**What is the PPG and EYPP?**

The Pupil Premium was introduced in April 2011. The government have allocated funding for two policies; to raise the attainment of disadvantaged pupils of all abilities to reach their full potential and to support children and young people with parents in the regular armed forces.

The early years’ pupil premium (**EYPP**) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. Early years providers are any organisation offering education for children aged under 5, including nurseries and childminders.

**How are the children identified and what are they entitled to?**

The PPG allocated by the government per pupil for 2016 to 2017 is as follows:

| **Disadvantaged pupils** | **Pupil premium per pupil** |
| --- | --- |
| Pupils in year groups reception to year 6 recorded as Ever 6 FSM | £1,320 |
| Pupils in years 7 to 11 recorded as Ever 6 FSM | £935 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £1,900 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £1,900 |

| **Service children** | **Pupil premium per pupil** |
| --- | --- |
| Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence | £300 |

### Children who are eligible to receive the Pupil Premium Grant will fall into one of the following categories;Ever 6 FSM

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census who are known to have been eligible for free school meals (FSM) since May 2010, as well as those first known to be eligible at January 2016.

**Children adopted from care or who have left care**

The pupil premium for 2016 to 2017 will include pupils recorded in the January 2016 school census and alternative provision census who were looked after by an English or Welsh local authority immediately before being adopted, or who left local authority care on a special guardianship order or child arrangements order (previously known as a residence order). These are collectively referred to as post-LAC in these conditions of grant.

### Ever 6 service child

### For the purposes of these grant conditions, ever 6 service child means a pupil recorded in the January 2016 school census who was eligible for the service child premium since the January 2011 census as well as those recorded as a service child for the first time on the January 2016 school census.

The grant will be allocated as set out in sections 4, 5 and 6 below. Where national curriculum year groups do not apply to a pupil, the pupil will attract PPG if aged 4 to 15 as recorded in the January 2016 school census.

**3- and 4-year-olds in state-funded early education will attract EYPP funding if they meet at least 1 of the following criteria:**

* their family gets 1 of the following:
	+ [Income Support](https://www.gov.uk/income-support)
	+ income-based [Jobseeker’s Allowance](https://www.gov.uk/jobseekers-allowance)
	+ income-related [Employment and Support Allowance](https://www.gov.uk/employment-support-allowance)
	+ support under [part VI of the Immigration and Asylum Act 1999](http://www.legislation.gov.uk/ukpga/1999/33/part/VI)
	+ the guaranteed element of [State Pension Credit](https://www.gov.uk/pension-credit/overview)
	+ [Child Tax Credit](https://www.gov.uk/child-tax-credit/overview) (provided they’re not also entitled to [Working Tax Credit](https://www.gov.uk/working-tax-credit) and have an annual gross income of no more than £16,190)
	+ [Working Tax Credit](https://www.gov.uk/working-tax-credit) run-on, which is paid for 4 weeks after they stop qualifying for Working Tax Credit
	+ [Universal Credit](https://www.gov.uk/universal-credit)
* they are currently being looked after by a local authority in England or Wales
* they have left care in England or Wales through:
	+ an adoption
	+ a special guardianship order
	+ a child arrangement order

**Pupil Premium at Leedon Lower School**

 The responsibility of meeting the needs and tracking the progress of Pupil Premium children falls to all members of staff. They are supported by the Inclusion Team, who are the learning mentor, Nikki Harding, the pupil premium champion, Gemma O’Reilly and the SENCOs, Barbara Kirby for EYFS and KS1 and Sarah Spencer for KS2. The teachers and inclusion team feedback their Pupil Premium progress reports to the senior leadership team and headteacher as well as the school governors and school improvement partner. Our designated Pupil Premium governor is Vicky Garwood, who is also a Year 4 class teacher.

