



Pupil Premium Impact Report 2016 / 17

Chichester Free School received £162,464 Pupil Premium funding in the financial year 2016-17. The funding was based on the number of children on roll, who were in receipt of free school meals in the last 6 years (EFSM) from the local authority in January 2015. We are committed as a school to ensure that this money is spent to significant effect.

As we recognise that not all pupils who are academically or socially disadvantaged are registered for free school meals, we reserve the right to allocate Pupil Premium funding to support any pupil, or group of pupils, identified by the school as being at a significant disadvantage.

Our priorities at Chichester Free School currently are:



Action and cost	Description	Impact																														
Primary																																
1. One to one and group catch up programmes for KS2 and Year 6. £38826.50	Reading, writing and maths catch up programmes delivered weekly to target groups of pupils by qualified teachers. Use of PIXL resources and training to identify key marginal pupils and provide support materials.	<p>Catch up programmes for vulnerable pupils across Key Stage 2 and specifically in Year 6 in the lead up to Secondary transition. These pupils received regular interventions that focused upon gaps in learning and allowed a flexible approach to meet the needs of these learners.</p> <p>The impact of these interventions have been:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">Year 6 PP group – EXS</th> </tr> <tr> <th>Subject</th> <th>Prediction</th> <th>Result</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>3.3%</td> <td>10%</td> </tr> <tr> <td>Writing</td> <td>3.3%</td> <td>3.3%</td> </tr> <tr> <td>Maths</td> <td>3.3%</td> <td>14%</td> </tr> </tbody> </table> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>National Disadvantaged Gap - Progress</th> <th>CFS Disadvantaged Gap - Progress</th> </tr> </thead> <tbody> <tr> <td>Y4 Reading</td> <td>-1.00</td> <td>-0.54</td> </tr> <tr> <td>Y3 Reading</td> <td>-1.00</td> <td>+3.94</td> </tr> <tr> <td>Y3 Maths</td> <td>-0.40</td> <td>+2.19</td> </tr> <tr> <td>Y6 Maths</td> <td>-0.40</td> <td>+0.56</td> </tr> </tbody> </table>	Year 6 PP group – EXS			Subject	Prediction	Result	Reading	3.3%	10%	Writing	3.3%	3.3%	Maths	3.3%	14%		National Disadvantaged Gap - Progress	CFS Disadvantaged Gap - Progress	Y4 Reading	-1.00	-0.54	Y3 Reading	-1.00	+3.94	Y3 Maths	-0.40	+2.19	Y6 Maths	-0.40	+0.56
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2. One to one and group catch up programmes for KS1 and EYFS. £8797.50	Reading, writing and maths catch up programmes delivered weekly to target groups of pupils by qualified teachers.	<p>Catch up programmes for these groups of pupils were delivered on a regular basis and with flexibility to move pupils in and out of these groups, depending on needs. The impact of this has been:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="3">EYFS</th> </tr> <tr> <th>Subject</th> <th>All - GLD</th> <th>PP - GLD</th> </tr> </thead> <tbody> <tr> <td>Achieving GLD</td> <td>80%</td> <td>100%</td> </tr> <tr> <td>Reading</td> <td>82%</td> <td>100%</td> </tr> <tr> <td>Writing</td> <td>82%</td> <td>100%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>100%</td> </tr> </tbody> </table>	EYFS			Subject	All - GLD	PP - GLD	Achieving GLD	80%	100%	Reading	82%	100%	Writing	82%	100%	Maths	83%	100%												
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3. ELSA to support vulnerable pupils, external support from a play therapist. £4732.50 + £7981	Specialist ELSA working on with one to one pupils who are vulnerable, providing a range of support and counselling. One to one sessions from a play therapist for pupils with more complex social issues.	Play therapist and ELSA have targeted pupils on a regular weekly basis, helping to support with pastoral issues and work with families to increase both attendance and engagement with school.																														

