



Pupil Premium Strategy 2017-18

Amount of Pupil Premium Funding received 2017-18

Number of pupils eligible	13 (6%)
Total PP received	£29,600.00

Pupil information:

Qualifying pupils for Pupil Premium	Free School meals (or previously FSM)	Children in Care (or previously in care)	Service Families
Numbers involved	8 (5)	0 (5)	2 (not included in data)

Identified barriers to educational achievement

- SEND: 30% of children in receipt of PP are also on the SEN register, 50% of these children have an EHCP or have been in receipt of GRIP funding.
- Home issues: 46% of children in receipt of PP have had involvement from other agencies i.e. MAT team, family support, Social Services or Counselling
- In school barriers – Reading - when completing a question analysis of last years reading SATs paper, our PP children struggled with inference skills and understand links in vocabulary.
- Progress from previous Key Stage due to historical data and the changes in national curriculum/Assessment without levels.
- Speech and Language/Social communication difficulties (Key stage 1 PP children).

Impact on Progress

	Amount of children	Expected progress or above since the end of the last Key Stage (%)		
		Reading	Writing	Maths
Rec	1	100%	100%	100%
Year 1	4	50%	50%	50%
Year 2	4	75%	75%	75%
Year 3	1	100%	0%	100%
Year 4	2	100%	100%	50%
Year 5	1	50%	100%	100%
Year 6	4	75%	100%	50%

Rationale for expenditure

Accelerated progress is needed in reading and maths to secure expected progress from the previous Key Stage for PP children in year 6 and reading in year 5. Inference interventions, changes to the literacy curriculum (including focused guided reading sessions) will support the progress in reading. These strategies will also be used to push the PP children that are expected to meet ARE at the end of their year in order to achieve a higher percentage of Greater Depth. In addition to this we will be releasing our SLE (for maths) to give boosters for the PP children that need accelerated progress in maths. The one child in year 3 needs to make accelerated progress in handwriting and will be attending the 'Speed up' handwriting intervention over an 8 week period.

46% of our PP children are also either on our Special needs register or require support from other services i.e. CAMHs or the MAT team. We provide counselling as a brought in service to give these children a minimum of 6 counselling sessions. We will also be providing 'positive play' sessions on a weekly basis and the children will have the opportunity to use our sensory room as necessary. Lego therapy will be offered to PP children that have communication and language difficulties.

To ensure that our PP children have access to all curricular and extra curricular activities, we will offer (on request) discount from after school sports clubs and residential visits.

Key Expenditure/Action Plan – How the allocation will be spent

Focus	Area of Spend	Total allocation
Y5/6 reading progress from previous key stage	Inference reading interventions	£6200
	Introduction of 'Novel Study'	£200
	Focus Guided reading Scheme	£700
Y6 maths progress from previous key stage	Maths SLE released from class to boost PP children	£2600
	Catch up Numeracy intervention	£4000
Y3 Writing progress from previous key stage	Speed Up - Handwriting intervention – 12 weeks (Teacher led)	£300
Mental health and wellbeing support	Counselling (bought in service)	£2400
	Use of sensory room (TA supported)	£7000
	Positive Play (TA Led)	£1250
	In class and small group TA support in Y1	£2300
Communication and language difficulties	Speech and language therapy sessions	£1250
	Lego Therapy	
Access to all curricular events and extra-curricular events	Funding for after school sporting clubs/music lessons	£600
	Funding towards trips and visits (if requested)	£200
	25% discount on residential trips (if requested)	£500
	Total =	£29,500

How will the school measure the impact of the Pupil Premium

Area of Spend	Intended outcomes – why these approaches were taken	Actions
Inference reading interventions	<ul style="list-style-type: none"> • Improved learning outcomes for reading • Improved use of inference to support reading comprehension • Improved reading confidence • Consolidation of learning from guided reading/literacy in classes • Pre-teach skills to support learning in class • Pupils fully supported with individualised activities 	<ul style="list-style-type: none"> ○ Regular communication between teaching assistant and class teacher – individual needs, pre-teaching materials, sharing of resources ○ 6 weekly review of progress for PP children taking part – part of the termly learning conversation (TLC) with manager and class teacher ○ Weekly progress reviews to be completed by the intervention leader

