



Pupil Premium Evaluation 2016-2017

What is it?

The pupil premium is government money designed to help disadvantaged children and to support young people to do well at school. The funding is allocated to schools for children from Reception to Year 11 who have registered for Free School Meals (FSM) in the last six years, are in care or have parents in the Armed Forces. In 2015/2016 the funding allocated is £1,320 per child or £1,900 for children who have left local authority care.

How much Pupil Premium money does Dean Field get?

The pupil premium for the 2016-2017 school year is £177,300 due to our high percentage of children eligible for the funding.

How is it spent?

Using what we know about our children we make decisions about how best we can spend our pupil premium funding in order to support our children in school. We will endeavour to include parents in this decision making process and seek their advice and support. Some children will already be doing well and making progress in English, maths or other subjects but there may be things we can do to stretch them further, to help them aim high, or to build their confidence – like having a mentor through our assertive mentoring programme, visits out of school to raise their awareness and aspirations, raising the profile of attendance, behaviour and attitude to learning and taking part in activities to develop social or language skills.

Some children may need financial help so that they can take part in trips and activities, or even to simply get to school.

If children are behind in English, Maths or other subjects, we may arrange for them to have special small group or one-to-one teaching. These are called 'intervention programmes'. We choose the classroom approaches and intervention programmes based on what research proves to be successful. The Sutton Trust toolkit is a vital tool that we use in determining successful interventions. This can be viewed at

<http://educationendowmentfoundation.org.uk/toolkit/>

What we are spending on	Approximate Cost (£)	What this entails	Impact
Cross School Initiatives			
CS1- A dedicated HLTA working across the school supporting the teaching & learning of disadvantaged pupils.	12882	A dedicated HLTA working closely with the Pupil Premium Champion to identify disadvantaged children not making required progress and deliver intervention.	Results in Year 6 have risen from previous years
CS2- A dedicated speech and language specialist working across the school supporting the communication and development of disadvantaged pupils.	8938.30	Designated staff member to assess, refer and deliver specialised Speech and Language intervention to those children identified as having a SALT need.	Children supported by SALT specialist have made progress in their speaking and communication and language.
CS3- Behaviour team supporting learning behaviour across the school in line with the school's positive behaviour policy. Team consists of 1 senior ISW and two ISWs.	32503.80	Inclusion team to deliver preventative and restorative behaviour interventions. Team tracks children regularly accessing behaviour sanctions and delivers programme of support.	"New behaviour systems that are understood well by pupils have eradicated fixed-term exclusions and permanent exclusions from school." Ofsted The number of exclusions has decreased from 33 (2015) and 4 (2016) to 0 this academic year.
CS4- A Home School Liaison officer providing support to families in particular with relation to attendance, punctuality and parenting.	23246.30	HSLO to monitor home related barriers to learning. HSLO to track attendance and punctuality and deliver parental support where this has been identified as a barrier to learning.	Whole school attendance this year was in line with the target of 96% at 95.6%. "The proportion of pupils regularly absent from school is reducing

			quickly as the home-school liaison officer is very vigilant" "Attendance is average and pupils are punctual to school" Ofsted
CS5- Supporting work with other agencies for disadvantaged pupils such as attendance at counselling or anger management sessions, transportation to appointments and other sessions arranged by partner agencies.	1500	Children who require support from agencies such as CAMHS, bereavement support etc have had meetings to support their emotional wellbeing.	"The school works effectively with external agencies and parents to protect the most vulnerable pupils." Ofsted
CS6- The delivery of a bespoke creative performing arts teaching programme, from a visiting performance artist, to children across the school with particular focus on speaking and listening and communication skills.	7000	A visiting performing arts teacher delivering weekly sessions to each class within school based upon their topic of current learning or emerging needs. Also supporting with end of year and Christmas performances.	Results in English in year 6 improved by 50% in reading and 42% in writing compared to previous year. GLD improved from 63% in previous year to 70%.
CS7-Attendance initiative targeting all children to achieve 100% attendance each week. £10 raffle draw in Friday Assembly for all children achieving 100%. Also, half termly reward to the class achieving the highest attendance for the majority of weeks.	700	The profile of attendance is raised through rewards and celebrations weekly for 100% attendance. This is visible through display boards and a trophy for the highest achieving attendance class per week.	Attendance in line with national target of 96%. "Attendance is average and pupils are punctual to school." Ofsted
CS8- Morning collection and transportation of targeted disadvantaged pupils whose attendance has dropped below 85%, or whose punctuality has been identified as unacceptable.	7972.25	Targetted children are collected from home in the morning and brought to school ready to capitalise on a full day of learning, ensuring they do not miss crucial learning opportunities.	Attendance is in line with national target of 96%. <i>The school's minibus is used to transport a small number of pupils to and from school to strengthen attendance and safety.</i> Ofsted
CS9- Provision of fruit and milk for all disadvantaged pupils.	3073	Enough fruit and milk is ordered for one piece of fruit and one cup of milk per day per child.	Children are physically ready to learn resulting in improved outcomes in behaviour,