<p>4.Resources to support maths teaching to encourage high levels of progress.</p> <p>£2855.72</p>	<p>Resources for pupils and staff to enable the teaching of Maths No Problem.</p>	<p>Maths resources and CPD have enabled staff to move away from a planning structure that rigorously grouped pupils by ability in lessons to flexible grouping through whole class teaching. This has encouraged a more inclusive approach to maths, staff are now all using the same language and modelling structures in lessons and support staff also follow this structure in any catch-up programmes delivered. The impact of this has been :</p> <table border="1" data-bbox="775 539 1350 651"> <thead> <tr> <th colspan="3">Maths progress</th> </tr> <tr> <th>Year</th> <th>All</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>6</td> <td>-2.14</td> <td>-1.42</td> </tr> </tbody> </table> <table border="1" data-bbox="775 685 1386 871"> <thead> <tr> <th></th> <th>National Disadvantaged Gap - Progress</th> <th>CFS Disadvantaged Gap - Progress</th> </tr> </thead> <tbody> <tr> <td>Y1 Maths</td> <td>-0.40</td> <td>+0.16</td> </tr> <tr> <td>Y3 Maths</td> <td>-0.40</td> <td>+2.19</td> </tr> </tbody> </table>	Maths progress			Year	All	PP	6	-2.14	-1.42		National Disadvantaged Gap - Progress	CFS Disadvantaged Gap - Progress	Y1 Maths	-0.40	+0.16	Y3 Maths	-0.40	+2.19
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<p>5.Specific reading materials to support early readers.</p> <p>£2056.09</p>	<p>Guided reading materials specifically designed to early readers and pupils older pupils with a low reading age.</p>	<p>Guided reading and whole class reading is now well resourced across the school and materials are of such that disadvantaged pupils who find reading more challenging have access to appropriate books. Both guided reading and whole class reading lessons are taking place on a regular basis across Primary and staff have directed support to disadvantaged pupils. The impact of this can be seen in the narrowed gaps in EYFS, Y3, 4 reading gaps between National and CFS figures. Reading attainment at the end of EYFS and Y6 are above the local and National figures.</p>																		
<p>6.Training for LSA team to support with maths teaching. (Claire Mosley + any other relevant LSA training)</p>	<p>External specialist training with the LSA team to develop approaches for supporting in maths lessons using different models and practical apparatus.</p>	<p>LSA are now confident in their own abilities when delivering interventions or targeted support for groups of disadvantaged pupils. Training has ensured that all models and language used is consistent with the class teacher and this has resulted in higher engagement in maths lessons by disadvantaged pupils.</p>																		
<p>Secondary</p>																				
<p>7.Small foundation teaching groups, of 12 pupils in English.</p>	<p>Improve academic understanding, skills and participation of PP students, targeting specific, personalised interventions</p>	<p>We have been able to adapt the curriculum for these classes, focusing more on the key literacy skills not secured at Key Stage 2. 65% of pupils in these foundation groups achieved the expected standard for year 7 in their final writing assessment.</p>																		
<p>8.LSA support in foundation groups in</p>	<p>Improve academic understanding, skills and participation of PP</p>	<p>65% of pupils in these groups are now attaining the expected standard in all areas of English, whereas 100% were below the expected standard at the start of year 7.</p>																		

