

## Radipole Primary School

### Disadvantaged Pupil Statement 2015 – 2016 Review

The Pupil Premium Grant is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who are eligible for free school meals (FSM), pupils who have been looked after continuously for more than six months or who have been adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order, and a smaller amount is allocated for pupils of service families. This also includes pupils who have been eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

The Government believes that it is for schools to decide how the Pupil Premium Grant is spent, since we are best placed to assess what additional provision should be made for the individual pupils within our responsibility. However, we are rightly held accountable for how we have used the additional funding to support pupils from disadvantaged families.

At Radipole Primary School, we aim to ensure that teaching and learning opportunities meet the needs of all our pupils. The Pupil Premium Grant is treated within the overall school budget and used both to supplement existing resources and provide additional resources, providing support for pupils that would not otherwise be available. We have listed below the projects and initiatives that the Pupil Premium Grant funding helps to support.

### Overview of the School

<b>Number of pupils and Pupil Premium Grant (PPG) received</b>	
Total number of pupil on roll	437
Number of pupils benefiting from PPG	63
Total amount of PPG received	£77940

The Assistant Head undertakes the role for 2 days each week. This role assumes responsibility for monitoring the attainment and progress of all children in the school; this includes all pupils in receipt of PPG. The Assistant Head and the SENCO work closely together to monitor all pupils deemed vulnerable and ensures that they are receiving the required support to help them make progress in their learning. This includes tracking data, working with teachers to plan appropriate interventions and monitoring planning and learning. Whilst this support is for all vulnerable pupils, any pupils in receipt of free school meals, who are looked after or are from service families are given priority for interventions if they are at risk of falling behind their peers or if their progress is not as expected.

This year all pupils in receipt of PPG have been allocated a pupil premium champion from the support staff team. The 'champion' will meet with pupils regularly to check on emotional well-being and will be an advocate between the pupils and teacher. Pupil Premium Champions will record each visit and these will be monitored by the Assistant Head.

## Actions taken in 2015/16

Key Strand	Actions	Impact
Ensuring progress of disadvantaged pupils is in line with their non-disadvantaged peers	<ul style="list-style-type: none"> <li>• Small group maths interventions: First Class @Number, First Class @Number 2</li> <li>• Book clubs run by school librarian for more able pupils</li> <li>• Accelerated Reader programme for years 5 &amp; 6</li> <li>• Regular monitoring of learning by phase leaders and assistant head</li> <li>• Dorset Reading Partners employed for 1-1 support 3 times each week.</li> <li>• Additional TA employed in foundation and year 1 30 hours each week</li> <li>• Additional SEN TA works with individuals and small groups 30 hours each week</li> <li>• HLTA works with small groups 5 mornings each week.</li> </ul>	<p>Pupils have had support to target gaps in learning to allow them to access are-related objectives. <i>Evidence: intervention list, objective grids, pupil books, intervention data, KS1 data, KS2 data, phonics screening, EYFS data</i></p> <p>Pupils are reading on a more regular basis both at home and at school. <i>Evidence: home link books, library data, Accelerated Reader</i></p> <p>High quality teaching and support from teachers and TAs in class. <i>Evidence: classroom observations, book scrutiny</i></p>
Improving the provision of social and emotional support to improve behaviour and attendance	<ul style="list-style-type: none"> <li>• Counsellor employed 1 day each week</li> <li>• Weekly 'Talk About' groups 3 times each week</li> <li>• Deputy Head and Receptionist working closely to implement Chesil Education Partnership attendance policy</li> <li>• Named Pupil Premium Champion for each child from members of support staff</li> <li>• Playground leader employed several lunchtimes each week</li> <li>• Quiet classroom set aside at lunchtimes each day with a teacher</li> <li>• Set up and deliver Pupil Premium Ruck Sack Scheme for target group of disadvantaged pupils.</li> </ul>	<p>Improved attendance and punctuality. <i>Evidence: SIMs attendance</i></p> <p>Disadvantaged pupils are well support. <i>Evidence: allocation of Pupil Premium Champions, Pupil Premium Champion chats, intervention list.</i></p> <p>Parents/carers to engage with their child's learning at home. <i>Evidence: Sack feedback</i></p> <p>Behaviour of Pupil Premium children is good. <i>Evidence: My Concern</i></p> <p>Pupils are given opportunities outside the classroom. <i>Evidence: clubs list, club registers</i></p>
Improving access to enhanced opportunities	<ul style="list-style-type: none"> <li>• Funding to enable pupils to take part in school visits and residential trips</li> <li>• Funding for music lessons and instrument hire</li> <li>• Uniform grants</li> </ul>	<p>100% of pupils participated in residential trips and school visits. <i>Evidence: SIMs attendance</i></p> <p>Pupils enjoy school. <i>Evidence: Pupils Premium Champion chats.</i></p> <p>Pupils feel successful. <i>Evidence: Pupils Premium Champion chats.</i></p>
Improving	<ul style="list-style-type: none"> <li>• TA trained as ELSA</li> </ul>	<p>Parents/carers to engage with their child's</p>

<p>support for groups of parents</p>	<ul style="list-style-type: none"> <li>• No charge for attending Breakfast Club</li> <li>• Improved access to Educational Psychologist through partnership with Chesil Education Partnership</li> <li>• Chesil Educational Partnership using levy to set up Thrive Education Zones in 3 primary schools</li> <li>• Implement Family Funs programme; train member of staff and purchase resources.</li> </ul>	<p>learning at home.  <i>Evidence: Sack feedback, ELSA feedback, Home Link books, Family Funs involvement, home learning tasks</i></p> <p>Parents/carers feel support by school services.  <i>Evidence: Sack feedback, ELSA feedback, consultation evenings, Home Link books, Family Funs involvement, breakfast club registers</i></p>
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**Attainment and Progress** - Ensuring progress of disadvantaged pupils is in line with their non-disadvantaged peers

Many of our disadvantage pupils have SEN (20/63), and a number of pupils started Radipole part way through Key Stage 2 (11/41). The data below shows the percentage of pupils who were at the expected level for their year group by the end of the academic year.

