

Pupil Premium Strategy

2017 – 2018

Amount of funding received for 2017 / 2018

'Ever 6' Pupils	49
Forces children	10
TOTAL FUNDING RECEIVED	£71,920

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
Annual subscription for the Thrive programme	Personal, social and emotional	£1,700
Additional learning resources (eg workbooks for children working on specific, targeted intervention support programmes)	Academic (English and mathematics)	£4,000
Meeting 50% of costs towards extra curricular activities within school	Personal, social and emotional	£1,000
Meeting 50% of costs towards school visits including residential.	Personal, social and emotional / academic	£3,000
Additional teacher for upper KS2	Academic (English and mathematics)	£29,600
Delivery of breakfast club (two staff and resources five mornings per week)	Personal, social and emotional / academic	£2,000
Accelerated Reader programme with additional reading material at all age levels including books and licensing.	Academic (English)	£5,000

Counsellors employed by the school to support children with social, emotional or behavioural issues.	Personal, social, emotional and behavioural	£12,000
Engagement in Education' home / school parental engagement project	Personal, social and emotional / academic	£1,620
Pupil Premium Coordinator to help support vulnerable and disadvantaged children and to help develop strategy including half day per week supply cover costs	Personal, social and emotional / academic	£3,500
Beanstalk Readers to work specifically with PPG children who are known not to engage in much reading out of school	Academic	£1,600
Contribution to Early Intervention Support Base	Social, emotional and behavioural	£6,900

Action Plan

AREA OF SPEND	ACTION	INTENDED OUTCOME
Two staff to complete the training in Thrive and deliver the programme within school.	<ul style="list-style-type: none"> • SENDCo and Teaching Assistant to attend the ten session course to complete training course; • All children to be screened to identify specific barriers to learning; • Individual or group activities to be undertaken with identified children. 	<ul style="list-style-type: none"> ➤ Both staff members are fully trained and able to work with children on delivering the programme; ➤ Children who may previously have not had issues recognised are identified to work on the programme; ➤ Those children develop strategies which enable barriers to learning to be removed facilitating improved academic and social / emotional outcomes.
Counselling within school	<ul style="list-style-type: none"> • Identified children to engage in weekly sessions with qualified counsellors in school. 	<ul style="list-style-type: none"> ➤ Children able to manage concerns, social and emotional difficulties and their behaviour. This will consequently support their learning behaviours, impacting positively upon their own academic performance.

<p>Contribution to the Early Intervention Support Base</p>	<ul style="list-style-type: none"> • Provide agreed amount of financial support to the EISB. At present, the school has one child who attends the base part time during the week and others who receive the 'outreach' counselling support. 	<ul style="list-style-type: none"> ➤ Children able to manage concerns, social and emotional difficulties and their behaviour. This will consequently support their learning behaviours, impacting positively upon their own academic performance.
<p>Additional learning resources (eg workbooks for children working on specific, targeted intervention support programmes)</p>	<ul style="list-style-type: none"> • Lower attaining children to have specific needs identified in order that they can be supported by ISPs; • ISPs to be implemented by HLTAs / TAs using the supporting materials; • TAs to ensure they are sufficiently skilled to facilitate the programmes. 	<ul style="list-style-type: none"> ➤ Gaps in learning are addressed to ensure children are able to access the curriculum at an age related expectation; ➤ Children become more confident in areas where previously this was not the case; ➤ 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.
<p>Meeting 50% of costs towards school visits including residential</p>	<ul style="list-style-type: none"> • Ensure that parents of children in receipt of the PPG are aware of the fact funding is available; • Meet with / contact parents / carers to discuss this if they are not aware; • Ensure that confidentiality is paramount between these families and the school 	<ul style="list-style-type: none"> ➤ All children have equal access to all opportunities offered by the school; ➤ No parent / carer / family feels any form of stigma attached to this strategy.
<p>School to work with the Local Authority to enrol in the Parental Engagement Project allowing clear communication relating to in school activities through electronic media.</p>	<ul style="list-style-type: none"> • School to enrol for the project; • Undertake training and identify two 'champions' to oversee the project. 	<ul style="list-style-type: none"> ➤ Parents to be aware of their child's achievements in school; ➤ Information between home and school shared in an effective and timely manner; ➤ Clear communications established and maintained between home and school.
<p>Delivery of breakfast club (two staff and resources five mornings per week)</p>	<ul style="list-style-type: none"> • Provide staff and resources (food, drink, kitchen equipment) for the breakfast club to run from 8am until 8.40am each morning; • Ensure any staff working regularly at the club is 	<ul style="list-style-type: none"> ➤ Children are 'school ready' in the morning; ➤ Punctuality of 'target children' is improved; ➤ Attainment of these children is increased as a result of ensuring that the first part of the school day

	<p>trained in basic food hygiene with certification displayed;</p> <ul style="list-style-type: none"> • Inform parents of children I receipt of the PPG that this is a no cost provision for them. 	<p>is not missed;</p> <ul style="list-style-type: none"> ➤ Behaviour is improved due to structured start to the day
Accelerated Reader programme and additional books	<ul style="list-style-type: none"> • Purchase the license and training for AR; • Ensure that all children in KS2 engage in the AR programme; • English lead to oversee the installation and timetabling; • Class teachers to carefully monitor how children access the programme; • Purchase sufficient books at all banding levels to ensure children will be engaged in their reading. 	<ul style="list-style-type: none"> ➤ All children to develop their enjoyment of reading; ➤ Progress is accelerated for all children engaged in the programme; ➤ Progress can be monitored by success in the end of book tests; ➤ Half termly monitoring to ensure this is achieved and, where it is found not to be successful re-evaluate for individual children.
Staff member to oversee PPG strategy and spend and to liaise and work with disadvantaged pupils to provide additional support where required.	<ul style="list-style-type: none"> • Member of staff to receive fixed term TLR3 to oversee PPG strategy; • Monitor progress and attainment of disadvantaged pupils; • Identify areas for future development, liaising with HT / DHT SENDCo; • Work alongside PPG children to support learning and pastoral issues. 	<ul style="list-style-type: none"> ➤ Disadvantaged children to have a more formal forum through which to share concerns and challenges which can be addressed; ➤ Patterns of underachievement identified and strategies developed to support these.

THE NEXT MEETING DATE FOR PUPIL PREMIUM STRATEGY MEETING IS WEDNESDAY 5TH JULY 2017