



## **Pupil Premium Report 2017-2018**

Griffin Primary School receives additional funding for children that are eligible for the Pupil Premium to ensure all children have the opportunity to achieve well. This is an amount of money allocated by the government to schools for:

- Children of statutory school age from low income families who are known to be eligible for free school meals (FSM)
- Children who have been looked after continuously for more than six months
- Children whose parents are currently working in the armed forces

### Funding

2016-17 – the level of the premium is £1320 per pupil

2017-18 – the level of the premium is £1320 per pupil

The DFE offer the following guidance on how the Pupil Premium is to be spent:

'In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility...[Schools] will be held accountable for how they have used the additional funding to support pupils from low income families.'

The purpose of this report is to inform parents, carers and governors how much Pupil Premium was received by the school for 2016-17, how it was spent and the impact it had on pupils' achievement. The report also explains how the pupil premium will be spent for 2017-2018.

Griffin Primary School had 480 pupils on roll at the January 2017 School Census, which is considerably higher than the England average. The main electoral ward served by the school is Marfleet and the level of deprivation in the school is considerably higher than the LA average. 93.5% of households are categorised within 10% of the most deprived households nationally.

The percentage of pupils eligible for a free school meal (eligible for and claiming FSM at any time in the last 6 years) is 45.8% which is above both the LA and England averages.

Consequently the school receives a significant amount of deprivation funding as shown in this report. This means that resources and actions put in place impacts on all pupils, a significant number of which come from low income and disadvantaged backgrounds.

#### The Pupil Premium for 2017-18

The school received a total pupil premium budget of £290,080 for the academic year 2017-18. (includes LAC £3,800 and Early Years Pupil Premium £7,700)

(The table below sets out, how this money will be used to fund activities, initiatives and staffing and the impact this had on achievement is stated below the table:

	Number of pupils	Number of disadvantaged	Percentage within year groups
EYFS FS2	60	17	28%
Year 1	60	22	37%
Year 2	58	28	48%
Year 3	61	24	39%
Year 4	55	34	62%
Year 5	60	39	65%
Year 6	52	33	65%

1. Barriers to future attainment (for pupils eligible for PP)
In-school barriers (issues to be addressed in school, such as poor oral language skills)
A. Low levels of speaking and listening on entry to the school
B. Low levels of reading and low value of reading in homes
C. Socio-emotional benchmarks of boys impacts on early acquisition of reading, writing and maths skills
D. Children's emotional and social needs and attachment issues; resulting in many having difficulty establishing relationships in large groups
E. Lack of aspiration/ imagination because of limited life experiences beyond their locality
E. Low attendance and attitudes to school attendance reduces their hours in school and creates an intermittent learning pattern.
F. Lack of academic and educational aspirations

Resources and barriers addressed (in brackets)	Intended impact	Cost
<p><b>Learning Support across school:</b></p> <p>To use:</p> <ul style="list-style-type: none"> <li>• SENCO &amp; SENCO Ta's</li> <li>• Teaching Assistants support English and Maths</li> </ul> <p><b>Focused interventions</b></p> <ul style="list-style-type: none"> <li>• UP3 Teacher 2 days a week focusing on year 5 and year 6 GD for reading, writing and mathematics</li> </ul>	<ul style="list-style-type: none"> <li>• PP children have high quality teaching and learning provision to excel.</li> <li>• Higher % of children leaving the setting at appropriate Age and Stage.</li> <li>• To ensure improvements in GLD achieve an upward trend and promote higher outcomes for disadvantaged pupils.</li> <li>• To Diminish the Gap between disadvantaged and others narrowed</li> <li>• Children achieving at or above national at the end of KS1 and KS2</li> <li>• Progress is better than expected</li> <li>• Books and data show improvement and accelerated progress</li> <li>• To achieve the targeted outcomes for pupils identified as Greater Depth</li> </ul>	<p>£205,699</p>
<p><b>Support of emotional well-being team that includes Home School Liaison, safeguarding team and other agencies</b></p> <ul style="list-style-type: none"> <li>• Support, challenge and engage parents to be involved in children's learning and social and emotional well-being</li> <li>• Home school liaison officer to support families</li> <li>• Develop staff knowledge through outside agency workshops eg NSPCC to support children, Whitehouse, CAMHS, social care</li> <li>• EWO support with Attendance focus/admin time</li> <li>• Welfare and pupil support</li> <li>• Early Years Support Worker</li> <li>• Pupil Coaching- staffing and training</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance is high</li> <li>• Relevant and appropriate support offered to families that will positively impact on families and children's life</li> <li>• Engagement in lessons increases and positive attitudes to learning displayed</li> <li>• Children feel safe and secure</li> <li>• SEMH – reduction of crisis and strategies in place to self-regulate</li> <li>• Families feel supported</li> <li>• Parental can support child's learning at home</li> </ul>	<p>£36,607</p>
<p><b>Maintaining high levels of attendance and improve punctuality – challenge persistent absences (E)</b></p> <p>Attendance officer – to challenge and support families</p> <ul style="list-style-type: none"> <li>• Time given to support and work with families that have issues with attendance and punctuality by focusing on the family needs to overcome barriers</li> <li>• Postcards and letters sent to acknowledge on going improvements</li> <li>• Rewards for high attendance at the end of each term and year</li> </ul>	<ul style="list-style-type: none"> <li>• High levels of attendance</li> <li>• The school is inline or below national for % of absences and persistent absences especially for disadvantaged</li> <li>• Improved punctuality – before and after close of registration</li> </ul>	<p>£34,142</p>

