



Pupil Premium Data Publication

Context:

The pupil premium is additional funding for publicly funded schools in England to help raise the attainment of disadvantaged pupils and close the gap between them and their peers. We are dedicated to ensure that it reaches the pupils who need it most.

(gov.uk – found at: www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings)

Using the pupil premium effectively:

The Government believes that it is for schools to decide how pupil premium is best spent, since we are best placed to assess what additional provision should be made for individual pupils within our responsibility. At Milton Abbot School we believe in a positive approach to learning that does not accept under-achievement or coasting from any pupil, stating “Better never stops!” We make strategic use of our own data and knowledge of our pupils to target resources accordingly to ensure best value impact. However, we also seek advice from a range of resources, including the Education Endowment Foundation’s teaching and learning toolkit to help effectively use the pupil premium to support disadvantaged pupils. This toolkit includes:

- **Remember the ‘Bananarama’ principle (“it ain’t what you spend it’s the way that you spend it!”)**
- **Establish evidence based approach**
- **Good bets: teacher-pupil interaction – feedback, metacognition, peer tutoring**

We also endeavour to keep up to date with current thinking, such as ‘Supporting the attainment of disadvantaged pupils’ (November 2015), which includes the seven building blocks for success, namely:

- **whole-school ethos of attainment for all**
- **addressing behaviour and attendance**
- **high quality teaching for all**
- **meeting individual learning needs**
- **deploying staff effectively**
- **data driven and responding to evidence**
- **clear, responsive leadership**

This report from November 2015 also includes a pathway to success and this is being followed at our school with great attention and due diligence. In response to this, we have introduced our ‘Every Child Achieving Policy’ and the ‘85% plus plan’ which promotes our ambitions for every child but is also used as a planning tool for teachers to focus on individual needs and is an anti-coasting commitment. We also seek to work and learn from other schools with excellent results to share their achievements, strengths and experience with raising attainment for disadvantaged pupils.

Accountability for spending the pupil premium

Ofsted inspections

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the pupil premium.

Online reporting

As a school we must publish details of how we spend our pupil premium and the effect this has had on the attainment of the pupils who attract the funding. Our reporting must include:

- how much pupil premium funding we received for this academic year
- details of how we intend to spend the funding, including our reasons and evidence
- details of how we spent the pupil premium funding we received for last academic year
- how it made a difference to the attainment of disadvantaged pupils

The funding is allocated for each financial year, but the information we publish online refers to the academic year, to match how parents and the general public understand the school year.

As schools won't know how much funding will be received for the latter part of an academic year (from April to July), we are initially required to report on the funding up to the end of the financial year. We then update information later in the year when we have all the figures

Funding

Financial year 2015 to 2016

In the 2015 to 2016 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
- £935 for pupils in year 7 to year 11

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

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

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate. Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

Impact of Pupil Premium Grant 2014-15

Eligible pupils	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM	1	3	4	7
LAC/previously LAC	0	0	0	1
Both FSM and previously LAC	0	0	0	0
Other (services)	0	1	0	1

Initial Pupil Premium Allocation: £18, 500

Additional Funding paid in-year: 31st March 2015 £2,500

Total Pupil Premium Allocation: £21,000

Provision	Objective(s)	Outcomes for disadvantaged pupils	cf peers	Cost
Reading Recovery programme and 1:1 reading in KS2. (1 hour per week)	<ul style="list-style-type: none"> ➤ To increase percentage of disadvantaged pupils attaining at or above end of year expectations ➤ To ensure more than expected progress from KS1 ➤ To of literacy equip pupils the next phase. 	Reading: all 3 Year 6 pupil premium pupils achieved a 4b at the end of KS2. For two children this represented 3 levels of progress, from level 1a and 1b respectively, with the third from level 2c.		£404.42
Additional teacher support (0.4) to support teaching of core subjects in Upper KS2 (and across the school).	<ul style="list-style-type: none"> ➤ To accelerate progress in all core subjects to ensure all disadvantaged pupils ensure levels achieve age-related expectations 	Maths: All Year 6 (3) PP made expected progress, with one child making 3 levels of progress. Two of the pupils achieved ARE or better (4b and 5b respectively). The third child moved from a low level 2 to a 4B.		£14,000
Teaching assistants (1 HLTA, 1 TA) to lead interventions across key stage 1 and 2 for reading (20 hours per week)	<ul style="list-style-type: none"> ➤ To accelerate progress in reading, maths and writing ➤ To increase percentage of disadvantaged pupils achieving ARE or better in KS2 	Writing: Two disadvantaged pupils in Year 6 made 2 levels of progress, and the third making three (1a to 4b).		£4,000
Additional resources including ICT equipment and Literacy, Maths and Thrive resources	<ul style="list-style-type: none"> ➤ To provide engaging resources to inspire and offer greater access to learning objectives ➤ ICT allowed rapid revision of key facts ➤ Resources were sent home to allow additional support to be offered by family ➤ Thrive to allow pupils to regulate their emotions and thereby gain greater access to learning opportunities 	The pupils made progress through the Thrive programme, learning to better manage their emotions and therefore access learning to a higher level (see above). Resources sent home were used and valued by pupils and parents and aided progress and outcomes.		£1,500 (partially school funded)
Staff development and training, including supply costs	<ul style="list-style-type: none"> ➤ 'Write Away' – TA training with LA adviser team, to boost key skills effectively ➤ Meeting other local schools to share ideas, strategies and advice ➤ 'Disadvantaged Pupils Project' (Oct 14) to further improve outcomes for pupils, particularly focused on Literacy, led by LA. 	Disadvantaged pupils project broke steps of support down and allowed a greater understanding of different strategies (see outcomes above). Writing levels were lowest and the next project will place a strong focus on this particular subject (15/16 budget period)		£1,500 (partially school funded)

