

Pupil Premium Strategy 2016-17

Amount of Pupil Premium funding received 2016-17

Number of pupils eligible	119 (including 2 x LAC 1 x adopted) 39.4%
TOTAL PP received	£157,080

Identified barriers to educational achievement

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Experience of language, vocabulary, talk, books and communication
- To extra-curricular activities, access to experiences to make connections in learning - educational experiences such as trips, music lessons and participation in physical activities
- Social needs of families
- 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
- Wellbeing – pupils with specific social and emotional needs which affect their learning

Rationale for expenditure

As identified in the 2015-16 impact statement, accelerated progress is required for PP pupils in two key areas: year 4 reading and year 6 writing. Allocated PP tutor time has been dedicated with particular focus on pupils not on target to achieve year 4 reading AREs and year 6 writing. In addition, funding has been allocated to release the DHT to teach a specific writing group which includes a large proportion of PP pupils not at ARE at the start of the year. Additional TA hours have been allocated to provide further support to year 4 and 6 PP pupils with specific reading and writing difficulties. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Key expenditure – how the allocation will be spent

Area of spend	Focus
Smaller Classes	All
Additional TA support in classes and for focused interventions	English and Maths
Cover for weekly booster sessions (run by DHT)	English and Maths
Funding for extra-curricular music lessons/clubs	Personal and social
Additional learning resources (Kindles, spell-checkers, iPads)	English and Maths
Funding for school trips and residential trips	Personal and social
Funding for breakfast club/ELSA/FEIPS supervision	Personal and social

Area of spend	Intended outcomes – why these approaches were taken	Actions
TA support for focused interventions	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to 	<ul style="list-style-type: none"> • Teacher and SENCO review – careful planning of interventions to be completed each half term/phase • TAs complete impact statements to provide evidence of outcomes and plan for next steps • SENCO observe interventions and provide feedback regarding

	<p>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</p> <ul style="list-style-type: none"> • Careful tracking of homework to include reading journals – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<p>strategies, next steps, resources</p> <ul style="list-style-type: none"> • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning • 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
Cover for weekly booster sessions (run by HT)	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • HT/DHT meet with teachers for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes • Regular review of groupings and re-shaping of focus as required • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes
Funding for extra-curricular music lessons/clubs	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs • Staff to talk to children/parents about possible interests and available clubs
Additional learning resources (Kindles, spell-checkers, iPads)	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning • A range of learning styles can be catered for 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding – School Council • Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Funding for school trips and residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays on residential 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • HT + SDM liaise regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate
Funding for before	<ul style="list-style-type: none"> • Breakfast + 8 o'clock + The Squirrels Den – to promote good 	<ul style="list-style-type: none"> • Inform parents of PP pupils that early bird club available at no

school 'early bird club'	<p>punctuality</p> <ul style="list-style-type: none"> • Pupils have time to complete homework tasks if unable to do at home • Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning) 	<p>cost (encourage pupils to attend)</p> <ul style="list-style-type: none"> • Liaise with class teachers so TAs aware of homework that requires completion – if appropriate • Purchase range of games/activities to support clubs • TA'S run homework club – support in completion of tasks set and preparation for teaching/consolidation of learning
Funding for dedicated ELSA and FEIPS support for vulnerable pupils	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct ELSA • Regular opportunities for ELSA/FEIPS to feedback to relevant staff and parents

How will the school measure the impact of the Pupil Premium?

We monitor the pupil premium spend via the provision map.

April 2016 – August 2016