**Percentage of children eligible**

|  |  |  |
| --- | --- | --- |
| **Children** | **Number of cohort receiving PPG** | **Percentage of cohort receiving PPG** |
| Whole School | 51 out of 312 | 16.3% |
| Reception | 6 out of 77 | 4.6% |
| Year 1 | 12 out of 82 |  14.6% |
| Year 2 | 5 out of 43 | 11.6% |
| Year 3 | 9 out of 53 | 17% |
| Year 4 | 19 out of 57 | 33% |

**This year we have been allocated a Pupil Premium Grant of £80,200.**

**What are the main barriers to learning of the children receiving the grant?**

Class teachers are primarily responsible for identifying the key learning and / or emotional needs of the children receiving the grant and they are further supported by members of the Inclusion Team and Senior Leadership Team. There are a wide range of barriers to learning that children may experience and these may be short-term or temporary issues or long-term learning support needs i.e. special educational needs, friendship or relationship challenges, changes at home, bereavements, family separation etc. and a child may experience more than one of these at any one time. Parents and carers are also invited to give their analysis of their child’s needs and these are taken into consideration by staff too. Alongside members of the inclusion team, intervention or additional support is organised to meet these needs.

Formal measures of such needs can be analysed using tools such as Strengths and Difficulties Questionnaires, Emotional Literacy Assessments, Boxall Profiles and other educational assessments. These are carefully scrutinised to establish specific barriers to learning.

During the academic year 2016-2017, we have identified that the main barriers to learning amongst the Pupil Premium children are motivation and self-regulation. Sometimes this can be due to lack of experience or opportunity, which restricts their ability to draw on personal experiences to use in their learning. Self-regulation is the ability to calm, stabilise and keep one’s self on-track without intervention from others and this is an area, which has been identified as a key asset essential to one’s success later in life.

**How are the needs of these children met?**

|  |
| --- |
| **Strategy** |
|  |
| **Teaching and learning** |
| Quality wave one teaching |
| High support Maths group 3 staff to 25 children |
| Cookery and healthy eating lessons in Y3 |
| **Pastoral** |
| Pupil premium learning mentor intervention support3 1:1 sessions per week concentrating on social, emotional, mental health and behaviour support. |
| Pupil premium learning mentor intervention support1 session per week 1:3 concentrating on social, emotional and behaviour support plus writing, maths, reading, handwriting foci. |
| Nurture ‘nest’ room |
| Minibus (to collect late attenders and/or those experiencing logistical challenges during the morning school run) |
| Breakfast club  |
| Nurture Group |
| SMILE mentoring |
| Parental drop-in sessions with Learning Mentor |
| Play as therapy |
| Family support worker |
| **Intervention groups** |
| Better Reading Partners |
| Phonics Play phonics sessions 3x30 minutes sessions per week |
| Fine motor skills |
| Gross motor skills |
| Speech sounds intervention |
| One-to-one readers with TA |
| Art therapy |
| Play therapy |
| **Visits and excursions** |
| External experiential learning visits |
| Minibus (to allow for external experiential visits) |
| Residential visit subsidy |
| **Equipment provided** |
| School uniform and PE kit subsidy |
| Grafham Water residential uniform and resources |
| **Externally provided lessons** |
| Music lesson subsidy |
| Swimming lesson subsidy |
| **Additional Responsibilities** |
| Sports Leaders |
| School Council |
| Happy Lunchtime Helpers |
| **Lunchtime and out of hours school clubs** |
| Teacher-led after school or lunchtime clubs |
| Change for life club |
| Homework club |

Exemplification of strategies as listed above:

* Quality Wave One Teaching includes teaching in class. In particular, this includes topic teaching through independent learning activities which promotes independence, motivation, team work, resilience, co-operation and self-regulation. Ability grouping in Maths means that children who have significant gaps in learning are supported by three members of staff in one group. Maths around sessions each week (and each lesson in the group where children need most support) which gives the children the opportunity to revisit areas of the curriculum on a constant rolling programme and they can then use and apply maths skills in problem solving activities.
* Homework club allows children to use school provision, supplies, ICT resources and staff support to complete homework set at school. Talk Homework for the next day’s Big Writing is covered by the Literacy Co-ordinator so that pupils have completed their Talk for Writing essential for the longer writing task of the week.
* Nurture group
* SMILE mentoring – which stands for ‘Supporting Minds in the Learning Environment’. These sessions are led by adults and promote and support children and young people’s emotional wellbeing and mental health.
* Better Reading Partners is a teaching assistant-led programme for children who would benefit from additional support to either fill gaps that they have in their reading education or whose progress could be improved. The scheme provides a 10-week programme of three 15 minute one-to-one sessions.
* Sessions which concentrate on fine and gross motor skills provide children with extra support to enhance their ability to make refined, controlled and skilled movements with their arms, legs, feet or whole body (gross) or smaller actions using their fingers and hands (fine).
* Change 4 Life after school club is an NHS initiative designed to increase the physical activity levels in less active children or those who do not have the opportunity to take part in other extracurricular sports clubs for other reasons.
* Forest Schools is a series of outdoor lessons that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. This learning approach sits within and compliments the wider context of outdoor and woodland education.