<p><b>Promote reading at early age/ phonics and continue to promote enjoyment of reading further up the school (A,B)</b>  Specific role TA/Welfare- to lead reading programme (Letterbox Club) in KS2/KS1</p> <ul style="list-style-type: none"> <li>• More opportunities for FS and KS1 pupils to develop reading skills through reading to a range of people, eg volunteers, older peers, parent/carers, staff</li> <li>• Restock and purchase more quality reading books and hold regular Book Fairs to ensure children can access quality books at reasonable prices</li> <li>• Regular stay and read sessions throughout school</li> <li>• Higher emphasis on reading at home through challenges</li> <li>• Reading club established at breakfast club – rewards used to promote reading. Older pupils trained to teach basic reading strategies</li> <li>• Parental workshops and support materials for teaching phonics and promote reading</li> <li>• Refresh and check new staff access high quality Phonics training</li> <li>• Purchase quality phonic resources including visual, audio, apps, etc.</li> <li>• Promote culture of reading through library, love of books and reading challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Target figure achieved for pupils at ARE in reading</li> <li>• Phonic screening continues to be in line with national</li> <li>• Increased reading at home and at school</li> <li>• Parents more equip with how to support child with reading and phonic knowledge</li> <li>• Children access a wide range of experiences throughout their time at Griffin that will positively impact on their social and academic achievements</li> <li>• Children experience secondary school provision which supports transition</li> </ul>	<p>£6,000</p>
<p><b>Early Years Narrow equalities gap (A)</b>  Additional staffing EYFS- two EYFS TAs –level 3 into FS2, plus EYFS teacher into FS1</p> <ul style="list-style-type: none"> <li>• Teachers to accelerate the impact of deprivation and improve outcomes in nursery and FS2</li> <li>• Staff to monitor specific pupils and demonstrate progress, focus on reading, writing, phonics and maths</li> <li>• Children are KS1 ready when they leave EYFS</li> <li>• Close the gap in identified areas when compared to baseline assessments</li> <li>• Parents feel that they are supported and have the skills to support their child's development in</li> </ul>	<ul style="list-style-type: none"> <li>• Children are KS1 ready when they leave EYFS</li> <li>• Close the gap in identified areas when compared to baseline assessments</li> <li>• Parents feel that they are supported and have the skills to support their child's development in learning and personal</li> </ul>	<p>£7,475</p>

<ul style="list-style-type: none"> <li>learning and personal skills</li> <li>• Range of workshops and play and stays to focus on reading, maths, engaging play, tapestry.</li> </ul>		
<p><b>Free Breakfast club (E, D, F)</b></p> <ul style="list-style-type: none"> <li>• Food and kitchen staff</li> <li>• Social skills groups</li> <li>• Access to reading and homework support led by older peers for the younger children</li> <li>• Resources/games</li> <li>• Staff in breakfast club to engage children in a meaningful activities and social interaction</li> </ul> <p><b>Lunchtime</b></p> <ul style="list-style-type: none"> <li>• Resources / games</li> <li>• Cost for external organisations and coaches to deliver clubs eg street dance/ karate</li> </ul> <p><b>After School Activities</b></p> <ul style="list-style-type: none"> <li>• Coach to provide after school activities to target pupils</li> <li>• Resources for homework and Y6 Booster club</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuality improved</li> <li>• % of homework completed is increased across the school</li> <li>• School day starts calmly</li> <li>• Children are not hungry in the morning</li> <li>• Social skills are developed</li> <li>• Children have the opportunity to excel in activities that could develop personal skills and academic achievement</li> <li>• Children are healthy and fitter due to sport activities, as well as pursuing their talents and aspirations in sport</li> </ul>	<p>£18,667</p>
<p><b>Improving partnership working with parents (E, F)</b></p> <ul style="list-style-type: none"> <li>• Opportunities for parents to take part in lessons through stays and plays, workshops and information sharing events regarding the curriculum and support guides on the website.</li> <li>• Books and other learning resources to promote home learning</li> <li>• Family Homework/Art/Science challenges with prizes focusing on improving outcomes in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Develop parental capacity to support child's learning at home and school</li> <li>• The school has a group of trained parents to support reading with in KS1 classrooms and children have more opportunities to read</li> <li>• Projects lead by the parent groups have had an impact on outcomes for children and the provision</li> <li>• Increase number in parent volunteers</li> <li>• Increased parental engagement in homework projects</li> </ul>	
<b>Total</b>		<b>£308,590</b>