



Disadvantaged Children Grant Expenditure

Report to Parents: 2016/17

Overview of the school

Number of pupils and disadvantaged pupils & grant (PPG) received	
Total number of pupils on roll	363 (Y1-6)
Total number of pupils eligible for PPG	135
Amount of PPG received per pupil	£1320
Total amount of PPG received	£178,200
Total number of pupils on roll in Reception (Early Years PP Grant)	60
No of children entitled to EYPP	16
Autumn: 7, Spring: 14, Summer: 16.	£3,657
PPG received + EYPP	£181,857

	2015-16	2016-17
% of pupils in receipt of PPG achieving the Good Level of Development	33% (an increase on 2014 by 20%)	31% (a decrease of 2%)
% of pupils in receipt of PPG making expected progress in Reading at end of KS2	50%	68%
% of pupils in receipt of PPG making expected progress in Writing at end of KS2	75%	84%
% of pupils in receipt of PPG making expected progress in Maths at end of KS2	54%	74%

% of pupils in receipt of PPG making expected progress in SPAG at end of KS2	64%	74%
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Summary of PPG spending 2016/17

Principles

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the disadvantaged funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Disadvantaged funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of disadvantaged interventions at one time.

Summary of spending and actions taken:

- Employ Teachers & Teaching Assistants in school to support children who are entitled to the Disadvantaged Children Grant.
- Provide intervention for children in English and Maths, as an addition to targeted teaching (First Class at Number intervention, My Maths, Greater Depth targeted support, Letters & Sounds, Read-Write-Inc.)
- Employ a teacher to deliver additional Mathematics & Reading lessons to children struggling in Year 6.
- SLT staff to support children to close the gaps in learning – particularly in Years 5 & 6 and those with SEN.
- Part fund educational visits for vulnerable children.
- Part fund snack in Years 1 & 2.
- Employ a Learning Mentor / Attendance Officer to work closely with The Early Intervention Team to identify children who have recurring poor attendance.
- Training provided for some staff to support disadvantaged children – interventions.

- Extra Curricular clubs aimed at disadvantaged children – Gardening club, Dance club & Martial Arts club after school.
- Employ (in part) two Teaching Assistants to deliver 'Life Skills' lessons in the afternoons.
- Part fund resources for 'Life Skills' lessons in the afternoons.
- Fund Commando Joe for one day per week.
- Employ a teacher to deliver ELKLAN support / intervention

Outcomes to date:

- Small groups of children in Year 1 to 6 were supported in raising attainment and overcoming gaps in learning in reading, writing and mathematics.
- Resources for disadvantaged children were also used to target higher attaining children receiving FSM to achieve 'higher standard' at the end of KS2, purchase of additional materials / books, provision of additional challenge/ support classes.
- Attendance target of 96.5% achieved (97.3%) and punctuality is good for the vast majority of children.
- Children enjoy the 'Life Skills' lessons, clubs & after school activities & parental feedback has been encouraging.
- Children appreciate the Clarendon Values and work on positive behaviour strategies and attitudes to learning.
- Small groups of children in EYFS were supported in raising confidence, particularly with speaking and listening activities. The Good Level of Development trajectory has been increasing for the last five years.

PPG Funding for the Current Academic Year - 2017/2018

Number of pupils and pupil premium grant received for 2017/18	
Total number of pupils on roll	412
Total number of pupils eligible for PPG	138
Amount of PPG received per pupil	£1,320
Total amount of PPG received 2017/18	£178,200
PPG carry forward from 2016/17	£0
Total PPG for 2017/18	£182,160

Main Barriers to Educational Achievement

- Attainment in writing for pupils in receipt of PPG funding is lower than that of non-PPG funded pupils across school.
- The % of Year 6 children working at greater depth in reading is lower for PPG funded pupils than for non-PPG funded pupils.
- A small number of children in receipt of PPG funding arrive to school after 8.55am on a frequent basis.
- An increasing number of children who are PPG funded also have Special Educational Needs – 44%; 60% of children with Education and Health Care Plans are also in receipt of PPG funding.

Intended Support for 2017/18

- Continue to employ a Learning Mentor to monitor attendance and provide support families in the home setting
- Develop Mental Health & Well-being throughout school – Healthy Mind workshops etc
- Continue to employ three Learning Support Assistants whose role includes providing intervention support for children in English and Maths
- Continue to employ a teacher to work with higher attaining PPG children
- Part fund educational visits for vulnerable children
- Fund music tuition for vulnerable children if requested
- Provide Breakfasts for vulnerable children if requested

Measuring the Impact of PPG Funding

- The progress of PPG pupils will be discussed at Pupil Progress meetings, which are held half termly between the class teacher and the SLT. Following the meeting, intervention will be put into place for reading, writing and mathematics as appropriate.
- The Head teacher will monitor teaching and learning in all year groups on a least a termly basis with a focus on the achievement of PPG children.
- The Head teacher will report to Governors the progress of Disadvantaged pupils on a termly basis and report back to the Curriculum and Inclusion Sub-Committee on the academic and pastoral achievements of this group.

