

Pupil Premium Budget Report 2016/ 2017

CONTEXT

Betty Layward Primary School is a two form entry school in Stoke Newington, Hackney. There are currently 442 children and approximately 16% of these are in receipt of Pupil Premium funding. We have a Nursery and we provide extended provision from 8am to 5.45pm each day

We have high aspirations and ambitions for our children and aim to provide a rich and diversified education for all. We strongly feel that no child should be left behind, no matter the circumstances and we strive continuously to eradicate the effect that socio-economic barriers may have on children reaching their full potential. We also realise that the needs of each child (and family) vary and we therefore work to ensure that the support we are providing is tailored in a way that is impactful and useful for each specific child.

Our school ethos is centred on creating children who are: **Curious, creative, ambitious, respectful and happy**. We believe that when these attitudes are in place, learning and success happens naturally. As such, we are committed to ensuring that our Pupil Premium funding is spent to maximum effect in helping foster these attitudes and experiences.

OBJECTIVES OF PUPIL PREMIUM SPENDING

When making decisions about using pupil premium funding, it is important to consider the specific needs of the children within our school. The main challenges faced by PPG children can be less support at home, limited enrichment experiences outside of school, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and a reluctance to learn independently.

We are fully committed to narrowing the gap between pupil groups within our school. As a school, we have an excellent track record for progress among our PPG pupil group, however, historically, attainment has been lower for FSM (as can be seen by the national trend) and the attainment gap has remained considerable between our FSM and non-FSM pupils. Through specifically tailored support for families (inspired by research done by LPPA) and intervention for children, as well as a whole-school meta-cognitive approach to learning (based on the findings of the Sutton Trust), we are working to eliminate these barriers to learning and progress.

This year, one of our priorities is to improve the progress and attainment of disadvantaged children. All disadvantaged children will make expected or above expected progress this academic year.

We will work towards developing independent learners and thinkers through our whole-school approach to meta-cognition, equipping children with the key thinking skills that they need for all areas of learning. We aim to help children to see the links across subject areas so that they may begin to independently and confidently utilise these thinking skills and start to move past areas of learning that in the past have been challenging and perhaps, sticking points for them.

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We will continue our whole school approach to developing children's reading skills through a range of online resources, parent trainings, intervention and developing and improving our school library and the way it is used by the children.

The importance of providing children with enriching experiences outside of school and family support cannot be underestimated. As such, we will be continuing to build on last year's work with engaging parents through coffee mornings and family training sessions. We will also be organising termly family Saturday trips and providing support for children and families over holiday periods through funding to various camps, schemes and workshops. Our aim is to ensure that children are given a wide and varied set of experiences that they can draw from to aid their communication, reading and writing skills and enhance their overall sense of emotional well-being and thereby their readiness to learn and succeed.

Number of Pupils and Pupil Premium Grant (PPG) Received

Total number of pupils on roll	442
Total number of pupils eligible for PPG	66
Amount of PPG received per pupil	£1,560
Total amount of PPG received	£102,960

Nature of Support 2016/ 17

Identify gaps in learning and meet these needs through focussed, tailored intervention

Focus on social, emotional and behaviour

Access to extended schools provision and holiday educational/ social opportunities

Improvement of parent participation/ support of their children

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17				
Year Group	Item/ Project	Cost	Objective	Outcome
EYFS	Additional TA in EYFS	£16,385	Provide specifically tailored intervention for children to develop key skills in speaking and listening and foundational number work.	Support language development and increase confidence. Increased progress in reading, writing and maths (assessment data)
Year 1/2	TA-led interventions	£5,423	Using gap analysis and addressing misconceptions, TAs will provide additional interventions to improve Maths and Literacy skills.	Increase progress in reading, writing and maths.
	Maths Programme KS1	£826	A new Maths programme used to develop children's conceptual understanding of Maths.	Raise attainment in maths.
Year 3/4	Social and Emotional Support	£780	Yoga and Mindfulness teacher to provide lunchtime yoga sessions.	Children's self-regulation skills improve as well as overall emotional well-being. Children have more positive attitudes to their learning and are able to concentrate better in class.

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17

Year Group	Item/ Project	Cost	Objective	Outcome
	Additional Teacher to teach Interventions	£6,853	Improve Reading and writing skills through the use of Read, Write Inc programme and small group interventions.	Increased attainment in reading and writing for targeted pupils.
	Metacognition	(Please see below for cost of PPG Lead)	Specifically tailored thinking skills classes for targeted children to develop areas of cognition that they find difficult and bridging these skills to all areas of learning.	Children understand their learning better in all areas. Children become more confident and adept at solving problems and working independently and accurately. Children are able to see how thinking skills apply to every subject and are able to apply the appropriate ones needed to complete a task successfully.
	Social and Emotional Support	£690	Support children to improve communication with one another to eradicate emotional barriers to learning.	Children are more confident and happy in school and able to settle into their learning more quickly.