			performance and SMSC skills.
CS10- Funds available to subsidise educational visits for disadvantaged pupils.	2000	All children will attend school trips if they are present on the day of the trip and their behaviour is in line with the school's behaviour policy.	All children have attended school trips this academic year if present on the day and physically able. "Educational visits are in place to stimulate pupils' interest in topics. Visits to the coast and to Skipton castle are used to spark pupils' interest in geography and history." Ofsted
CS11- Behaviour incentives across the school to support positive behaviour, i.e end of year celebration afternoon, green door cinema trip, weekly green door books and silver and gold class award rewards.	3500	Behaviour tracking in each class has increased so that children are beginning self-regulate and take ownership of their own behaviour. Awarding "Green Class of the Week" and promoting making green choices in school with "Green Door Rewards" supports this.	Positive behaviours have improved and the number of negative behaviour incidents of has decreased. "Pupils said they enjoyed the celebration assembly on Friday that recognises their achievements and behaviour." Ofsted

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Additional Strategies and Spending			
Extending outdoor provision in Early Years	1528.50	Providing EY children additional opportunities to embed and extend gross motor skills across a variety of surfaces and terrain.	83% of Reception cohort achieved GLD in Moving and Handling.
Developing outdoor provision in KS1		Outdoor provision mainly used to support the teaching of mathematics through a play based curriculum in Year 1.	73% of Year 1 cohort achieved ARE in mathematics.
Designated Teaching Assistant in each class.		A designated teaching assistant in each class to support Quality First Teaching and wave 1 intervention.	Additional adults in each class resulted in each class having the capacity to deliver additional interventions to children highlighted as not making required progress. In

			Reception and Year 6 the difference between disadvantaged children and their peers had diminished to below 30%.
Teaching Assistant to support one disadvantaged SEN child 1:1.		One disadvantaged child in EYFS identified as requiring a full time member of support staff to work on a 1:1 basis.	Child has made 5 small steps progress in his learning and development on the EYFS framework. Particular progress has been made in Communication and Language.
Head teacher delivering additional English and Maths sessions to children in KS2.		HT delivering sessions to children identified as not making required progress across KS2.	Difference between disadvantaged children and their peers diminished to below 30% in English and Maths in Year 4. KS2 SATs results improved from previous year to children achieving ARE in Reading- 74%, Writing 52% and Maths 67%. The difference in Year 6 was also diminished to below 30% across all core subjects.
Deputy Head Teacher delivering additional writing sessions to children in KS1.		DHT delivering package of support to Year 2 writers to enable them to achieve ARE.	23% of Year 2 children achieved ARE combined across reading, writing and maths. Prior to this intervention 10% of cohort were predicted to achieve a combined ARE.
1:1 After school tuition sessions provided for targeted Year 6 pupils		Teachers and highly trained TA's delivering additional after school sessions on English and Maths skills	Both English and Maths results improved upon achievement in previous year. In Writing children achieved 52% (a 42% increase on previous year) in Reading children achieved 74% (a 50% increase on previous year) and in Maths children achieved 67%.