p> <p>These are reviewed and monitored by the HT/DHT before being implemented and monitored each term by the SLT to ensure disadvantaged children are making progress as a group within school.</p> <p>The impact is monitored 3x a year as part of the SLT monitoring and evaluation cycle. Evidence is triangulated from book looks, pupil conferences and data, both progress and attainment.</p>	RL and HF	See outcome and impact measures from Targeted Support (iii)
Total budgeted cost					£5103
iii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?

<p>Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points</p>	<p>TA's and teachers to work with children in small groups, 1:1 and within class on targeted support from CTG interventions planned by the teachers – see CTG folders in each class</p>	<p>Children from disadvantaged backgrounds often struggle with the basic core skills. If these gaps persist, the gap tends to widen in secondary school and life chances can diminish. This spend ensures that gaps in knowledge and skills in core subjects are closed and children make stronger progress and catch up</p>	<p>Outcomes are monitored as part of the SLT 3x year monitoring cycle in terms of data, book-looks and pupil conferences.</p> <p>Lesson observations are conducted as part of the cycle of lesson observations.</p> <p>Termly PP report to governors comparing PP outcomes compared to non-PP</p> <p>Use external tracking to compare PP pupils to national data</p>	<p>RL and all staff</p>	<p>Disadvantaged pupils, without SEND, make better progress than their peers as a result of CTG</p> <p>Progress for PP pupils across EYFS is strong and pupils make good progress</p> <p>All disadvantaged pupils meet the Phonics check in Y1.</p> <p>Outcomes for KS1 show that disadvantaged pupils make good progress from their starting points and achieve good outcomes</p> <p>Progress at the end of Year 6 for children in receipt of additional funding is similar to or above national</p>
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Total budgeted cost					£8505
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iv. Emotional and behavioural support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	What are the impact measures?
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<p>Disadvantaged pupils have access to a full range of behaviour and emotional support services</p>	<p>Employ a counsellor each week to offer bespoke counselling service to children</p>	<p>Children from disadvantaged backgrounds can have emotional needs that impact on their learning. A counsellor offers support and guidance to help children's emotional needs and support times of crisis</p>	<p>Regular communications with counsellor and families to ensure that the service is offering the children's needs and support required.</p>	<p>RL</p>	<p>No exclusions</p> <p>Behaviour at school to continue to be judged as exemplary in SEF</p> <p>Parents and visitors continue to compliment on the children's behaviour around the school as being excellent</p>
<p>Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours</p>	<p>Disadvantaged children, and in particular, those who have been in care, often suffer from attachment issues. They need additional support that additional TA training and support is provided for</p>	<p>At Uplands, a number of children have the higher rate of pupil premium funding and so children with attachment issues are a higher requirement</p>	<p>Regular communication with parents of children who have attachment issues.</p> <p>Review of My Plans and My Plan+ forms to focus on improving behaviour and attitudes to learning</p>	<p>RL and SH</p>	<p>Pupils with attachment disorder issues to feel safe and have good attitudes to learning from lesson observations, book-looks and pupil conferencing</p> <p>Parent & carers to feel that their children are being well supported and have good attitudes to learning in school</p>
<p>Total budgeted cost</p>					<p>£3969</p>

Review and analysis of Pupil premium expenditure 2016/17

2. Review of expenditure £15,210				
Previous Academic Year		2016-17		
i. Supporting families with a financial contribution to their child's access to the wider curriculum				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
<p>No child is excluded from participating in at least one music lessons</p> <p>No child is denied access to trip and residential trips on account of being from a disadvantaged background</p>	<p>Office and Bursar send letters to parents and encourage those in receipt of additional funding to take up a musical instrument</p> <p>Office staff identify families who are in receipt of additional funding and send letters/speak to parents</p>	<p>All children in receipt of additional funding learn a musical instrument if they choose to. No child is unable to do so who wishes to.</p> <p>No child has been excluded from any trip, including the residential trip, as a result of financial concerns from those families in receipt of additional funding.</p> <p>Three children went on PGL who would not have been able to without additional funding</p>	<p>Targeting children's families more closely has ensured that they have the same opportunities for trips and music lessons as other children, especially looked-after pupils.</p>	<p>£1065</p>
ii. Quality teaching				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Release all teaching staff to plan and resource a 10 week bespoke Close the Gap (CTG) support	Teachers and TA's to be released each term to plan detailed intervention and support	All staff released for allotted time See Targeted Support impact	Ensure that all teachers take their time in relation to the proportion of children in their class Support teachers new to the school. Ensure that the new standards are used to impact on challenging targets so that children are ready for the new, higher expectations	£4107
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ii. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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Disadvantaged pupils to be closing the gap with their peers in school, and compared to other non-pupil premium children nationally with similar starting points	TA's and teachers to work with children in small groups, 1:1 and within class on targeted support from CTG interventions planned by the teachers – see CTG folders in each class	<p>100% of children in receipt of additional funding and were not on the SEND register made better progress than their peers across the school up to the end of summer 2017. This is evident in terms of work in books, children's attitudes to learning during pupil conferences and through data analysis – additional detailed individual report available</p> <p>Progress across EYFS is strong and evidence suggest that pupil premium children in 2017 entered with typical starting points and made good progress, to meet a good level of development. One child exceeded expectations and has now been identified as a high achieving disadvantaged pupil.</p> <p>All disadvantaged pupils met the Phonics Check for the previous 4-years in Y1.</p> <p>In 2017 KS1 outcomes showed that all disadvantaged pupils achieved the reading score and 2/3 achieved it in writing and maths. Progress from their EYFS scores was as expected in writing and maths, and better than national scores in reading.</p> <p>The 2017 KS2 SATs results demonstrate that children made strong progress across KS2 as a result of focused interventions. One child was identified as more able and achieved higher scores in all areas, as well as now attends a selected Grammar school. The other child had complex needs with an EHC plan and 17 hours of additional support but made significant progress from their starting points, especially in reading and writing.</p>	46% of children in receipt of additional funding are also on the SEND register, one had an EHC plan. This makes planning simple interventions more complex and simple progress measures more complex to state – hence the need for a triangulated evidence trail	£6844
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iv Emotional and behavioural support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

<p>Disadvantaged pupils have access to a full range of behaviour and emotional support services</p> <p>Disadvantaged children, including those who have been in care, feel safe, exhibit good behaviours and show appropriate learning behaviours</p>	<p>Employ a counsellor each week to offer bespoke counselling service to children</p> <p>Disadvantaged children, and in particular, those who have been in care, often suffer from attachment issues. They need additional support that additional TA training and support is provided for</p>	<p>No exclusions since Summer term 2008/2009 to date</p> <p>Behaviour at school was judged as exemplary and outstanding at the last OFSTED report – 2013/14</p> <p>Parents and visitors often compliment on the children's behaviour around the school as being excellent</p> <p>Pupils with attachment disorder issues feel safe and have good attitudes to learning. Parent feedback very positive!</p> <p>Parent & carers feel that their children are being well supported and have good attitudes to learning in school</p>	<p>Additional training was required to ensure that children with attachment disorder had their needs fully met. Trained staff now in place.</p>	<p>£3194</p>
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