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17

Year Group	Item/ Project	Cost	Objective	Outcome
Year 5/ 6	Meta-cognition Intervention	(Covered by the cost of PPG Lead)	Specifically tailored thinking skills classes for targeted children to develop areas of cognition that they find difficult and bridging these skills to all areas of learning.	Children understand their learning better in all areas. Children become more confident and adept at solving problems and working independently and accurately. Children are able to see how thinking skills apply to every subject and are able to apply the appropriate ones needed to complete a task successfully.
	Additional Teacher to teach Interventions	£5,413	Homework support and improving reading skills.	Targeted children complete their homework weekly with accuracy. Improved progress in reading. (Assessment data)
	Residential Yr6 School Trip Subsidy	£3,500	Extending experiences and building confidence: Children are offered residential places in multi-activity centre.	Increased self-confidence. Greater independence. Better team-working, collaborative and problem-solving skills. Improved social skills.

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17				
Year Group	Item/ Project	Cost	Objective	Outcome
	Booster group	(Covered by teacher's salary)	Maximising learning time through after school provision. Development of Maths and English skills through gap analysis, addressing misconceptions and SATS revision.	Increased attainment and progress in English and Maths.
Whole School	Pupil Premium Coordinator	£22,392	Creates, develops and monitors the running of the meta-cognitive programme across the school as well as running specific thinking skills classes. Works with parents to engage them in the school community and ensures the monitoring and effectiveness of interventions across the school as well as access to extra-curricular activities and opportunities.	<p>All teaching and support staff are trained and confident in teaching thinking and learning skills and discussing these with the children in lessons.</p> <p>Children make expected/ more than expected progress (Assessment data).</p> <p>Increased attendance of parents at family learning sessions.</p>

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17

Year Group	Item/ Project	Cost	Objective	Outcome
	Meta-cognition	£1500 (additional costs covered by PPG Lead salary)	<p>Continue to provide training for all staff on developing thinking and learning skills.</p> <p>Meta-cognition: Explore how to help pupils develop their understanding of themselves as learners.</p> <p>Planning for higher order thinking: Teachers to plan for process learning alongside content learning and aim in these lessons to promote higher order thinking skills.</p> <p>Bridging: Linking learning in each lesson to other areas of learning and life to enable skills to become transferable.</p>	<p>Staff are more confident at using the thinking and learning skills model in lessons, planning for meta-cognitive plenaries, developing higher order thinking through questioning and making thinking skills explicit to the children and making links in learning that help the children to better understand themselves as learners.</p> <p>Improved progress in English and Maths (Assessment data).</p> <p>Children are able to talk confidently about themselves as learners and about how and why thinking and learning skills help them and how they use them.</p>

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17

Year Group	Item/ Project	Cost	Objective	Outcome
	Targeted Extended School Places – After school clubs and Breakfast Club	£9000	Extending Learning Time: Providing opportunities for children to find and/or develop a talent/ skill. Improve social skills. Ensure children have a healthy start to the day.	Children take part in a range of enrichment activities. Increased self- confidence. Improved social and emotional skills. Children are able to start the day healthily and well.
	Subsidised Music Lessons	£4,010	Provide access to termly music lessons for all PPG in KS2.	Ensuring that children are able to access music lessons if they wish to. Develop interest and confidence.
	Coffee Mornings	£500 (Additional costs covered by PPG Lead salary)	To build relationships with parents and offer free workshops to inform/ train parents on how to support their children in their learning/ development.	Parents work with their children regularly and effectively at home. Increased attendance from parents at school events and family training sessions. Parents feel listened to and supported by the school.

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17

Year Group	Item/ Project	Cost	Objective	Outcome
	Mindfulness for parents and children	£540	To provide social and emotional support for both parents and children.	<p>Children develop better self-regulation and improved sense of well-being and concentration.</p> <p>Parents are offered an 8 week Mindfulness programme to use for stress reduction and enhanced well-being.</p>
	Termly family trips with writing workshops	£2000	To provide inspiring and educational experiences that parents can share with their children.	<p>Providing new and different experiences for children to write about.</p> <p>Children and parents work collaboratively and creatively on a piece of work to be celebrated in school.</p>

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17				
Year Group	Item/ Project	Cost	Objective	Outcome
	Tailored family support work	(Costings covered by PPG Lead salary)	PPG Lead to work with families in need of additional support outside of school in working with children at home, supporting with behaviour management and social and emotional issues.	Improved communication and self-regulation of children in school. Increased levels of confidence and well-being. Parents regularly working with their children.
	Holiday Support	£1000	Provide funding for children to attend holiday schemes/ workshops and sports camps.	Ensuring that children have access to a range of stimulating experiences and activities over the holidays helping increase confidence and well-being and so that they return to school positively and ready to learn.
	Reading Bugs Online Programme	£320	Improve home reading and engage parents in reading at home.	Children and parents regularly access and read online books at home and discuss them.
	Mathletics Online Programme	£463	Improve basic Mathematical skills from home on a frequent basis.	Children and parents regularly use the online programme at home to practise key number skills.
	Library Development: Additional Resources	£1,500	Raise the profile of reading and increase reading skills.	Increased progress in reading.

