

Pupil Premium Strategy 2017 –2018

SUMMARY FINDINGS OF PUPIL PREMIUM SELF-REVIEW	
Identified Strengths	<p>Pupils who are eligible to pupil premium funding are highlighted and tracked in class grids.</p> <p>Progress is measured termly and compared to ‘other’ children in each class.</p> <p>Pastoral support is used to improve the well-being of children eligible for pupil premium.</p> <p>A wide range of barriers has been identified and actioned. These barriers have remained the same since last year.</p> <p>Individual, class and whole school strategies are used.</p> <p>Everyday reading intervention has made a difference to the outcomes of pupils.</p> <p>Governors are involved in making decisions about the pupil premium funding.</p>
Recommendations/ Suggested Actions	<p>Areas of development:</p> <p>There is an attainment gap between disadvantaged and other pupils across all key stages.</p> <p>Raising attainment is a key area of need across all key stages.</p> <p>The attendance of disadvantaged pupils is well below national averages and many show persistent absence.</p> <p>Key actions needed</p> <p>The policy needs review by school governors.</p> <p>Family support workers need to be able to track impact of their actions, particularly in terms of attendance.</p> <p>Review the leadership of this aspect of school.</p> <p>Interventions need to show progress.</p> <p>Review the targeting of individual pupils rather than using the PP budget to support whole school staffing eg family support workers and TA support in class.</p>

TABLE 1 LIST EACH IDENTIFIED NEED e.g. SEN, EAL, low attainment etc. and what is in place to address this

NEED	PROVISION	COMMENT
Slow rates of progress or/and low attainment	Quality first teaching. Clear targets and feedback on how to improve. 1:1 support with teaching assistant. Small group work with teaching assistant. Evidence based interventions. Everyday reading, phonics, grammar, writing, (first class at number)	PP funding has been used to allocate 1 TA per class each morning in years1 - 6. Pupils get more targeted support, scaffold work, and there are fewer disruptions. Interventions take place in the afternoons. An experienced teacher has been used in years 5 and 6 to target key learning gaps in maths.
Emotional support	Nurture room Group interventions – eg Angry boys, friendships Social skills group Counselling –play therapy delivered internally by pupil mentor 1:1 TA support for key children at key times. Lunch time support group – both additional needs and behaviour support. Pupil mentor, family support workers and welfare staff. Signposting for other services by support workers. Family support workers support parents	PP funding used to fund pupil mentor, two family support workers, and 2 part time TAs for nurture room.
Specific SEN	EP assessments and observations. Specialist teacher advice. CAMHS referral. Speech and language TA. CPD in relevant areas. Lunchtime group. Full time Inclusion Mgr is not class based. EAL tutor Toe by Toe/IDL interventions 1:1	Significant crossover with SEN support funding for some children.

TABLE 2 LIST EACH IDENTIFIED BARRIER (not included in table 1) e.g. not heard read at home

BARRIER	PROVISION	COMMENT
Lack of support from home	<p>Additional reading from TA. Additional reading from volunteers. Parental meetings and workshops</p> <p>Homework club. Maths club</p> <p>Subsidised trips and visitors to school. Support with uniform and PE kit.</p> <p>Milk for KS1 and EYS pupils.</p> <p>Parenting classes delivered by family support workers. Signposting to other agencies. Referrals to Wellbeing, Prevention and Early Help, Children’s Centres or Children’s Social care.</p> <p>Family support workers who work with families to reduce stress levels eg benefits, debts, housing, and improve attendance</p> <p>CAF champion. High number of CAFs and TAFs</p>	
Negative attitude to learning	<p>Pupil mentoring. School visits tailored to curriculum Engaging curriculum matched to children's interests and enthusiasms (eg Professor Tuesday – Egyptologist) Nurture activities Family support Report cards</p>	

	Behaviour rewards for whole school eg Good to be Green	
Poor attendance/punctuality	<p>Termly letters sent home whole school</p> <p>Termly reward system for above average attendance – whole school</p> <p>Weekly class information in newsletter and on hall display.</p> <p>Meetings with family support worker.</p> <p>Late gate weeks with local PCSO/PAST team.</p> <p>Referrals to PAST</p> <p>Use of court procedures.</p> <p>Support with transport to and from school in extenuating circumstances,</p> <p>Early morning phone calls.</p> <p>Home visits, daily for key pupils</p>	
Transition	<p>Detailed plan for internal transition – N-R, R to Y1, Y1 to Y3, including Moving Up Day and Meet The Teacher.</p> <p>Shared playtimes in Summer term. Attendance at assemblies in next key stage.</p> <p>Y2-Y3 buddy system.</p> <p>Close liaison with receiving/forwarding school</p> <p>Induction visits, 1:1 meetings with parents of new intake.</p> <p>Rec teacher visits all nurseries in Summer term.</p> <p>Transition meetings for SEN pupils.</p> <p>Early assessment and individual gap filling plan For Y6 – Y7</p> <p>Trips and visits to key feeder schools, curriculum lessons at key feeder schools.</p> <p>Learning mentors visit several times.</p> <p>Additional transition visits prior to end of Summer for children with additional needs, supported by TA.</p>	

TABLE 3				
	2015/16	2016/2017	2017/2018	
No of PP pupils	156+4 CLA	169 + 4 CLA	158+11CLA	
Income	214,920	213,720*	£237,480	
% of budget	12.9%	12.1%	13.9%	
Total spend	214,920	216,639	£240,769	
NEED	PROVISION	No of pupils	Costs	Comment
<i>Family related issues and attendance</i>	<i>Pupil mentor/attendance Family support workers</i>		34204 54592	
- Staffing	<i>TAs and other support staff Increased class support mornings (6 x 20hrs plus 3 x16hrs) plus FS 1 TA</i> <ul style="list-style-type: none"> - <i>Intervention Groups</i> - <i>Half of each class allocation(10.5hrs per week)</i> - <i>Rainbow Room/behaviour groups/social skills/theraplay</i> - <i>Welfare asst</i> - <i>Teacher booster</i> 	<i>All</i>	87351 13924 5812 10827 6349 3913 12000	

	<i>groups IW Y6</i>			
	<i>Additional SEN IDL/Toe by Toe Half of costs Speech and language Half of costs</i>		<i>515 3282</i>	
<i>Resources Milk Breakfast club Uniform, food, clubs etc Subsidised trips Visitors and shows</i>			<i>3000 5000 for all other resources</i>	