



Pupil Premium Grant Expenditure: Report to parents: 2016 - 2017

Overview of the school

Total number of pupils on roll	225
Total number of pupils eligible for PPG	35
Amount of PPG received per pupil	1320
Total amount of PPG received	£46,200

Nature of support 2016/2017

At Ladbroke JMI School, we have used our Pupil Premium to impact on the standards of pupils throughout the school in all year groups.

Money is being used to increased staffing levels, provide targeted small group or individual intervention, staff development, improved resources and ensuring emotional support is available where needed. The focus is on early years/KS1 phonics and maths across the school.

<u>Pupil Premium 2016/2017</u>	
Pupil Premium Received:	
Budget Allocation	£46,200
Additional Allocation	0
Total Allocation	£46,200
Expenditure:	
KS1 Targeted Support	£4118.40
In class support for English and Maths support	£6748.56
Increased FS2 support	£10,823
Increased MSA support	£692.64
KS2 Targeted Support	£6579.44
Bright Stars resources and support	£5558
Maths Training for staff	£2000
Support for trips	£1500
Support for enrichment	£1000
RWI grouping and intervention	£6589.44
Total Allocated	£45,609.48
Amount unallocated to date:	£590.52

The impact of these interventions is monitored regularly and will be reported on at the end of the academic year.

Impact of Intervention and Pupil Premium

Progress and Achievement

Analysis of the achievement and progress of our disadvantaged pupil showed that good progress has been made in this area. Progress has improved in all subjects compared to 2016.

- ✓ In reading progress has improved from -3.18 in 2016 to +4.38 in 2017. The proportion reaching the expected standard has increased by 10% to 67%.
- ✓ In writing progress has increased from -0.94 in 2016 to +0.3 in 2017. The proportion reaching the expected standard has dipped slightly by 4% to 67%.
- ✓ In maths progress has increased from -0.81 in 2016 to +0.77 in 2017. The proportion reaching the expected standard has dropped by 21% to 50%. (3 out of 6 children)
- ✓ One out of the 6 pupils reached the higher standard/greater depth.

Across KS2 the percentage of disadvantaged children achieving the expected standard at the end of the year was:

(22 children)	% at the expected standard	Progress Scores KS1 – KS2
Reading	73%	+6.7
Writing	50%	+0.3
Maths	64%	+1.8

In Y2, one of the four children secured the standard in reading and none of the children achieved the standard in writing or maths. All children made good progress from their starting points. In maths all children were working within the year two curriculum. 3 of the four children were working the Y2 curriculum in writing and 2 of the 3 were within the Y2 curriculum in maths. One of the children was new to Y2 and had very little previous schooling, working below the FS2 standard. Targeted support has been put into Y3 to support these children.

Emotional Wellbeing: Bright Stars Evaluation

At the start of the course a questionnaire was sent to all parents of children involved to establish any concerns parents had and issues they wanted to raise. This was repeated at the end of the course to gather the IMPACT of the Bright Stars programme.

Parent Responses: Initial questionnaire (before the course):

'Doesn't like the unknown and is very cautious', 'very low self-confidence', 'often doubts herself', 'In school still really struggles (with confidence). Makes friends by doing what they want', 'pulls hair or eyelashes out when suffering from anxiety or stressful situations', 'very tearful if sad, angry, worried. Can't deal with how feels apart from getting upset, worries a lot, doesn't talk about feelings', 'still has tantrums', 'has difficulty managing emotional outbursts', 'sensitive', 'gets disappointed or frustrated very easily', 'Thank you for giving this opportunity'.

Parent Responses: Follow-up questionnaire (after the course):

'He liked the special yellow feather which stays in a special place' (The children take a feather home at the end to remind them about controlling their breathing if they feel worried, cross or upset).

'A massive thank you to Bright Stars', 'She still struggles with tantrums and she can now identify this and tells me how she is breathing to stop the tantrum – and it's working!', 'absolutely loved these sessions', 'identified how to calm herself/her breathing down when she gets anxious which is absolutely fantastic', 'really enjoyed the relaxing part at the end'.

Pupil Responses

The Key Stage 2 group were given identical questions at the start and end of the course and asked to score each question. A comparison was made at the end to see if their scores had changed.

The most significant score change came from the last two questions, in which every child scored more positively at the end. They could score from 0-10, with zero being 'no, not at all, and ten being "yes, strongly agree'. The questions and results were as follows:

'If I am upset, I know how to make myself feel better'.

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Before	0	6	1	6	2	0
After	5	10	7	9	10	9
Impact	+5	+4	+6	+3	+8	+9

'If I am angry, I know how to calm down'

	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Before	0	3	0	7	5	2
After	8	10	10	9	6	9
Impact	+8	+7	+10	+2	+1	+7

The Key Stage 1 group had a simpler question sheet with just 4 questions, scoring from 1-5 on each. Most scored quite positively on their initial sheet (before the course) but most significant was that for the question 'If I feel sad or cross, I know how to calm down' two children initially scored themselves as a 5 (lowest score, next to sad face) but at the end of the course gave themselves a 1 (highest score, next to smiling face). One child initially scored themselves as a 3 for 'I am good at lots of things' and at the end of the programme gave themselves a 1 (highest score). Bright Stars aims to build self-confidence and self-worth.