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RECORD OF PUPIL PREMIUM SPENDING BY ITEM/ PROJECT 2016/ 17

Year Group	Item/ Project	Cost	Objective	Outcome
	On-site therapists	£4,700	To support children with emotional problems and to improve communication.	Increased confidence, more positive attitudes to learning and improved communication.
	Homework Clubs	£2500	Extended Learning Time: Two Homework clubs per week run for Key Stage 2 with a focus on peer learning and 1:1 support by an experienced TA.	Targeted children complete their homework weekly and are able to explain it to their teacher independently and clearly.

Total PPG Received	£102,960
Total PPG Expenditure	£90,295
PPG Remaining	£12,665

IMPACT OF PUPIL PREMIUM SPENDING 2015 - 16

We had a very successful year last year in terms of enrichment, parent engagement and attendance. All PPG children were able to access our extended schools provisions and music lessons, including more vulnerable children being targeted for free after school clubs. Our family day out Saturday trips to Shrek's Adventure and Camber Sands were very well attended by parents and children and the children still talk regularly of these experiences as well as producing some lovely written work with their parents at the writing workshop that followed.

We were also able to identify and target vulnerable children who have shown regression in learning and behaviour over holiday periods in the past and who ordinarily stay at home through these periods. We provided funding and organised spaces on several holiday camps and schemes to ensure a continuum of learning and emotional well-being. This is something we are keen to continue and expand upon this year.

We now have a core group of PPG parents who regularly attend Coffee Mornings and are beginning to use some of the strategies taught with their children at home. As a result of coffee mornings, we were able to put on our first Eid celebration, supported mainly by PPG families, who fed back very positively that they felt much more a part of the school community because of this. The feedback forms from coffee mornings were overwhelmingly positive with comments such as "Thank you for having these sessions for us as I met new parents through these sessions and felt I have a part which made me feel more comfortable about our school" and "I think the sessions are a great idea, it

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helps the parents with the children's learning".

Following training in a specific meta-cognitive model of teaching, the PPG Lead, has set up thinking skills interventions across Years 5 and 6 and has begun plans to extend this to year 4. A pilot project was launched in the Summer term across years 5 and 6 using a more generalised thinking skills model for teaching and learning across all subject areas in class, as planned by the teacher. This was to ensure that what was being done in the intervention was linked up to in class learning with the teacher to make the most impact possible. Teacher's responses were positive and they felt that the children were beginning to use thinking skills language in class and to become more reflective about when and why they were using specific skills. As such, a whole-school project is now being rolled out over the course of the next academic year to improve outcomes for all children, with specific focus on PPG.

Data:

Attainment

KS1:

KEY STAGE 1	Reading	Writing	Maths
PPG (BL) At AE	67%	67%	67%
PPG (BL) At Greater depth	0%	0%	11%
Hackney Non-PPG At AE	85%	81%	85%
Hackney Non-PPG At Greater Depth	34%	25%	29%
Gaps between PPG and Hackney non-PPG for AE	-18%	-14%	-18%

KS2:

KEY STAGE 2	Reading	Writing	Maths
	At Age Expected	At Age Expected	At Age Expected
All pupils (BL)	89%	89%	87%
Hackney (All pupils)	71%	85%	78%
PPG (BL)	73%	73%	60%
Hackney Non-PPG	80%	90%	85%
Gaps between PPG and Hackney non-PPG for AE	-7%	-17%	-25%

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Progress:

Progress between KS1 to KS2. Expected steps in progress is 0 so we have surpassed this .

	Reading	Writing	Maths
Hackney Borough PPG	0.8	2.7	1.2
Hackney Borough Non-PPG	3.2	3.7	2.5
BL PPG	4.1	3.2	2.9
BL Non-PPG	8.1	4.1	4.5
All pupils	7.0	3.9	4.1
Gaps between BL PPG and Hackney Non-PPG	+0.9	-0.5	+0.4

We made better progress between key stages than Hackney non-PPG in Reading and Maths but they surpassed us slightly in progress for Writing.

AREAS FOR DEVELOPMENT

- Ensuring progress and attainment is at expected rate for PPG in KS2 particularly.
- Improved and regular monitoring of interventions across the school for PPG children with more linked up thinking with PPG Lead and teachers, ensuring that interventions are having an impact.
- Clearer evidencing of progress and attainment for PPG children.
- Broadening the scope of meta-cognitive IE work by training an extra member of staff to deliver sessions.
- Ensuring that additional TA in EYFS is being used effectively and specifically for PPG children.
- Library and online reading resources: Ensuring that PPG children are accessing these in a useful way that is having an impact on reading skills.
- Ensuring the Mindfulness and yoga teaching is being delivered effectively and having a positive impact.
- Developing a system to measure the impact of homework club with more teacher feedback and input.
- Extend the scope of work done with parents from PPG families to get more parents involved in working with their children at home.