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All
Reading	4/6 67%	8/11 73%	9/15 60%	4/5 80%	5/11 46%	5/17 29%	4/8 50%	39/73 53
Writing	4/6 67%	6/11 55%	7/15 47%	4/5 80%	5/11 46%	5/17 29%	4/8 50%	35/73 48%
Maths	4/6 67%	8/11 73%	9/15 60%	3/5 60%	5/11 46%	10/17 59%	4/8 50%	43/73 59%

The table shows the attainment at the end of Key Stage 1 and Key Stage 2 in comparison with those who are not disadvantaged.

	Key Stage 1				Key Stage 2			
	Reading	Writing	Maths	SPaG	Reading	Writing	Maths	SPaG
Pupil Premium	60%	47%	60%	60%	50%	50%	50%	38%
Non-Pupil Premium	77%	70%	73%	73%	66%	73%	79%	80%
National Average	unknown				66%	74%	70%	72%

**EYFS**

The table below show the progress from entry to end of EYFS.

Reading		End of EYFS		
		Eme	Exp	Exc
On Entry	30-50 low	1		
	30-50 mid	1	2	
	30-50 high		1	
	40-60 low		1	

Writing		End of EYFS		
		Eme	Exp	Exc
On Entry	30-50 low	1		
	30-50 mid	1	2	
	30-50 high		1	
	40-60 low		1	

Maths		End of EYFS		
		Eme	Exp	Exc
On Entry	30-50 low	1		
	30-50 mid	1		
	30-50 high		3	1
	40-60 low			

### Key Stage 1

The tables below show the progress of individual pupils from EYFS to Key Stage 1.

Reading		Key Stage 1			
		PKS	WTS	EXS	GDS
EYFS	Eme	3	2	1	
	Exp	1		5	2
	Exc				1

Writing		Key Stage 1			
		PKS	WTS	EXS	GDS
EYFS	Eme	1	7	1	
	Ecp			3	3
	Exc				

Maths		Key Stage 1			
		PKS	WTS	EXS	GDS
EYFS	Eme	2	4		
	Ecp			6	2
	Exc				1

### Key Stage 2

The table below shows the progress from Key Stage 1 to Key Stage 2. This has been calculated based on the official measure of an average of KS1 points score generating an expected KS2 scaled score. This has then been subtracted to gauge if they achieved better or worse than expected attainment.

	Reading	Writing	Maths
Pupil Premium	0.13	0.14	0.39
Non-Pupil Premium	0.88	0.08	-0.21

The tables below show the progress of individual pupils from Key Stage 1 to Key Stage 2.

Reading		Key Stage 2	
		HNM	EXS
Key Stage 1	w		
	1	2	
	2c		1
	2b	2	2
	2a		
	3		1

Writing		Key Stage 2			
		PKG	WTS	EXS	GDS
Key Stage 1	w				
	1	1	1	2	
	2c		1		
	2b		1	1	
	2a				1
	3				

Maths		Key Stage 2	
		HNM	EXS
Key Stage 1	w		
	1	2	
	2c	2	
	2b		3
	2a		
	3		1

Well-Being - Improving the provision of social and emotional support to improve behaviour and attendance. Improving access to enhanced opportunities. Improving support for groups of parents.

#### Enjoyment and Achievement

The data below is based on the informal conversations that the champions have with the disadvantaged pupils. Each champion completes a form following a conversation. If a child stated they were enjoying home and school life on the majority of forms, this has been classed as the child enjoys school. If a child commented on their achievements in school, this has been classed as the child feels they are achieving. Only pupils in Year 1 to Year 6 have champions. Those pupils who left or became entitled to funding part way through the year were not included.

Enjoys school	40/51 78%
Feel they are achieving at school	46/51 90%

The majority of children, who stated they were not enjoying things, often stated the reason for their unhappiness was their home life.

Out of the 11 pupils who were classed as not enjoying school, five of them worked with the councillor or with the TA who is a trained ELSA. Their champion chats will be carefully monitored this year.

Disadvantaged pupils' behaviour is very good. Only 1/63 pupils had a bad behaviour logged on My Concern.

Pupils are given the opportunity to attend a wide range of free after-school clubs.

#### Attendance

The table shows the average attendance of disadvantaged pupils compared to non-disadvantaged pupils.

	Autumn Term	Whole Year
Pupil Premium	95.4%	96.4%
Non-Pupil Premium	97.0%	96.7%

It was noticed in the autumn term that the average attendance of disadvantaged pupils was lower than that of non-disadvantaged pupils. After closer inspection, it was noticed that a number of disadvantaged pupils were missing morning registration. Pupils who were frequently late to morning registration, were invited to attend breakfast club free of charge. Other pupils who had reported having a very negative view of school to their champions were given ELSA support.

The table shows four disadvantaged pupils whose interventions had an impact on their attendance.

	Autumn Term Attendance	Summer Term Attendance	Intervention
Child A	72%	85%	ELSA
Child B	83%	92%	Breakfast Club
Child C	90%	96%	Breakfast Club
Child D	90%	96%	Breakfast Club

By the end of the year, the average attendance for disadvantaged pupils had increased to be in line with non-disadvantaged pupils.