



Use of the Pupil Premium

What is the Pupil Premium?

The Pupil Premium is a sum of money allocated to schools each year to narrow attainment gaps between pupils from low income families and their peers. It aims to provide significant funding for disadvantaged children to help close the attainment gap.



The Pupil Premium is allocated to the school and is generated by children:

- who were registered as eligible for free school meals at any point in the last six years (FSM);
- who have been 'looked after' for 1 day or more (CLA);
- who were adopted from care on or after 30 December 2005, or left care under a special guardianship order or a child arrangements order (CLA).

A Service Premium is generated by children from service families.

How much is it?

The level of the premium in 2016-2017 is £1,320 per pupil fitting the criteria above for FSM children, £1,900 for Looked After children & £300 for children from service families.

What should it be used for?

Schools are free to spend the Pupil Premium as they see fit. However, we are accountable for how we have used the additional funding to support pupils from low-income families. From September 2012, we are required to publish online information about how we have used the premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium and the extra support they receive.

Our School (2016-2017)

In 2016-2017 College Park Infant School received £63,120 for Pupil Premium. Other funding was added to this so that we could support **all** of our most disadvantaged pupils.

In order to close the attainment gap for our most disadvantaged pupils we offer additional support:

- 1 to 1 in class support for literacy or maths;
- Every Child a Reader (ECAR) Reading Recovery support programme;
- Intervention programmes to accelerate progress e.g. Catch-Up, Precision Teaching, Better Reading, FFT Wave 3;
- A specific Teaching Assistant delivering targeted support programmes in Yr 2.
- An Emotional Literacy Support Assistant (ELSA) to help pupils with their personal, social, emotional and mental health well-being;
- A Teaching Assistant who specialises in Speech and Language Therapy provision, delivering specific personalised programmes to individual pupils;
- Materials and resources for use with targeted children;
- Financial support to enable educational visits including the Yr 2 residential trip;
- Training for teachers and learning support staff in particular programmes and to develop particular skills to support accelerated achievement for pupils;
- Opportunities for extension and enrichment e.g. to attend musical performances towards the Cultural Passport, participate in our school-based Young Explorers' Club.

Impact

- For the academic year 2016-2017 the latest available data shows that standards at College Park Infant School at the end of Key Stage 1 are above both Local Authority and National Averages at all levels (see table below).

KS1 RESULTS	College Park Infant School 2017	Portsmouth 2016	National 2016
READING			
At the Expected Standard	86%	73%	74%
Greater Depth within the Standard	43%	29%	24%
WRITING			
At the Expected Standard	85%	63%	66%
Greater Depth within the Standard	25%	12%	13%
MATHS			
At the Expected Standard	92%	71%	73%
Greater Depth within the Standard	25%	17%	18%

This shows how all of our pupils, including our most disadvantaged, are achieving in line with or better than those locally, given national results are not published until the Autumn; demonstrating the positive impact of the support these children have been given.

Year R pupils

17 pupils were eligible for the Pupil Premium Grant.

Early Years Foundation Stage Profile

13 of these 17 (76.5%) pupils achieved a 'Good Level of Development' which means that they achieved the expected level for their age in the early learning goals in the prime areas of learning (personal, social and emotional development, physical development and communication and language) and the early learning goals in the specific areas of mathematics and literacy. Nationally, the provisional data for all children shows 71% achieving a Good Level of Development.

15 of these 17 (88.2%) achieved the expected level for their age in 'Managing feelings and behaviour' and 'Making relationships' which is a testament to how well they have settled into school in their first year at College Park Infant School.

Year 1 Pupils

18 pupils were eligible for the Pupil Premium Grant

Phonics

16 of these 18 (88.9%) pupils achieved the expected standard in the Yr 1 Phonics Screening Check. The gap between disadvantaged and non-disadvantaged pupils was only 1.1%

14 of these 18 (77.8%) pupils also achieved or exceeded the expected standard for their age at the end of Yr 1 in Reading, Writing and Maths Combined. The other 4 pupils have received significant support and made huge progress both in academic subjects and in their personal, social and emotional development.

Year 2 Pupils

16 pupils were eligible for the Pupil Premium Grant

Phonics 2 of these pupils were required to retake the Phonics Screening Check again and although still did not meet the expected standard due to their significant special educational needs, both increased their scores on 2016.

KS1 In Reading 13 of the 16 (81.3%) met or exceeded the Expected Standard
In Writing 13 of the 16 (81.3%) met or exceeded the Expected Standard.
In Maths 14 of the 16 (87.5%) met or exceeded the Expected Standard.

Progress In Reading 10 of these pupils started school below age-expectation and 5 joined the cohort in Yr 1 or Yr 2. 8 (50%) achieved Greater Depth whilst the 3 who did not achieve the Expected Standard still made good for them from their starting points, indicating that all of these pupils made good or better progress.
This picture is mirrored in Writing and Maths.

Extra-curricular 12 of the 16 pupils chose to go on the Yr 2 Residential Trip to Stubbington Study Centre and had a fantastic time learning in the outdoors. Other opportunities such as attending events organised by Portsmouth Music Hub were offered to these 16 pupils before others. All of the 16 attended either our Arts and Culture Club or Young Explorers' Club to enhance, extend and enrich their life experiences.

Support Of the 6 pupils in Yr 2 who received specific support from our Emotional Literacy Support Assistant (ELSA) 2 were those eligible for the Pupil Premium Grant. A further PPG pupil was supported regularly by our ELSA. Feedback from both pupils and parents is extremely positive in how effective this support has been to cater for emotional and mental health needs.

With regard to pupils who are eligible for Free School Meals (or those who ever have been over the last 6 years) we are continuing to work to narrow any gaps academically, socially or emotionally, between our FSM pupils and all pupils. The strategies that we have in place appear effective for our disadvantaged and all pupils in meeting their individual needs, therefore will be implemented again next year and refined further, in the spirit of continuous improvement.



'Children Playing, Improving & Smiling'