Planned funding for 2015-16 up to April 2016

Initial Pupil Premium Allocation: £16, 720.

Additional Funding paid in-year: TBC April 2016

Total Pupil Premium Allocation: TBC

Eligible pupils 16	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
FSM	0	1	5	7
LAC/previously LAC	0	0	0	0
Both FSM and previously LAC	0	0	0	0
Other (services)	1	0	2	0

Target pupils: Upper KS2 (5)

Provision	Objective(s)	Outcomes for disadvantaged pupils	cf peers	Cost
Personal Reading Tutor with qualified teacher status and experience of raising standards (2 hours per week)	<ul style="list-style-type: none"> ➤ To accelerate progress of reading standards ➤ To build confidence, fluency and levels of enjoyment ➤ To tackle unfamiliar words with different strategies ➤ To improve higher level comprehension skills 			£675
Additional Maths intervention led by class teacher (2 hours per week for 20 weeks min.)	<ul style="list-style-type: none"> ➤ To boost basic number skills as part of accelerating progress to ensure at least a good level of progress across KS2 and accelerated in Year 6, in readiness for next phase of education 			£1,674.20 (Cover supply £83.71 per wk x 20)
Additional Grammar intervention led by class teacher (2 hours per week for 20 weeks min.)	<ul style="list-style-type: none"> ➤ To increase percentage at age-related for grammar and to reinforce 'new terms' from the curriculum. ➤ To impact on quality of writing and subsequent standards of performance 			£1,674.20 (Cover supply £83.71 per wk x 20)
Daily Reading Programme lead by Reading Recovery teaching assistant (5 x per week)	<ul style="list-style-type: none"> ➤ To increase percentage of disadvantaged pupils attaining at or above age-related ➤ To ensure more than expected progress from KS1 ➤ To ensure levels of literacy equip pupils the next phase. 			£404.42
Phonics intervention led by teacher with successful phonics expertise (1 hour per week)	<ul style="list-style-type: none"> ➤ To impact on the rates of reading and writing progress by revising key phonic skills and knowledge ➤ To aid reading and writing fluency and productivity by ensuring phonic knowledge at a higher level. 			£1061.10
Homework Club (SATs boost) led by Headteacher 1 x pwk	<ul style="list-style-type: none"> ➤ To boost key skills for maths and English, responding to misconceptions during the day as part of accelerating progress 			No cost – Headteacher run
'Write Away' lead by teaching assistant (1 hour per week) and Headteacher 4 times per week)	<ul style="list-style-type: none"> ➤ To increase percentage at age-related for grammar and to reinforce 'new terms' from the curriculum. ➤ To impact on quality of writing and subsequent performance standards 			£1,697.76

