

## **Pupil Premium Strategy 2016 – 17**

### **Amount of Pupil Premium funding received 2016 – 2017**

Number of pupils eligible	44 Including 2 x LAC
TOTAL PP received	£53,960

### **Identified barriers to educational achievement**

- We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:
- Access to language – especially from books
- Access to extra-curricular activities – educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school – especially regarding attendance at information and workshop evenings and completion of homework
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

### **Key expenditure – how the allocation will be spent**

<b>Area of Spend</b>	<b>Focus</b>	<b>Total Allocation</b>
<b>Additional TA/Teacher support in classes and for focused interventions</b>	<b>English and Maths</b>	<b>£42000</b>
<b>Funding for extra-curricular music lessons/clubs</b>	<b>Personal and Social</b>	<b>£4594</b>
<b>Additional learning resources – I pads, Accelerated Reader, Maths Scheme, Story writing sessions (author), storytellers</b>	<b>English and Maths</b>	<b>£4774</b>
<b>Funding for school trips and residential visits</b>	<b>Personal and Social</b>	<b>£2192</b>
<b>Funding for breakfast club supervision</b>	<b>Personal and social</b>	<b>£4000</b>

<b>Area of Spend</b>	<b>Intended outcomes – why these approaches were taken</b>	<b>Actions</b>
TA support in classes and focused interventions and to support vulnerable children	<ul style="list-style-type: none"> <li>• Small group/1.1 interventions planned to cater for individual need (i.e. spelling, reading, handwriting, movement, speech, maths)</li> <li>• Support within lessons to improve understanding of learning in reading, writing, maths</li> <li>• Consolidation of learning completed in classes – time for practise and application of skills</li> <li>• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</li> <li>• Careful tracking of homework to include reading journals –ensure regular reading takes place</li> <li>• Priority reading with TAs if pupils are unable to read at home</li> <li>• Tracking of pupils who are also on the SEN register – teaching tailored to the needs of pupils</li> <li>• Pupils who are on SEN register and in receipt of pupil premium have their individual targets reviewed regularly and aspirational targets are set for their progress</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly TA meetings with class teachers- review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</li> <li>• Teacher and SENCO review – careful planning of interventions to be completed as and when necessary</li> <li>• TAs complete feedback to teachers – to provided evidence of outcomes and plan for next steps</li> <li>• SENCO observe interventions and provide feedback regarding strategies, next steps, resources</li> <li>• Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop action plan as necessary</li> <li>• Tracking updated regularly</li> </ul>
<b>Funding for extra-curricular music lessons/clubs</b>	<ul style="list-style-type: none"> <li>• Social skills are developed through participation in a range of cubs provided by the school or external providers</li> <li>• Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</li> <li>• Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</li> </ul>	<ul style="list-style-type: none"> <li>• Annual analysis of number of pupils who have taken part in clubs (PE Lead Teacher)</li> <li>• Staff to talk to children/parents about possible interests and available clubs</li> <li>• To arrange funding (as appropriate) for clubs and resources required</li> </ul>
<b>Additional Learning resources (maths scheme, story writing sessions, Ipad training for all staff, Accelerated Reader books</b>	<ul style="list-style-type: none"> <li>• Pupils are fully supported by learning resources being made available to them</li> <li>• Pupils enjoy using resources such as I pads to complete games/tasks that consolidate learning</li> <li>• A range of learning styles can be catered for</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils regularly asked for ideas about how to spend funding – Pupil Task Force</li> <li>• Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)</li> </ul>

<b>Funding for school trips and residential</b>	<ul style="list-style-type: none"> <li>• Pupils are able to participate fully in school trips and residential trips</li> <li>• Learning is supported by trips that are carefully planned to enhance the school's curriculum</li> <li>• Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential</li> </ul>	<ul style="list-style-type: none"> <li>• Initial letters to include information for parents about available funding</li> <li>• HT to liaise with parents regarding specific requests for funding</li> <li>• Teachers made aware of funding available – can approach parents if appropriate</li> </ul>
<b>Breakfast club supervision</b>	<ul style="list-style-type: none"> <li>• To promote good attendance and punctuality</li> <li>• Pupils have time to complete homework tasks if unable to do at home</li> <li>• Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning)</li> <li>• Ensuring children have a healthy breakfast and are ready for the day</li> </ul>	<ul style="list-style-type: none"> <li>• Inform parents of PP pupils breakfast club available at reduced cost (encourage pupils to attend)</li> <li>• Liaise with class teachers so TAs aware of homework that requires completion if appropriate</li> <li>• Purchase range of games/activities to support breakfast club</li> </ul>

### **How will the school measure the impact of pupil premium?**

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. The usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated to cover the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some children who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium and the impact of this is a regular item at staff meetings and governor meetings

Nominated governor: Mrs S Todd