



## Pupil Premium Strategy Statement

### Pupil Premium Strategy Statement 2016-2017 and proposed spend

<b>Number of pupils and Pupil Premium Grant (PPG) received:</b>	
Total number of pupils eligible for PPG	15
Percentage of children in receipt of PPG	
Year Group Breakdown	
Total amount of PPG received	£21,690
<b>Overall objectives for the use of Pupil Premium Grant</b>	
1. To accelerate progress and support children in receipt of the PPG to securely meet or exceed the Year Group Age Related Expectations	
2. To enable all children in receipt of the PPG to feel socially confident and maintain quality relationships with their peers and adults, and improve their overall wellbeing.	
3. To address any underlying inequalities between children in receipt of PPG and their peers with regards to extra-curricular activities or music tuition.	

### Barriers to future attainment (for pupils eligible for PP)

- Limited funding as there are very few children in school eligible for the Pupil Premium Grant.
- Limited LSA support due to budgetary constraints.

### External barriers

- Homework and extra practise suggestions not supported by all parents.



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### Desired Outcomes

- Increased progress
- Increased engagement in learning
- Increased opportunities to take part in extra-curricular activities

### Record of Pupil Premium spending for 2016-2017

What will the pupil premium be used for?	What amount will be allocated to the intervention/action?	Is this a new or continued activity?	What is the evidence/rationale for this approach?	Brief summary of the intervention or action, including details of year groups, pupils involved and timescales	<b>Specific intended outcomes:</b> How will this intervention or action improve achievement for pupil eligible for Pupil Premium? What will it achieve successfully?	How will this activity be monitored, when and by whom? How will the success be evidenced?	<b>Actual impact:</b> What did the action or activity actually achieve?
To provide additional support for children entitled to Pupil Premium focussed on overcoming their personalised gaps in learning in	Proportion of salary of 1 L4 Learning Support Assistants  Proportion of salary of 3 L3 Learning Support Assistants  Additional teacher to support interventions in September 2017	Support is personalised on a half termly basis and therefore interventions change throughout the year.	Evidence from EEF toolkit shows the impact of these chosen interventions and specific interventions have been bought to	<u>Interventions to be implemented as and when required are:</u> Numicon Pre and Post Teaching After school boosters IDL Spelling and Reading Handwriting Phonics Reading	<i>Numicon</i> To improve children's basic number and calculation skills  <i>Pre-Teaching</i> To ensure more children are able to access the curriculum at the expected level through pre teaching around	Ongoing success of interventions will be monitored on a weekly basis by the class teacher and teaching assistant. Summative success of the intervention delivered will be monitored on a ½ termly basis by the class teacher and SLT.	



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<p>order to narrow the gap.</p>			<p>close gaps in learning.</p>		<p>skills, knowledge and vocabulary.</p> <p><i>Post – teaching</i> To ensure more children meet end of year expectations based on their personal needs and abilities</p> <p><i>After School Boosters</i> To improve children’s skills and understanding in targeted areas</p> <p><i>IDL Spelling and Reading</i> To improve children’s spelling and reading; closing gaps in understanding.</p> <p><i>Handwriting</i> To improve letter formation so the handwriting is joined and legible by Y4. If children from Y4,5,6 take part -to improve joins and legibility.</p> <p><i>Phonics</i></p>	<p>Specific targets will be monitored through Pupil Progress Meetings and analysing data each term.</p>	
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					<p>To ensure Y1 pass the phonics screening check and are able to decode effectively. To ensure that any Y2 that are retaking the phonics screening check meet the expected standard.</p> <p><i>Reading</i> To ensure that children can not only read fluently but can also understand what they are reading. To experience a wider range of books and to have a love of reading.</p>		
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To provide opportunities for those children entitled to Pupil Premium who may need social and emotional support.	Proportion of salary of 1 L4 Learning Support Assistants  Proportion of salary of 3 L3 Learning Support Assistants  Salary of 1 Mid-day Supervisor	Some interventions have continued from last year. Nurture club has been an additional activity.	Evidence from EEF toolkit shows that Behaviour interventions show moderate impact for moderate cost and Social and Emotional learning shows a moderate impact for moderate cost +4	<i>These programmes can be implemented with individuals or groups of pupils with Pupil Premium as and when required throughout the year.</i> <ul style="list-style-type: none"> <li>○ Behaviour Programme</li> <li>○ Friendship Sessions</li> <li>○ Social Skill Sessions</li> <li>○ Confidence Building Sessions</li> <li>○ Nurture Club at Lunchtimes</li> <li>○ School councillor through MIND.</li> </ul> Class teachers to liaise with SENCO regarding specific needs of children will Pupil Premium in their classes who	<b>Behaviour Programme</b> To encourage children to behave in the right way by following expectations and for children to look at their own behaviour and how to move forward.  <b>Friendship Sessions</b> To promote healthy/positive relationships between children and to help them deal with any conflict.  <b>Social Skills/ Nurture Club</b>	Pastoral interventions will be monitored on a weekly basis by Class Teachers and SENCO.  <b>Friendship sessions</b> For some children improved social behaviour towards peers and others. For others a sense of belonging and not feeling socially excluded. Monitored via attitude to learning and general behaviour and behaviour logs.  <b>Social Skills/Nurture Club</b>	