English, bringing teacher, pupil ratio to 1:6	students, targeting specific, personalised interventions																
9.Small foundation teaching groups, of 12 pupils in Maths.	Improve academic understanding, skills and participation of PP students, targeting specific, personalised interventions	We have been able to adapt the curriculum for these classes, focusing more on the key numeracy skills not secured at Key Stage 2. 74% of pupils in these groups are now attaining the expected standard in all areas of maths, whereas 100% were below the expected standard at the start of year 7.															
10.LSA support in foundation groups in maths, bringing teacher, pupil ratio to 1:6	Improve academic understanding, skills and participation of PP students, targeting specific, personalised interventions																
11.Touch Type training through an external provider. £5800	A multi-sensory course that teaches touch-typing to help children improve their reading and spelling skills. delivered by a specialist for one hour a week	Significant improvement in handwriting and spelling skills for all pupils involved. 100% of pupils on the programme 'graduated' at the end of the year.															
12.Word Wasp Programme £110	Focussed literacy skills intervention																
13.Extra English small group interventions	Pupils are removed from one language and have extra English in groups of 4-6 delivered by HLTA and other staff to develop grades to and then above target. Develop student literacy skills in a small, supportive environment	<p>Both of these interventions have resulted in impressive results across the whole year 7 cohort. Specifically for our lowest ability pupils only, who received intervention:</p> <ul style="list-style-type: none"> * 80% are reaching the expected standard for year 7 in English, whereas all were below at the start of the year. * 100% are currently on track to meet their GCSE targets. * 88% have made expected progress since the start of year 7. <p>Year 9</p> <table border="1"> <thead> <tr> <th></th> <th>Progress 8</th> <th>Attainment 8</th> </tr> </thead> <tbody> <tr> <td><i>National disadvantaged gap</i></td> <td>-0.48</td> <td>-12.20</td> </tr> <tr> <td>CFS disadvantaged gap</td> <td>-0.24</td> <td>-9.68</td> </tr> </tbody> </table> <p>Year 10</p> <table border="1"> <thead> <tr> <th></th> <th>Progress 8</th> <th>Attainment 8</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Progress 8	Attainment 8	<i>National disadvantaged gap</i>	-0.48	-12.20	CFS disadvantaged gap	-0.24	-9.68		Progress 8	Attainment 8			
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14. Extra Maths small group interventions	Small group teaching delivered by HLTA to develop grades to and then above target. Develop student numeracy skills in a small, supportive environment	Both of these interventions have resulted in impressive results across the whole year 7 cohort. Specifically for our lowest ability pupils only, who received intervention: * 75% are reaching the expected standard for year 7 in maths whereas all were below at the start of the year.															
15. Dedicated full time HLTA in English and maths	HLTA to provide focussed intervention for pupils	* 100% are currently on track to meet their GCSE targets. * 100% have made expected progress since the start of year 7.															
16. Ipad scheme £12148.20	The school uses some Pupil premium money to support families to pay for the ipad scheme.	The school subsidises the cost of the ipad scheme which allows pupils to access important resources															
17. Identified support for LAC pupils	PEP meetings for LAC identify needs for specific expenditure for those individual pupils	The needs for individual LAC are identified and reported at the termly PEP, appropriate resources/ support are put in place using PP money. LAC pupils are making good progress.															
18. Transport £689	For PP pupils to be able to get to school	Pupils would not be able to get to school without the support of PP funding to support this.															
19. Pastoral support	To allow PP pupils access to support for personal development and emotional support.	Some PP pupils have a high social and emotional need and this support has help to build relationships, support their emotional need, help to get pupils into school/ classes, support with TAF meetings and family support.															
20. Nurture group	Increased understanding of emotional resilience and participation in learning. Develop self-confidence and esteem of PP students	This has helped to provide PP pupils a safe space where they have the support to build relationships, resilience, confidence and self-esteem. This ran every lunchtime and most pupils were able to move on from this support to be independent at lunchtime.															

21.Laptops for intervention £2250	Develop student literacy and numeracy skills in a small, supportive environment with appropriate technology	Laptops purchased to support interventions for PP pupils and access for pupils to use as an alternative to recording their work.
22.Christian Youth Enterprises Sailing Centre	Develop self-confidence, teamwork and esteem of PP students	This was a key activity to help build important relationships with their peers and develop self-confidence and gain new experiences.
Cross-phase		
23.Excursions £1848.90	To aid cultural development and understanding	This allowed PP pupils to access important excursions to support the learning in the classroom, it allows them the experience to offer meaningful contributions in lessons.
24.Resources to support subjects	Resources to help aid the curriculum for PP.	This allows pupils the access to appropriate resources to help support the different curriculum areas.
25.Playtherapy (included in primary costs)	Develop self-confidence and esteem of PP students	There has been significant impact with pupils spending more time in lessons, trauma support, attendance for some PP pupils as well as emotional support. This also supported on-going referrals to different outside agencies.
26.Extra curricular costs £8945.60	Broadening horizons, developing skills, social and emotional awareness, self-confidence and esteem	These pupils would be disadvantaged where parents were unable to meet the costs to ensure an enrichment of activities compared to their peers.
27.Specialist support	WSAPC	Support was provided for a PP pupil with significant behavioural needs, it allowed a more appropriate setting whilst an EHCNA was applied for and assessed.
28.Free school meals £13,939.20	Pupil entitlement	To allow pupils a school meal.
29.Uniform £394.79	Helping parents with the cost of uniform	Funding is given to help towards the cost of uniform for parents who found it difficult to meet the cost of this.
30.LSA time £51,089.00	Improve academic understanding, skills and participation of PP students, targeting specific, personalised interventions	PP pupils identified through termly pupil progress meetings and support through the use of LSAs is identified and support given wherever possible. Pupil progress increased, particularly in secondary