

## Cherry Tree Pupil Premium September 2017-18



In April 2011, the Government introduced the Pupil Premium. This is additional funding for schools to help them narrow the gap for pupils from low income families and their peers. Schools have the freedom to spend this finding as they see fit, based on their knowledge of pupil needs.

Number of pupils and Pupil Premium Grant (PPG) received 2017-18	
Number of pupils on roll	416
Total number of pupils eligible for Pupil Premium Grant	159* December - 179
Total amount of Pupil Premium Grant received	252920
% of the school population	38%

\*This represents a drop , as 31 children eligible for PPG left Y6 including 4 pupils who were CLA children and only 9 children arriving that are FSM in Reception.

Nature of support 2017-18	
Special Educational Needs Teacher support for children with SEND (23% of PPG children are also SEND)	
15 % of Teaching Assistant costs	
Full time Children & Families Team member	
Part time PPG Champion	
1:1 tuition led by specialist maths teacher	
1:1 tuition led by Higher Level Teaching Assistants	
Appointment of 3 additional SMSAs – lunchtime support	
Easter booster school	
Mindfulness workshops , linked to sports tuition & the PE grant	
Subsidise educational visits and residential, including travelling theatre companies	
Nurture group	
Lego Therapy club	

Curriculum focus of PPG spending/Provision 2017-18	
<ul style="list-style-type: none"> <li>• SEND teacher support for 23% of pupils who receive PPG</li> <li>• 15% of all TA costs to ensure targeted group support for every class</li> <li>• 1:1 tuition led by a specialist maths teacher to ensure children are achieving Age Related Expectations and also to support children who are expected to exceed national expectations</li> <li>• Easter Booster school targeted at Year 6 pupils to prepare them for their SATs</li> <li>• Nurture group to help support the emotional well-being of children</li> <li>• Lego therapy to support social skills and collaborative problem solving</li> <li>• Purchase of IT equipment and software</li> <li>• Sports tuition</li> <li>• Subsidise educational visits to ensure financial constraints are not a barrier to limit the learning experiences of PPG pupils</li> <li>• Children &amp; Families Team to support the emotional well-being of pupils</li> <li>• Forest School/ outdoor learning staff to provide opportunities all to engage in outdoor learning opportunities</li> <li>• Saturday opening of the school library – to provide pupils with curriculum workshops and quality reading books</li> <li>• Subject Leader support – ECM courses</li> <li>• Whole school CPD - Challenge for the More Able Readers, Developing Fluency &amp; Stamina in Reading + Reading for Pleasure. All course provided by ECM</li> <li>• Brilliance in your Curriculum – TLR3. Course provided by ECM</li> <li>• Accelerated Maths for Year 6</li> <li>• Times Table Rock Stars – whole school</li> <li>• Athletics – whole school</li> <li>• Mindfulness and Sport workshops – part funded by the PE grant</li> </ul>	

**Measuring the impact of PPG spending  
2016-17**

The Impact/evaluation of the PPG focuses on the academic attainment and progress of the children at the end of EYFS and each Key Stage. In addition, it also focuses on the confidence, increased self-esteem and of the children and how their attitude to learning has changed.

The data for the academic year 2016-17 shows that:

**Early Years Foundation Stage**

In EYFS 60% (6/10) of our PPG children achieved a Good Level of Development – achieving the Early Learning Goal in all of the prime areas of learning. This is compared to 56% (28/50) of children who are not eligible for PPG. PPG children at Cherry Tree achieved higher % GLD than the Local Authority – 60% at Cherry Tree compared with 52% across Bolton.

**Early Learning Goals:**

2016-17 PPG entitled children at Cherry Tree achieved above their counterparts in the Local Authority in 15 of the 17 Early Learning Goals.

**Target:**

We will continue to work closely with PPG entitled families

to ensure that the percentage of pupils working at a Good Level of Development rises from 22% last year to 33% at the end of this year.

Part of the PPG spending has been to ensure families are contacted to increase the number of claims for Free School Meals. Nine families were claiming Free School Meals at the start of reception, this has now risen to 17.

**Year 1 Phonics:**

In year 1 50% (10/20) PPG children at Cherry Tree attained the phonics screening check compared with 76% (28/38) of non-PPG children. At the end of Key Stage 1 92% (23/25) PPG children achieved the phonics screening check compared with 90% (27/32) of non-PPG children.

**Target:**

We will continue to work closely with the PPG children in the current Y1 classes to ensure targeted support for phonics to close the gap between PPG and non-PPG children. Last year 53% of PPG children achieved the phonics screening test, this year we are aiming at 63%

**End of Key Stage 1:**

PPG children at Cherry Tree KS1 data & Local comparisons

PPG children at Cherry Tree achieved higher than local PPG children in reading but below local in writing and maths

	Cherry Tree PPG	Bolton PPG	Cherry Tree Non-PPG	Bolton Non-PPG
Reading	63%	62%	68%	77%
Writing	48%	52%	61%	72%
Maths	56%	62%	77%	78%

12% (3/25) of PPG children in Year 2 are also SEND.

