



## Landulph School Pupil Premium Report



Pupil Premium was introduced in April 2011. The funding is intended to help disadvantaged pupils to 'close the gap' in raising attainment and improve progress. Children who are eligible include:

- Pupils who have been registered for Free School Meals (FSM) at any point in the last six years
- Children who have been looked after continuously for more than six months
- Children of armed services personnel

At Landulph School, we have based our spending on national research that shows that the strategies outlined below are effective in raising attainment for children in receipt of Pupil and Service Premium. They are also effective for ALL children.

Financial Year	Pupil Premium Funding
2012 – 2013	£4365
2013 – 2014	£6075
2014 – 2015	£5100
2015 – 2016	£11992

	Financial Year 2013 – 2014	Financial Year 2014 – 2015	Financial Year 2015 – 2016
% of FSM	18%	16%	23%
Number of pupils eligible for Pupil Premium	11	11	15

### Summary of Pupil Premium Spend 2015-2016

#### Objectives:

- Accelerate progress for pupils off track in the core subject areas with effective interventions
- Provide additional support to those children at low starting points to help close the gap to age related expectations
- Provide emotional support to children
- Provide effective interventions to those children who require additional support
- Track the progress of children at regular intervals and respond swiftly to encourage maximum progress to be made
- Provide specialised staff training to meet the needs of the most vulnerable children
- Fund opportunities for hard to reach families to support their children at school

## 2015 – 2016 Progress and Attainment

<b>Year 1 – 7 Children Progress</b>		
	Non Pupil Premium Expected Progress or better	Pupil Premium Expected Progress or better (2)
Reading	100%	50%
Writing	100%	50%
Mathematics	100%	50%
<b>Year 2 – 9 Children Progress</b>		
	Non Pupil Premium Expected Progress or better	Pupil Premium Expected Progress or better (3)
Reading	100%	66%
Writing	83%	33%
Mathematics	100%	100%
<b>Year 3 – 8 Children Progress</b>		
	Non Pupil Premium Expected Progress or better	Pupil Premium Expected Progress or better (2)
Reading	100%	100%
Writing	83%	100%
Mathematics	83%	100%
<b>Year 4 – 5 Children Progress</b>		
	Non Pupil Premium Expected Progress or better	Pupil Premium Expected Progress or better (0)
Reading	80%	
Writing	80%	
Mathematics	80%	
<b>Year 5 – 12 Children Progress</b>		
	Non Pupil Premium Expected Progress or better	Pupil Premium Expected Progress or better (4)
Reading	50%	75%
Writing	50%	75%
Mathematics	50%	75%
<b>Year 6 Children Progress</b>		
	Non Pupil Premium Expected Progress or better	Pupil Premium Expected Progress or better (1)
Reading	57%	0%
Writing	79%	100%
Mathematics	36%	0%

<b>Year 1 – 7 Children Attainment</b>		
	Non Pupil Premium at NARE or better	Pupil Premium at NARE or better (2)
Reading	80%	50%
Writing	80%	50%
Mathematics	80%	50%
<b>Year 2 – 9 Children Attainment</b>		
	Non Pupil Premium at NARE or better	Pupil Premium at NARE or better (3)
Reading	100%	33%
Writing	100%	0%
Mathematics	100%	66%
<b>Year 3 – 8 Children Attainment</b>		
	Non Pupil Premium at NARE or better	Pupil Premium at NARE or better (2)
Reading	100%	100%
Writing	83%	100%
Mathematics	83%	100%
<b>Year 4 – 5 Children Attainment</b>		
	Non Pupil Premium at NARE or better	Pupil Premium at NARE or better (0)
Reading	80%	
Writing	80%	
Mathematics	80%	
<b>Year 5 – 12 Children Attainment</b>		
	Non Pupil Premium at NARE or better	Pupil Premium at NARE or better (4)
Reading	63%	75%
Writing	50%	50%
Mathematics	50%	50%
<b>Year 6 Children Attainment</b>		
	Non Pupil Premium at NARE or better	Pupil Premium at NARE or better (1)
Reading	57%	0%
Writing	79%	100%
Mathematics	36%	0%

2016 – 2017 Planned expenditure

At Landulph School, we have recognised that there are a range of barriers for our children that can influence the amount of progress that they make:

- Social, emotional and behavioural challenges
- Low starting points on entry to Landulph School
- Resources not personalised enough to meet their needs
- Mobility of children entering Landulph School
- Development of skills needed for parents to support their children at home
- No public transport
- No driving licence
- Unlit narrow highways without pavements
- Limited experience of life outside of school
- Lower aspirations
- Low expectations for future success

Resources	Cost	Objective	Success Criteria
Inclusion staffing costs including breakfast club	£14 132 (Using carry forward)	To provide additional support to pupil premium children to close the gap including targeted interventions, free access to breakfast club and Thrive support.	The children are given more opportunities to work in smaller groups and on a one to one basis to meet individualised needs. Children will feel more confident and progress will be accelerated as a result.
Free places at the early morning club and breakfast	£850 + Staff Costs	To provide children with a strong start to the day that supports emotional resilience and develops social skills.	Children are given the opportunity to have a school breakfast before school which will encourage a more positive start alongside an opportunity for social interactions to take place.
Professional Development for staff	£1000	To invest in quality CPD for all staff which directly meets the needs of those most vulnerable children.	Quality CPD provided to all staff to ensure we meet the needs of the most vulnerable children in the school.
Funding for Gifted and Talented Pupil Premium children to attend events	£150	To access enriching opportunities for the most able pupil premium children which incur an additional cost.	More able pupil premium children will be given opportunities to attend events that enrich their curriculum.

Subsidising residential trips/educational visits/swimming	£600	To provide pupil premium children with the opportunity to attend enriching aspects of the curriculum with their peers which come as an additional cost, including a residential trip.	The children are given the opportunity to attend trips that will enhance their life experiences outside of school alongside their peers.
Annual subscription for Abacus Evolve	£240	To provide additional online resources that support the children in reaching age related expectations.	Staff have access to a wider range of teaching resources that promotes more individualised teaching and learning meeting the needs of the most vulnerable children and closing the gap more rapidly.
Purchasing specific resources to meet the specific needs of the most vulnerable	£1100	Following completion of an intervention plan, specific resources can be purchased to meet the individualised needs of pupil premium children to ensure that progress is made and accelerated.	Funds allocated to meeting the needs of the most vulnerable children within their catch up areas linked to individual intervention plans encouraging the closing of the gap.
Provide transport to those family with no car to attend school events (£20-£25 return trip)	£250	Provide transport to those families that do not drive to ensure that these families remain engaged in the learning of their children and attend whole school events to feel part of the school community.	Families without the means to travel are able to attend key events including parents' evenings, whole school events and remain part of Landulph School's community.
Develop the Thrive programme across the school to support the most vulnerable children	£4000	To supports social and emotional development, in particular with children and young people who have struggled with difficult life events to help them re-engage with life and learning.	Progress will be tracked for individual children and targets will be set and achieved according to a very specific tailored programme. Children will feel emotionally supported by their Thrive practitioner.
Play Therapist	£1600	To use the specialism of play therapy to develop a positive change in children who are having difficulties that prevent them from fulfilling their potential.	Progress for the children will be assessed individually by the class teacher and parents during the sessions, enabling the play therapist to create personalised programmes. The children will develop a more positive attitude to learning.

