



COBHAM PRIMARY SCHOOL

CARING, PROUD, SUCCESSFUL!

Pupil Premium Information Report

A summary report for 2016-2017 & plans for 2017-2018

Context:

Schools receive a payment, or Pupil Premium, for disadvantaged children who are eligible for Free School Meals or have been eligible for Free School Meals within the last six years (FSM Ever 6). This payment has risen from £900 per pupil in 2013-2014, to £1,300 per pupil in 2014-2015 and currently stands at £1320 per pupil. Children who are looked after, or children from service personnel, are also allocated additional funding as part of Pupil Premium, but at present we do not have any children who meet this criteria. In addition Pupil Premium (Plus) funding is available to any child who has been in the care of the Local Authority or adopted from care. An annual payment of £1,900 per pupil is paid to the school for any eligible children who attend.

In 2016-2017, £15,580 in total was allocated to Cobham Primary School for our disadvantaged pupils. This is based on 5.5% (12 children) of our pupils considered to be eligible for FSM & Ever 6 or Pupil Premium Plus. This is well below the National average of 15.6% and Kent average of 13.3%.

	2015-2016	2016-2017	2017-2018
School Role	219	218	218
Total Number of Pupils Eligible for Pupil Premium Grant	12 (5.5%)	11 (5.0%)	14 (6.4%)
Amount Received Per Pupil	£1320 x 10 £1900 x 2	£1320 x 9 £1900 x 2	£1320 x 10 £1900 x 4
Total Amount to be Received	£17000	£15,680	£20,800

DfE Guidance states:

Schools, head teachers and teachers will decide how to use the Pupil Premium allocation, as they are best placed to assess what additional provision should be made for individual pupils.

Thus all parents can be assured that as with all budget allocations to the school, decisions about provision and spending will be made with the best interests of all children's wellbeing, with progress in learning at its core. Meetings to discuss pupil premium allocation include: pupil progress meetings 4 x annually (class teachers, Head Teacher and SENCO); Senior Leadership Team meetings; Governing Body meetings, where spending of the Pupil Premium and the achievement of all pupils and (vulnerable) groups of pupils in learning, including our disadvantaged children.

Principles of Provision:

- At Cobham Primary School, we organise teaching and learning in order to best meet the diverse needs of all our children.
- We arrange appropriate provision for children from vulnerable groups and those who may be disadvantaged, to ensure that their needs are accurately assessed and met.
- We recognise not all children who receive free school meals will be disadvantaged and not all children who are disadvantaged have free school meals.
- We aim to include pupil and parent voice, along with our own needs analysis during pupil progress meetings to decide how Pupil Premium funding could be spent for each child.
- It may be the case that not all children receiving free school meals will receive interventions and supporting strategies funded by Pupil Premium at any one time.

Provision 2016- 2017:

Pupil premium funding, in addition to the main school budget, has helped support our disadvantaged children in the following areas –

Please note: It is important to cross-reference to our Sports Premium document, as additional funds from this funding source are utilised to support access to sport for children in receipt of Pupil Premium.

Area of Expenditure	Specific Examples of Provision
School Assessment, Tracking and Analysis	<ul style="list-style-type: none"> • Pupil Progress Meetings, and detailed analysis across the staff team with the progress of pupils and groups of pupils.

Personalised Provision Maps	<ul style="list-style-type: none"> All children in receipt of PPG benefit from a personalised provision map which details their supporting provision and tracks their progress and attainment against the class average.
Additional and longer length Parent / Teacher Meetings	<ul style="list-style-type: none"> Scheduled opportunities to meet with the teacher 4 times a year to review the provision and impact of additional support
Extra-curricular activities or support	<ul style="list-style-type: none"> Prioritised access to After School Clubs. Prioritised access to additional music opportunities within KS2 Choir and Young Voices
Specialist Support Staff / Teaching Assistant Support	<ul style="list-style-type: none"> Learning mentor programmes (for example, Sensory Circuits, BEAM, Lego Therapy), Nurture group provision (for example: Time to Talk, Lunchtime Activity Club) Additional intervention/ personalisation of learning to support and improve the progress of pupils - including 1:1 (for example, the Better Reading Partnership, Toe by Toe, Starway to Spelling) or small group learning (for example: Phonics Support, Clever Fingers, Making Numbers Count)
Free or subsidised excursions/ activities/ class trips	<ul style="list-style-type: none"> Swimming lessons Class trips Access to after school clubs Y4 residential trip to Swatenden Y6 residential trip to PGL
Lexia on-line Reading Support	<ul style="list-style-type: none"> Also invested in through the main school budget; resources to provide early intervention and targeted support in reading, phonics, spelling patterns and comprehension
Speech and Language Support	<ul style="list-style-type: none"> Shared with a school in our cluster – 10 days specialist Speech and Language provision on an annual basis.
Free School Milk	<ul style="list-style-type: none"> Daily milk to children eligible for FSM
Additional in-school enrichment and curriculum enhancement activities	<ul style="list-style-type: none"> For example: drama workshops, dance activities, music workshops, maths problem-solving workshops, Lego play sessions etc
SEAAS (South Eastern Attendance Advisory Service)	<ul style="list-style-type: none"> Also invested in through the main school budget: targeting persistent absences of our pupils to improve the levels attendance across the school but particularly in relation to our vulnerable and disadvantaged groups.