The % of higher achieving /Greater Depth children who are also PPG Non PPG are:

	Cherry Tree PPG	Bolton PPG	Cherry Tree Non-PPG	Bolton Non-PPG
Reading	19%	13%	29%	26%
Writing	15%	8%	13%	17%
Maths	19%	12%	19%	23%

**Target:**

To narrow the gap between PPG and non-PPG children in reading through focussed Read Write Inc sessions, 1:1 RWI and Higher Level Teaching Assistant consultancy groups. To ensure 50% of PPG children achieve are related expectation in reading and 22% are exceeding. (25% of this cohort are SEND)

To ensure the % of children achieving age related expectations in writing is 42% and 17% exceed.

To rapidly close the gap between PPG and non- PPG children in maths to ensure 48% of children achieve age related expectations & 22% exceed.

## End of Key Stage 2

	Cherry Tree PPG	Bolton PPG	Cherry Tree Non-PPG	Bolton Non-PPG
Reading	35%	59%	50%	72%
Writing	73%	67%	71%	80%
Maths	23%	67%	50%	79%
GAPS	38%	71%	59%	81%
Reading, writing & maths combined	15%	49%	41%	65%

### Targets:

To continue to identify and support PPG children to ensure a more positive picture at the end of the academic year.

To narrow the gap between PPG children and non PPG in maths. 35% of children achieve age related expectations in maths with 10% exceeding.

To ensure children who are ARE at the end of KS1 are at least achieving ARE at the end of KS2.

To ensure the teaching of reading skills is positively impacting on test data. 40% achieve age related expectations with 12% exceeding.

To ensure 70% of children eligible for PPG achieve age related expectations in writing with 16% exceeding

Attendance rates for pupils eligible for PP are 93% below the whole school target of 96%. This must rise to 95%. This reduces their hours of learning and causes them to fall behind on average.

To ensure spelling initiatives are impacting on test results.

Throughout Key Stage 2, we are targeting the higher achieving PPG children from Key Stage 1 to ensure they are exceeding at the end of their time at Cherry Tree school .

## Pupil Premium Strategy 2017-18

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate their funding to best support the raising of attainment for the most vulnerable pupils. In 2017 – 18, Cherry Tree school received 252920, in Pupil Premium allocations.

Identified barriers are:

To ensure all children who achieved Age Related Expectations in maths at the end of KS1 achieved ARE at the end of KS2.

The teaching of key reading skills impacting on test data at the end of Key Stage 2

Poor basic maths skills and their application into reasoning – at the end of Key Stage 1 and 2.

Spelling across KS2

Low % of PPG pupils achieving ARE in reading

Low attendance for PPG children

Our strategy to remove these barriers is outlined in detail within the action plan and includes key provision for:

Targeted interventions that meet the children's needs in reading and maths – by both teachers and support staff.

*Forest schools/outdoor provision ( Use of teaching Leader to support this)*

Shared and guided reading and also shared writing training for all staff. Close monitoring and observations of these strategies ensuring this impacts on test data.

Increased teacher/Teaching Assistant time for small groups reading and guided maths sessions.

Appointment of a 1:1 tutor for maths.

Clear and consistent approach to the teaching of spelling in Key Stage 2 ( Use of Teaching Leader project)

Close the gap between attendance for PPG & Non PPG children through a variety of approaches liaison with the Children & families Team around lates and attendance. Half termly punctuality & attendance meetings with parents/carers, pupil voice reward systems – (badges for children , family food vouchers, additional trips)

**Projected targets for PPG children 2017-18**

	<b>Age Related expectations 16-17</b>	<b>Projected target ARE 17-18</b>	<b>Exceeding 16-17</b>	<b>Projected exceeding target 17-18</b>
<b>EYFS - Good Level of Development</b>	22%	32%		
<b>Year 1 phonics</b>	53%	63%		
<b>Year 2 Reading</b>	63%	50%( FFT 41%)	19%	22%
<b>Writing</b>	48%	42% (FFT 33%)	15%	17%
<b>Maths</b>	56%	48% (FFT 39%)	15%	22%
<b>Combined</b>		35%		
<b>Year 6 Reading</b>	35%	49%	6%	12%
<b>Writing</b>	68%	70%	10%	16%
<b>Maths</b>	23%	35%	0%	10%
<b>Combined</b>	16%	43%	0%	10%

The impact of each project or area of spend is regularly measured through our termly learner progress reviews & half termly attendance & punctuality analysis (PP vs Non-PP). The outcomes of both, by year group, are then reported to Governors on a termly basis via the Finance and Mainstream meetings as appropriate.