Times-table boost lead by teaching assistant	<ul style="list-style-type: none"> ➤ To boost basic number skills as part of accelerating progress to ensure at least a good level of progress across KS2 and accelerated in Year 6, in readiness for next phase of educations 			School funded
Handwriting intervention	<ul style="list-style-type: none"> ➤ To improve the fluency and presentation of handwriting to impact the productivity of writing and standards. 			School funded
Narrowing the Gap: Grammar Project (CPD)	<ul style="list-style-type: none"> ➤ To develop different strategies to accelerate the progress of disadvantaged pupils for grammar ➤ To impact on the rate of progress to increase percentage of pupils at end of year expected standard 			£910.90 (supply cover)
Book ownership	<ul style="list-style-type: none"> ➤ To enhance the love of reading and levels of reading for please for disadvantaged pupils by targeting them with books to own that will motivate and inspire ➤ To inspire regular reading that will impact on rates of progress 			£100.00
SpaG.com	<ul style="list-style-type: none"> ➤ To access grammar skills and practice on a regular basis through the use of ICT. To impact on grammar skills that will in turn impact on performance standards in writing 			£169.00 license
Dyslexia assessment test materials	<ul style="list-style-type: none"> ➤ To allow diagnosis of barriers as part of the '85% plus plan' 			£215.40
Residential Trip (financial support to ensure attendance)	<ul style="list-style-type: none"> ➤ To develop self-esteem, confidence and a range of experiences to take on as citizens ➤ To develop teamwork and cooperation, essential life and business skills ➤ To develop language and a broader range of vocabulary 			TBC

Target pupils: Lower KS2 (7)

Provision	Objective(s)	Outcomes for disadvantaged pupils	cf peers	Cost
Teaching assistants (1 HLTA, 1 TA) to lead interventions in response to need throughout the week, as well as planned and regular intervention group work (20 hours per week)	<ul style="list-style-type: none"> ➤ To trial a flexible approach that allows the teacher to respond to misconceptions or to extend more able disadvantaged pupils over the day and week ➤ To accelerate progress during Y3, following gaps left at the end of KS1 ➤ To ensure increasing percentage are at end of year expected standards. 			£4,000
Personal Reading Tutor with qualified teacher status and experience of raising standards (2 hours per week)	<ul style="list-style-type: none"> ➤ To accelerate progress of reading standards ➤ To build confidence, fluency and levels of enjoyment ➤ To tackle unfamiliar words with different strategies ➤ To improve higher level comprehension skills 			£675
Daily Reading led by teaching assistant/teacher/Headteacher	<ul style="list-style-type: none"> ➤ To increase percentage of disadvantaged pupils attaining at or above age-related ➤ To ensure more than expected progress from KS1 ➤ To ensure levels of literacy equip pupils the next phase. 			£404.42
Times-table boost and Maths facts lead by teaching assistant/teacher (1 hour per week)	<ul style="list-style-type: none"> ➤ To boost basic number skills as part of accelerating progress to ensure at least a good level of progress across KS2 and accelerated in Year 6, in readiness for next phase of education 			School funded
Spellings and Phonics intervention led by teacher with successful phonics expertise or by HLTA (1 hour per week)	<ul style="list-style-type: none"> ➤ To raise standards of spelling, to ensure that 85% plus of pupils are at end of year expectations or above ➤ To impact on the rates of reading and writing progress by revising key phonic skills and knowledge ➤ To aid reading and writing fluency and productivity by ensuring phonic knowledge at a higher level.. 			School funded
Thrive led by trained practitioners within schools (1 hour per week)	<ul style="list-style-type: none"> ➤ To support the higher number of pupils with emotional needs in lower KS2, to allow access to learning 			£210.00
Book ownership	<ul style="list-style-type: none"> ➤ To enhance the love of reading and levels of reading for please for disadvantaged pupils by targeting them with books to own that will motivate and inspire ➤ To inspire regular reading that will impact on rates of progress 			£100.00
SpaG.com	<ul style="list-style-type: none"> ➤ To access grammar skills and practice on a regular basis through the use of ICT. To impact on grammar skills that will in turn impact on performance standards in writing 			See above.

Target pupils: KS1 and Early Years (4)

Provision	Objective(s)	Outcomes for disadvantaged pupils	cf peers	Cost
Reading Recovery programme and 1:1 reading (1 hour per week)	<ul style="list-style-type: none"> ➤ To increase percentage of disadvantaged pupils attaining at or above end of year expectations ➤ To ensure more than expected progress from KS1 ➤ To ensure levels of literacy equip pupils the next phase. 			£404.04
Phonics intervention led by teacher (1 hour per week)	<ul style="list-style-type: none"> ➤ To impact on the rates of reading and writing progress with key phonic skills and knowledge ➤ To aid reading and writing fluency and productivity by ensuring phonic knowledge at a higher level. 			School funded
Book ownership	<ul style="list-style-type: none"> ➤ To enhance the love of reading and levels of reading for pleasure for disadvantaged pupils by targeting them with books to own that will motivate and inspire ➤ To inspire regular reading that will impact on rates of progress 			£50
SpaG.com	<ul style="list-style-type: none"> ➤ To access grammar skills and practice on a regular basis through the use of ICT. To impact on grammar skills that will in turn impact on performance standards in writing 			See above.