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				<p>would benefit from being part of these programmes.</p> <p>SENCO and Assistant Heads to arrange these programmes with the children, involving parents as and when required.</p> <p>SENCO and Assistant Heads to monitor impact and feedback to HT and Governors.</p>	<p>To help build life time skills and help children to enable them to build the resilience to deal with everyday issues.</p> <p><i>School MIND Councillor</i> To give children the opportunity to explore their emotions confidentially with a trained person.</p> <p><i>Confidence Building</i> To promote self confidence in children within school and outside life.</p> <p><i>Solution Focussed Brief Therapy</i> To get children to reflect on their behaviour and actions and to think of ways to improve and put right any wrongs.</p>	<p>Children are more able to cope with social situation and react in a positive way to any difficulties. Monitored via attitude to learning and general behaviour and behaviour logs.</p> <p><i>Confidence Building</i> Children recognise their own self-worth and feel valued in their contributions to life in and out of school. Monitored via attitude to learning and general behaviour.</p> <p><i>Solution Focussed Brief Therapy</i> Children are able to recognise where negative events occurred and can identify actions to support the prevention of these events. Monitored via attitude to learning and general behaviour.</p>	
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To fund enhancements to the curriculum for children entitled to pupil premium funding	Funding for trips and residential.  Funding for music tuition.	This is continued from the previous academic year but the use of Pupil Premium Funding has enabled more children to access these enhancements.	We seek to ensure equality of opportunity and provide valuable experiences which support children`s health, well being and confidence.	Trips and visitors to be identified which will enhance the curriculum and cost to be subsidised by pupil premium funding whenever necessary. Trips will give our disadvantaged children the opportunity to gain new experiences. Children with access to pupil premium funding will be targeted to attend before and after school clubs both for academic and leisure purposes. Any child receiving pupil premium funding will be eligible to apply for music tuition funding.	Intended outcome is to ensure equality of first hand experiences for all pupils and to support engagement with and enjoyment of learning for all.  Achievement will be improved by allowing children opportunities to expand their understanding of the world and thereby supporting application of basic skills across the curriculum.	Monitoring will take place via feedback from children and staff regarding quality of the experience and whether intended learning outcomes were successfully met.  Success will be evidenced via a photographic portfolio with pupil and teacher voice. Parent satisfaction questionnaires will also be used as evidence towards analysing impact and success.	



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To ensure all our work through using Pupil Premium is accelerating progress in order to narrow the gap.	Proportion of resources purchased and training budget for staff.	Continued activity.	Ofsted are clear that the constant monitoring of teaching and learning and impact on pupil outcomes allows challenge to constantly improve	<p>Supporting staff in improving provision for children with access to Pupil Premium.</p> <p>Supporting staff in identification of specific areas of development for children with access to Pupil Premium and ensuring correct support is given.</p> <p>Monitoring success of interventions and developing further targets for the children.</p> <p>Analysing data to ensure the gap is narrowing, identifying further targets which the school need to focus on.</p>	To ensure all our work through the use of Pupil Premium is aimed at accelerating progress (specifically in Maths and Reading), moving more pupils entitled to Pupil Premium towards achieving age related expectations and narrow the gap between eligible pupils and their peers.	This will be monitored by evaluating the impact of interventions by looking at books, data and support plans and the impact of pastoral support by discussions with the Senior Learning Mentor.	



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*N.B Please note that as class teachers identify specific support for eligible children, implement additional support and monitor the impact on a half termly basis, interventions cannot be planned from the start of the year. Class teachers ensure that those children with access to Pupil Premium funding are targeted for additional support, which is identified from their personal targets each half term*