**Who else may benefit from Pupil Premium funding?**

 Whilst all of the Pupil Premium grant is spent on the needs of the children who are entitled to the funds, some other children also benefit from our excellent resources. These children may require additional emotional support and join an existing group or they may have additional learning needs, which are also met through their participation in intervention groups which are funded by the Pupil Premium provision. Some children may benefit from further life experience and therefore have been included in the external experiential visits.

**How have the children benefitted so far from the induction of our new Learning Mentor, Mrs Harding?**

 Since joining us in September 2016, Mrs Harding has built solid, motivational relationships with many children across the school. Her main focus has been with Pupil Premium children however, many are able to visit her in her new, purpose-built nest on the playground where groups and one-to-one time can be enjoyed in an environment that allows them to express themselves fully.

Also, Mrs Harding has introduced a range of experiential outside learning visits which allow the children to take part in activities which they may not have had the opportunity to do before. These sessions and activities allow the children to develop the range of vocabulary that they have to use in their learning at school and their social skills when working in a small group. Alongside this, her timetable covers a wide range of social and emotional intervention groups which supplement and consolidate the children’s class-based learning whilst enhancing their maths, literacy and ICT skills. The progress of the PPG children is assessed and monitored regularly by the Inclusion Team and future actions are decided based on the findings of these assessments following detailed analysis.

Mrs Harding was also the first teacher to be able to drive our brand new minibus – she collects a number of children each morning to allow children to settle well at the beginning of the school day and alleviate some of the morning stresses that families can face. To demonstrate the impact of this provision, the following children’s attendance has improved significantly; RP 12%, KT 12%, BM 8.4%, CW 5.7%,

AM 4.5%, SF over 3%, L.S. 2.7%.

The school has always promoted healthy eating and each classroom had a toaster to provide a healthy snack at the beginning of the day for those who had arrived at school hungry but, thanks to her partnership with Tesco’s Fareshare scheme, a fully-fledged Breakfast Club has been running where children can enjoy a range of healthy breakfast items, which were donated by Tesco at no cost to ourselves and therefore which has saved vital funding. Surplus food is shared out between families in need.

During her first few weeks at Leedon, Mrs Harding noticed that some children would benefit from a more visual learning environment. She introduced a visual timetable across the school and a designated area for reflection where children could have time to take brain breaks and reflection time away from their peers and where they could use their own tools and strategies to enable them to re-join the learning in a more positive and engaged state of mind. This has had a positive impact on several groups of children who are now able to manage their own focus and behaviour more effectively.

 Teachers have noticed a change in the wellbeing of the children with whom Mrs Harding has been working. The following statements are from the teaching staff at the school;

E’s willingness to come in to school has increased greatly, he is much more engaged in class and settles quickly each morning. His attendance has gone up by nearly 4%.

J is a more cheerful child in school. He has developed a really strong bond with Mrs Harding and feels valued greatly by her. His self-esteem has grown and he is more conscientious as he is able to share his learning with Mrs Harding and display it on her board. J’s mum is more engaged with his learning and visits Mrs Harding weekly to discuss his progress and strategies for managing his behaviour at home; allowing her to develop a more positive approach to parenting.

Since breakfast club has started, I and S have developed a good friendship with each other. They are much more smiley when they come in at the start of the school day and they settle well in class. I feels more accepted within the class and has developed the ability to express herself and use learned strategies to form friendships.

K has strategies to allow her to access games and social activities at play times. She plays with a wider variety of children and negative behaviour incidences during the playtimes have stopped. This is thanks to her Circle of Friends intervention led by Mrs Harding.

S and S have exhibited greater confidence after working with Mrs H and are better settled in class.

C has developed more language skills, is more independent and willing to try different activities at school thanks to her new-found confidence after working with Mrs Harding.

K and D have been more willing to talk about their feelings and explore their emotions with Mrs Harding. It is difficult to have such conversations in class but, when in the nest, they can talk in confidence and learn new strategies to deal with how they are feeling.