

Pupil Premium Grant Projected Allocation for 2017-2018 REVIEW

OVERVIEW OF SCHOOL

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| Total number of pupils on roll (Yr R – 6) | 416 |
| Total number of pupils eligible for PPG | 38 (9.13% of roll) |
| Total number of Pupil Premium pupils with SEN/AEN | 8 of 38 have SEN, this represents 23.68% of disadvantaged pupils |
| Amount received per pupil | £1320 (2017/2018) |
| Total received | £52,800 (2017/2018) |

2017-2018 Action plan to accelerate Progress and Attainment of Disadvantaged Pupils

| Intervention | Action | Target Pupils/Barriers to learning | Cost | Success Criteria (How funding overcomes barriers) | Review |
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| Provision of an additional Teaching Assistant and HLTA in the Foundation Stage. | This will support pupils in accelerating their rate of progress to meet or exceed national standards of progress as they approach Key Stage 1. Smaller phonic groups to target appropriate teaching level. Speech Link intervention in a small group setting. | YR Pupils entering school with lower levels of language and communication skills. | £11,369.55 | A positive attitude to learning as illustrated by assessment records. Education Endowment Fund- National research recognise a 6 month improvement as a result of additional support in Early Years. Pupils identified as entering school with limited vocabulary or communication issues are able to access the curriculum | 85% of children at the end of Foundation Stage achieved GLD. |

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| Provision of an additional HLTA in Key Stage One. | Reading intervention and Speech and Language specialist. Phonic groups. Additional HLTA will complete small group intervention work. | Yr 1 & 2 Pupils having less opportunities to experience a language rich environment. | £11,132.47 | Small group setting to enhance the achievement and rate of progress. Increased number of pupils reaching age related expectation for phonics. Individualised programmes, of work, including SALT, to target needs. | At the end of KS1: 92% achieved expected in reading (19% greater depth) 85% achieved expected in writing (10% greater depth) 88% achieved expected in maths (22% greater depth) 95% of Year One pupils passed the Phonics Screening. |
| Small group tuition for maximising pupil achievement. | Identified pupils will receive additional tuition in Literacy and Mathematics Currently running after school with pupils in groups of 3 to 5 Year 6 pupils to be paired with younger children in 1:1 reading sessions. | Yrs 1 - 6 Pupils having less support at home to complete homework or consolidate learning. | £9699.79 | More pupils will reach their challenging targets. Peer tutoring in reading is likely to have a 6 month progress improvement in their reading level. A higher number of pupils attaining the phonics test expected score. | At the end of KS2: 79% achieved expected in reading 88% achieved expected in writing 76% achieved expected in maths Gaps in attainment further closed for pupils who are PP, FSM, SEND with progress exceeding scores for all children at the end of KS2. |
| Maths Mastery and Talk for Writing | Access to specialist training and curriculum materials. | Yrs 1-6 Pupils having less experience of a language rich environment and requiring re-enforcement. | (to be subsidised externally) | All teachers are equipped with the resources, training and understanding of delivering specific proven schemes. Pupils make accelerated progress and close the gap on other pupils nationally. | Year 1 PP 57% combined expected scores. Year 2 50% combined expected scores. Year 3 75% combined expected scores. Year 4 100% combined expected scores. Year 5 100% combined expected scores. |

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| <p>Provision of two additional part time HLTAs for Mathematics and Literacy.</p> | <p>Smaller class/group sizes through Key Stage Two for Maths and Literacy, and additional support in small groups and 1:1 for Literacy</p> | <p>Yr 3-6 Pupils that have less chances of one to one support from home and require greater support in school to overcome the barrier.</p> | <p>£5734.15</p> | <p>An increase in attainment with measurable progress for pupils who experience smaller class sizes and targeted intervention.</p> | <p>End of Year data evidences that children make at least good progress and achieve outstanding outcomes across the curriculum, including English and Maths, compared with both local and national outcomes.</p> |
| <p>A well-staffed Pastoral Support and Welfare team.</p> | <p>The team, led by the Inclusion Manager, will support a range of pupils who are having emotional difficulties that can impact on their learning. A FLO, a Play Therapist and three ELSAs to support the emotional needs of pupils across the school. Multi-agency and first day phone approach for persistent absentees. Additional staff will be used to provide support during Breakfast Club. There are less pupils persistently late than previous years. High ratios of Lunchtime supervisors. A Welfare manager with the responsibility for improving attendance, who keeps a highly level of communication and support with targeted families.</p> | <p>All Pupils that have a range of emotional needs that will have a negative impact on their learning.</p> | <p>FLO: £1650.84 Play Therapy: £1056.84 Welfare and Attendance: £7232.52 ELSA: £2000</p> | <p>Nationally estimated to have a 4 month improvement on academic attainment. No exclusions and reduced number of seclusions. Support and guidance for those families experiencing difficulties including Social Service referrals. A transition plan for Children's Centre clients, as their children enter school. Fewer incidents of poor behaviour-evident from Year Champion records. Improved attendance. Support and encourage good social skills to ensure all pupils have a positive experience.</p> | <p>There is no hard data to measure the impact of this intervention but soft data regarding the well-being of those pupils having been involved would indicate that it is very successful and parents have commented that the children feel well supported. There have been no exclusions, all children made a successful transition into primary education, fewer children/families have been referred to social care and behaviour incidents are lower.</p> |

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| Library Club. | Extension of opening hours with a TA supporting children's choices and encouraging reading. To offer high quality text that are available to all pupils, in addition to those offered in class. Additional visits to the local library. Reading for enjoyment is encouraged. | All Pupils that are not regularly exposed to a wide range of reading material and have limited access to 1:1 reading opportunities. | £2363.10 | Parents have regular opportunities to use the library with their children. Between 78% of pupils reading more than twice out of school hours. Reading is high profile around school. Pupils develop a wider literary vocabulary and increase attainment in reading. | All children have been able to visit the library this year, once a term. All children have been able to access reading books from the external library located close to the school and there has been a complete overhaul of the library within school. There has been a very successful book week, with an external provider coming in and the profile of reading has been escalated in the classrooms. |
| Curriculum Enhancement. | Pupils will have access to trips, visits and workshops. Music teacher to reach a wide number of pupils. Maths Enrichment training- Increased parental aspiration and knowledge in key maths skills. Outdoor Adventure residential trips in Year 4 and in Year 4 and Year 6 | All Pupils whose experiences are limited because they are disadvantaged by their family's financial or other circumstances. | Enrichment: £1456.11 | Disadvantaged pupils have access to educational and enrichment opportunities. All pupils in Years 4-6 have an opportunity to have specialist music lessons and learn how to play an instrument. Opportunities offered to disadvantaged pupils to attend 'Challenge' days in collaboration with other local Primary Schools. An opportunity to develop important life skills. | Those children and families eligible for support were enabled to attend both residential trips in Year 4 and Year 6. Other trips and workshops were also supported this year. The school did not manage to arrange support for specialist music lessons throughout the year but there was a music week, where workshops allowed all pupils to learn to play an instrument. Year 5 had access to the linking project and worked with other year five pupils from another primary school within the Trust. Year 6 attended Safety in Action, allowing them to gain |

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| | | | | | important life skills prior to transition to secondary education. |
| TOTAL | | | £53,695.30 | | |

Date of Report: September 2017

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