Introduction of Novel Study	<ul style="list-style-type: none"> • Improved learning outcomes in reading and writing • Consistent teaching of Literacy for all PP children • Transferable literacy skills used across the curriculum • Pupils gain confidence with key concepts 	<ul style="list-style-type: none"> ○ Staff training – metacognition/Focus education English scheme ○ Staff meetings to decide on novels and integration into broad curriculum ○ 6 weekly meetings between teacher and manager to discuss the progress (TLC) ○ Work sampling/monitoring of PP children’s books ○ Drop ins and lesson observations
Focus Guided reading scheme	<ul style="list-style-type: none"> • Consistent guided reading sessions for all PP children • Challenge at the correct level • Build reading confidence • Pupils who are on the SEN register have individualised targets • Pupils feel equipped to tackle higher-level work • Pupils are fully supported by learning resources being made available to them 	<ul style="list-style-type: none"> ○ Staff training – Focus education guided reading ○ 6 weekly meetings between teacher and manager to discuss the progress (TLC) ○ Guided reading books sampling (PP children) ○ Learning walk’s/Drop ins to observe guided reading sessions – consistency throughout school.
Maths Boosters with SLE	<ul style="list-style-type: none"> • Improved learning outcomes for maths • 1:1 and small groups planned for to cater to individual needs • Consolidation of learning completed in class – time for practice and application of skills • Build confidence with key concepts • Pupils are fully supported by learning resources being made available to them 	<ul style="list-style-type: none"> ○ HT to meet with SLE every 6 weeks (TLC) – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes ○ Regular review of groupings and re-shaping focus as required ○ Data analysis every 6 weeks to identify whose progress is causing concern and to review successes
Catch Up numeracy intervention	<ul style="list-style-type: none"> • Improved learning outcomes for maths • 1:1 and small groups planned for to cater to individual needs • Consolidation of learning completed in class – time for practice and application of skills • Build confidence with key concepts 	<ul style="list-style-type: none"> ○ SENCo observe interventions and provide feedback regarding strategies, next steps and resources ○ Regular communication between intervention lead and class teacher – individual needs, pre-teaching materials, sharing of resources ○ 6 weekly review of progress for PP children taking part – part of the termly learning

	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them 	<p>conversation (TLC) with manager and class teacher</p> <ul style="list-style-type: none"> ○ Weekly progress reviews to be completed by the intervention leader
Speed up intervention	<ul style="list-style-type: none"> • Improved learning outcomes for writing • Improved confidence for pupils within specific area • Learning tasks tailored specific needs of pupils – closing gaps • Build confidence and give higher level starting points to learning. 	<ul style="list-style-type: none"> ○ Regular communication between intervention lead and class teacher – individual needs, pre-teaching materials, sharing of resources ○ 6 weekly review of progress for PP children taking part – part of the termly learning conversation (TLC) with manager and class teacher ○ Weekly progress reviews to be completed by the intervention leader
Counselling	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1) to help build pupils emotional development • To improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> ○ One afternoon timetabled for counselling each week. ○ Meetings with parents before counselling begins ○ Regular review of waiting list and amount of necessary counselling sessions between counsellor and HT
Use of sensory room	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1) to help build pupils emotional development • To improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> ○ Sensory room timetabled for use ○ TA available to support pupils using the sensory room ○ Regular meetings between TA and classteacher about the use of the room and child’s anxiety levels before, during and after a sensory room session.
Positive Play	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1) to help build pupils emotional development • To improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> ○ SENCo observe interventions and provide feedback regarding strategies, next steps and resources ○ Teachers and TA liaise closely and regularly to update granular tracking for pupils with SEN

		<ul style="list-style-type: none"> ○ Boxall profile to be complete at the beginning and then termly (Dec, April, July) to assess the child's progress
In class and small group TA support in Y1	<ul style="list-style-type: none"> ● Improved learning outcomes – PSHE/ Communication ● Learning tasks tailored to specific needs of pupils ● To provide dedicated time and support (1:1) to help build pupils emotional development ● To improve self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> ○ SENCo observe interventions and provide feedback regarding strategies, next steps and resources ○ Teachers and TA liaise closely and regularly to update granular tracking for pupils with SEN ○ 6 weekly review of progress for PP children taking part – part of the termly learning conversation (TLC) with manager and class teacher
Speech and language therapy	<ul style="list-style-type: none"> ● Improved learning outcomes – PSHE/ Communication ● Learning tasks tailored to specific needs of pupils ● Pupils who are on the SEN register and in receipt of PP have their targets reviewed regularly and aspirational targets are set for their progress ● Build confidence and give higher level starting points to learning. 	<ul style="list-style-type: none"> ○ SENCo observe interventions and provide feedback regarding strategies, next steps and resources ○ Teachers and TA liaise closely and regularly to update granular tracking for pupils with SEN ○ Regular liaison with the speech and language therapist in order to keep programmes up to date.
Lego Therapy	<ul style="list-style-type: none"> ● Improved learning outcomes – social and communication skills ● Learning tasks tailored to specific needs of pupils ● Pupils who are on the SEN register and in receipt of PP have their targets reviewed regularly and aspirational targets are set for their progress ● Build confidence and give higher level starting points to learning. 	<ul style="list-style-type: none"> ○ SENCo observe interventions and provide feedback regarding strategies, next steps and resources ○ Teachers and TA liaise closely and regularly to update granular tracking for pupils with SEN ○ Regular liaison with the speech and language therapist in order to keep programmes up to date.
Funding after school clubs/music lessons	<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 experiences ● 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 parents/children about possible interests and available clubs ○ JE to arrange clubs/funding/resources where necessary

Funding trips and visits	<ul style="list-style-type: none"> • Pupils are able to fully participate in school trips and residential visits • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and teamwork are developed through participation in group activities and over-night stays on residential. 	<ul style="list-style-type: none"> ○ HT to liaise with parents regarding specific requests for funding ○ Teachers made aware of funding available – can approach parents if appropriate
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Impact on Progress (updated : July 2018)

Number back on track to meet or exceed expectations					Soft measures (confidence, participation etc)
Year group	Reading	Writing	Maths	Other	
Rec					
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					