



# GILLIBRAND

## Primary School

### Pupil Premium Strategy 2017-18

#### **What is the Pupil Premium?**

This is funding given to schools for every child who has free school meals. The government provides this funding because it believes there is a strong link between the financial background of families and their children's achievement.

The government provide funding for children

- who have been in receipt of free school meals (FSM ) at any point in the last 6 years (£1320)
- who have been previously looked after, subject of a special guardianship order and/or adopted from care (£1.900)
- whose parents are currently serving in the armed forces (£300)

#### **How does the school access the money?**

School completes a census several times a year indicating how many children have free school meals. The funding is multiplied by the number of children.

#### **How can I find out if my child is eligible for free school meals and the Pupil Premium?**

Please ask at the office as we can answer your questions and help you apply for free school meals.

#### **Can my child still benefit from the Pupil Premium even if they are on packed lunches?**

If your family is eligible for free school meals but your child chooses to have packed lunches, school will still receive the Pupil Premium funding.

#### **Will my child lose the Pupil Premium funding if they stop having free school meals?**

No, the school continues to receive the funding for 6 years. If your child moves onto high school in that time, the high school would receive the continued funding. This is called EVER6 funding.

#### **What is the Pupil Premium spent on?**

Schools have the freedom to decide what the funding is spent on as different schools receive different amounts. The only criterion is that it impacts upon the achievement of those children and enables them to succeed in the same way as other children. Ofsted will check on the impact of the funding on the progress of these children. Gillibrand Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

#### **The main barriers to educational achievement faced by eligible pupils in our school**

The main barriers to educational achievement that the disadvantaged children in our school face include the following possibilities:

- Low income
- Unsettled family arrangements
- Inappropriate or inadequate housing
- Emotional well-being of family member
- Parents may not have had a successful or enjoyable education
- Safeguarding concerns
- Attendance and/or lateness

#### **Amount of Funding Received 2017-2018**

In 2017/18 Gillibrand Primary School received a total of £ 63,720 which was in addition to the main school funding.

This funding has been used to support all the children in school

### How the pupil premium money has been allocated 2017/2018

- School counsellor 1 day a week to provide support to children in need in school.(£6,825)
  - Some 1 to 1 support from TA -afternoons (£5,700)
  - Specialist teacher employed 1 day a week to support staff, children and carry out some assessments (£38,000)
  - Teaching Assistant intervention support across school every afternoon.(£8,100)
  - Additional enrichment activities including piano tuition (£1,000)
  - Trips and extra-curricular activity support (£4,000)
  - Mentor support from TA to work 1 to 1 with targeted children (£2,800)
  - Specialist 1 to 1 assessments (£800)
  - Purchase additional resources to support learning (£3,000)
- Total= £70,225

### How we will measure the impact

All teachers and teaching assistants at Gillibrand work together to provide support and monitor impact for the children eligible for the pupil premium grant. Activities, provision and intervention is planned for and evaluated by these staff, who monitor the children's progress in regular KS meetings. The progress of pupils eligible for PPG is tracked and measured through our whole school data tracking system and then in 'pupil progress meetings', areas across the curriculum are identified where there may be a need for additional support or interventions to ensure that pupils make at least expected progress.

### Impact on Achievement July 2018

#### Early years foundation stage

Percentage of children achieving a good level of development(GLD)	School 2018	Lancashire	National
	76.6%	69.4%	
Comments	We currently have no PP children in the EYFS. One child is entitled to FSM and reached a GLD.		

#### Year 1 Phonics

	Number of pupils	School	Lancashire	National
Percentage of children achieving expected level- all children	30	83.3%	81.1 ( 2017)	
Percentage of PP children achieving expected level	4	25%		
Comments Care must be taken when analysing small numbers of pupils.	1 child SEND, 3 children have provision maps and targeted interventions in place.			

#### End of key stage 1

#### Attainment

	Number of pupils	Met expected standards In reading.	Met expected standards In writing.	Met expected standards In mathematics.
Percentage of children achieving expected level- all children	30	86.6%	80%	83.3%
Percentage of children achieving expected level- PP children	5	80%	80%	80%

#### Progress

1 disadvantaged child who did not meet the expected standard in all areas is also SEND and has an IEP

End of key stage 2		Attainment		
	Number of pupils	Met expected standards In reading.	Met expected standards In writing.	Met expected standards In mathematics.
Percentage of children achieving expected level- all children	30	83%	83%	73%
Percentage of children achieving expected level- PP children	11	73%	64%	55%
<b>Comments</b>		<p>4 children SEND. 1 child only joined school in Year 5 and 1 child joined in Year 4. 1 child absent for SATs.</p> <p>1 child-sent for a remark in both reading and maths as only 1 mark away from reaching the expected standard.</p> <p>Maths attainment is lower this year than in previous years and will be targeted on the SDP next year.</p>		

**Date of Review: July 2018 and September 2018**

**This report will be updated again when all national figures are received in autumn term 2018.**