

## Pupil Premium Strategy

2016 – 2017

### Amount of funding received for 2016 2016

'Ever 6' Pupils	39
Forces children	7
TOTAL FUNDING RECEIVED	£52,000

### Identified Barriers to Educational Achievement

- Emotional and developmental challenges and difficulties;
- Limited support from home environment;
- Access to some basic language skills;
- Access to wider opportunities for example clubs, music, sporting activities;
- Punctuality leading to lateness in the morning.

### How we intend to utilise the Pupil Premium funding

Area of spend	Specific area of focus	Allocated amount
Training two staff to deliver the Thrive initiative	Personal, social and emotional	£3100
Additional learning resources (eg workbooks for children working on specific, targeted intervention support programmes)	Academic (English and mathematics)	£2000
Meeting 50% of costs towards school visits including residential	Personal, social and emotional / academic	£3000
Additional teacher for PPA cover in the afternoons allowing HLTAs to deliver intervention and support to 1 to 1 and small groups	Academic (English and mathematics)	£15000
Delivery of breakfast club (two staff and resources five mornings per week)	Personal, social and emotional / academic	£2000
Accelerated Reader programme with additional reading material at all age levels.	Academic (English)	£5000
Two additional part time teachers to support with small group and 1 to 1 provision	Academic (English and maths)	£16000 (some of this cost to be met by non PPG contributions)

Two counsellors employed by the school to support children with social, emotional or behavioural issues.	Personal, social, emotional and behavioural	£8400
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Action Plan

AREA OF SPEND	ACTION	INTENDED OUTCOME
Training two staff to deliver the Thrive initiative	<ul style="list-style-type: none"> <li>• SENDCo and Teaching Assistant to attend the ten session course to complete training course;</li> <li>• All children to be screened to identify specific barriers to learning;</li> <li>• Individual or group activities to be undertaken with identified children.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Both staff members are fully trained and able to work with children on delivering the programme;</li> <li>➤ Children who may previously have not had issues recognised are identified to work on the programme;</li> <li>➤ Those children develop strategies which enable barriers to learning to be removed facilitating improved academic and social / emotional outcomes.</li> </ul>
Additional learning resources (eg workbooks for children working on specific, targeted intervention support programmes)	<ul style="list-style-type: none"> <li>• Lower attaining children to have specific needs identified in order that they can be supported by ISPs;</li> <li>• ISPs to be implemented by HLTAs / TAs using the supporting materials;</li> <li>• TAs to ensure they are sufficiently skilled to facilitate the programmes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gaps in learning are addressed to ensure children are able to access the curriculum at an age related expectation;</li> <li>➤ Children become more confident in areas where previously this was not the case;</li> <li>➤ HT and DHT / SENDCo to monitor progress on a half termly basis to identify progress being made, evaluate next steps and re plan if necessary.</li> </ul>
Meeting 50% of costs towards school visits	<ul style="list-style-type: none"> <li>• Ensure that parents of children in receipt</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children have equal access to all</li> </ul>

including residential	<p>of the PPG are aware of the fact funding is available;</p> <ul style="list-style-type: none"> <li>• Meet with / contact parents / carers to discuss this if they are not aware;</li> <li>• Ensure that confidentiality is paramount between these families and the school</li> </ul>	<p>opportunities offered by the school;</p> <ul style="list-style-type: none"> <li>➤ No parent / carer / family feels any form of stigma attached to this strategy.</li> </ul>
Additional teacher for PPA cover in the afternoons allowing HLTAs to deliver intervention and support to 1 to 1 and small groups	<ul style="list-style-type: none"> <li>• Children with identified specific academic needs work out of class with the facilitating TA (eg BRP, Toe By Toe, Plus One, Power of Two, 1 to 1 reads etc);</li> </ul>	<ul style="list-style-type: none"> <li>➤ Gaps in learning are addressed to ensure children are able to access the curriculum at an age related expectation;</li> <li>➤ Children become more confident in areas where previously this was not the case;</li> <li>➤ HT and DHT / SENDCo to monitor progress on a half termly basis to identify progress being made, evaluate next steps and re plan if necessary.</li> </ul>
Delivery of breakfast club (two staff and resources five mornings per week)	<ul style="list-style-type: none"> <li>• Provide staff and resources (food, drink, kitchen equipment) for the breakfast club to run from 8am until 8.40am each morning;</li> <li>• Ensure any staff working regularly at the club is trained in basic food hygiene with certification displayed;</li> <li>• Inform parents of</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children are 'school ready' in the morning;</li> <li>➤ Punctuality of 'target children' is improved;</li> <li>➤ Attainment of these children is increased as a result of ensuring that the first part of the school day is not missed;</li> <li>➤ Behaviour is improved due to structured start to the day</li> </ul>

	children I receipt of the PPG that this is a no cost provision for them.	
Accelerated Reader programme and additional books	<ul style="list-style-type: none"> <li>• Purchase the license and training for AR;</li> <li>• Ensure that all children in KS2 engage in the AR programme;</li> <li>• English lead to oversee the installation and timetabling;</li> <li>• Class teachers to carefully monitor how children access the programme;</li> <li>• Purchase sufficient books at all banding levels to ensure children will be engaged in their reading.</li> </ul>	<ul style="list-style-type: none"> <li>➤ All children to develop their enjoyment of reading;</li> <li>➤ Progress is accelerated for all children engaged in the programme;</li> <li>➤ Progress can be monitored by success in the end of book tests;</li> <li>➤ Half termly monitoring to ensure this is achieved and, where it is found not to be successful re-evaluate for individual children.</li> </ul>
Two additional part time teachers to support with small group and 1 to 1 provision	<ul style="list-style-type: none"> <li>• Both teachers to liaise with class teachers to discuss needs and strategies with clearly targeted outcomes;</li> <li>• Small groups to be initiated out of the classroom environment;</li> <li>• Progress to be closely monitored to ensure that support is effective in its provision.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Children's gaps in learning are reduced and they are consequently more able to access all areas of the curriculum;</li> <li>➤ Data shows that tangible progress is being made in the specific areas being targeted;</li> </ul>

**THE NEXT MEETING DATE FOR PUPIL PREMIUM STRATEGY MEETING IS TUESDAY 28<sup>TH</sup> MARCH 2017.**