Staff CPD	<ul style="list-style-type: none"> • Maths Mastery and supporting pupils maths manipulatives • Safeguarding
<p>Mathletics – for years 3 and 4</p> <p>My Maths – Years 1 to 6</p>	<ul style="list-style-type: none"> • Computer based maths programmes to support children's progress in maths providing another learning platform to engage and enthuse their learning
Pupil Premium Book Monitoring	<ul style="list-style-type: none"> • To ensure the quality of provision and support is offered daily and consistently across all year groups and that progress is evident in children's books
In-school Counselling	<ul style="list-style-type: none"> • To support the emotional and mental health of some of our more vulnerable children on a fortnightly basis
Pupil Premium Champions Mentoring Programme	<ul style="list-style-type: none"> • Every adult in the school mentors a child eligible for Pupil Premium Grant or on the SEN register, meeting with them fortnightly to read and celebrate their successes.
Prioritised Marking	<ul style="list-style-type: none"> • All children eligible for Pupil Premium Grant have their book marked with an adult to ensure understanding of their learning, discuss their successes and next steps in their learning
Free School Meals	<ul style="list-style-type: none"> • For those children no longer eligible for free school meals but for whom the school continues to receive additional funding through the Pupil Premium Grant

Provision 2017- 2018:

During 2017-2018, we plan to continue to provide for children in receipt of the Pupil Premium Grant (PPG) using the strategies and supporting interventions utilised last year to such positive effect, as seen in the table below.

Impact of funded provision:

Year 6 Results:

Attainment Data for Year 6 2016/ 2017		Reading	Writing	GPS (Grammar, punctuation and Spelling)	Maths
Cobham Pupils eligible for Pupil Premium Funding	Achieved the Expected standard (scaled score of 100 or more)	100%	100%	100%	100%
	Making progress at the class average	100%	100%	100%	100%
All Cobham Pupils	Achieved the Expected standard (scaled score of 100 or more)	90%	90%	81%	90%
	Class Average Progress	+1.5	+2.1	n/a	+0.4
Nationals Figures for all Pupils	Achieved the Expected standard (scaled score of 100 or more)	71%	76%	77%	75%
	National Average Progress	0.0	0.0	n/a	0.0

Whole School Overview of Children in Receipt of PPG

	No of chn	Achieved expected in Reading	Made progress in line with class average	Achieved expected in Writing	Made progress in line with class average	Achieved expected in Maths	Made progress in line with class average
All children in receipt of PP	11	82%	91%	82%	91%	91%	100%
Children in receipt of PP in FSP	3	67%	100%	67%	100%	67%	100%
Children in receipt of PP in KS1	2	100%	100%	100%	100%	100%	100%
Children in receipt of PP in KS2	6	83%	83%	83%	83%	100%	100%

- ❖ Reading and writing were the weakest areas with 82% (9 out of 11 children) of our children in receipt of PP achieving expected, however 91% made progress in line with the class average. The child that did not also has a special educational need (SEN).
- ❖ In FSP of the 3 children in receipt of PP, 2 have made outstanding progress across all curriculum areas.
- ❖ In KS1 of the 2 children in receipt of PP, both are making at least expected progress in all areas and are outperforming their peers in writing and maths.
- ❖ In KS2 of the 6 children in receipt of PP, only 1 child (also SEN) is not on track to achieve expected in reading and writing. All children are on track to achieve at least expected in maths.

As a school we endeavour to ensure our children eligible for the Pupil Premium Grant (PPG) are well supported, benefit from quality first teaching and robust and appropriate supporting interventions, which are detailed on each child's personalised provision maps. Last year's data (2016/2017) demonstrates that as a group these children generally attained and made progress at the same level and rate as their peers and in some case outperformed their peers both in attainment and progress.

Only two children are not currently attaining the expected level in reading and writing, and one of these children is not currently attaining expected in maths. Consequently, considerable additional support has been put in place to date and will continue in the future to ensure the best possible outcomes for these children.