

Pupil Premium Strategy and Spending 2016/17

The following funding levels were based on the January 2016 school census. The funding takes effect from April 2016 and runs until the end of the following March. The funding period, therefore, does not match the school year. However, we base many of our interventions on a school year enabling us to track the impact on pupils using end of year assessment data.

Our funding for 2016/17 is as follows:

- 32 Free School Meals (FSM) pupils have been identified x £1320 = £42,240
- No pupils are registered as being looked after. 1 pupil is adopted 1 x £1900 = £1900
- 55 service family children x £300 = £16,500
- Total Funding - £60,640

The main barriers to educational achievement for our eligible pupils are:

- A disproportionate number pupils entered school with achievement below normal expectation. In spite of good progress in the foundation stage 75% of disadvantaged pupils failed to achieve a good level of development
- Key barriers to learning are often lower levels of literacy and numeracy than their peers
- Wider opportunities are often limited e.g. opportunities to take part in extra curricular activities
- For some pupils there are financial constraints which may limit opportunity at school e.g access to residential trips
- Some pupils may receive more limited support at home. This may also include access to books and the internet
- Some pupils (and their parents) have low aspirations and this can lead to a fixed mindset in terms of what the pupils are capable of achieving

- Some pupils have more limited levels of emotional literacy or may have encountered a greater degree of emotional challenge in their lives
- Attendance amongst disadvantaged pupils is below that of the school as a whole (2.4% below the school average)
- Service family children face specific challenges including high levels of mobility, separation anxieties, an often disjointed curriculum leading to gaps in knowledge, limited opportunities to forge long standing friendships

Our Pupil Premium Strategy for 2016/17

Provision	Barriers to Learning Being Addressed	Cost	Impact and Effect
Additional LSA support across the school with a particular focus on key testing year groups (Y1 phonics, Y2 and Y6 SATs)	This support will provide additional support around developing key literacy and numeracy skills. Examples of support will include additional reading time.	£14,500	The school will carefully record the outcomes of the assessments the children undertake. The expected impact is that the identified pupils perform well in the assessments and their outcomes are in line with their peers.
Appointment of a dedicated school SENCO with a specified responsibility for PP	The member of staff will dedicate at least one day per week to working with PP children and ensuring there is a strategic overview for the provision and achievement of PP children across the school.	£11,800	The strategic and dedicated approach will enable each PP child's progress to be tracked very carefully, identifying where there are gaps in knowledge and support. Where pupil achievement is lower than year groups peers the SENCO will be

	This role will also include supporting parents to support their pupils.		well placed to ensure actions are put in place to enable support leading to improved outcomes.
Continuation and development of the nurture room and pupil support system	This provision provides a vital support mechanism for many of our pupils who lack the higher degree of emotional support than their peers or have had to encounter more challenging circumstances in their lives and the impact on achievement this has.	£11,140	The school will monitor the pupils who are accessing this facility and the possible impact this has on their achievement in school. The school's target will be to ensure this facility supports pupils to enable their achievement in school to not be unduly affected by other circumstances e.g family bereavement, military deployment, family separation etc.
After school homework Club	This particularly supports those pupils who have limited home support or facilities to ensure homework is completed on time and to a good standard.	£1000	This is now a well-established facility which has supported many identified pupils. It allows pupils to complete homework, under supervision, in a calm and quiet environment. It means homework can often be completed to a higher standard and is completed on time leading to improved levels of self-esteem and outcomes for the children involved.
Beanstalk Reading Volunteers	Identified pupils	£1000 (school makes donation)	This facility provides reading support for identified pupils in years 3 and 4. The impact will be measured in the progress the pupils make in their reading using CEM assessments undertaken in the spring term. Improved standards and confidence in reading will impact on all aspects of school work.

<p>KS1 activity club for identified pupils in years 1 and 2.</p>	<p>This club will provide pupils with an after school club which will allow the children to participate in a range of activities such as arts and crafts. Children socialise with others and have enhanced opportunities for discussion and interaction.</p>	<p>£500</p>	<p>The club aims to provide an after school facility which some of the pupils may not always have access to eg Cubs, Brownies etc. The intended outcomes are improved confidence, language skills leading to enhanced achievement.</p>
<p>Early Years Interventions - PALS and additional language groups. A range of programmes at the youngest children in school including language development, phonics work etc</p>	<p>This provision aims to address the barrier whereby some pupils first enter school already (significantly in some cases) below the level of their peers. This provision aims to provide additional intervention to narrow this gap in early achievement.</p>	<p>£6500</p>	<p>This early intervention will be successful if the school can identify improvements in the specific areas of development such as language. This will manifest itself in fewer pupils leaving reception not having achieved the GLD (75% in 2016)</p>
<p>Pupil Support Fund</p>	<p>The school allocates part of its PP funding to ensure that pupils are not denied the opportunity of access to wider opportunities. This includes school trips, paid for clubs, school journey, breakfast and after school club etc. The school has also supported pupils, where necessary to ensure pupils have the correct</p>	<p>£1000</p>	<p>The impact of this fund ensures that pupils are not denied wider opportunities in school because of financial constraints. Accessing wider opportunities should impact on confidence leading to good levels of achievement.</p>

	school uniform and necessary resources for school.		
Additional Teacher Support through tutoring and mentoring sessions	A senior teacher, with significant experience of working with pupils with both high and lower achievement, will work for an additional day a week to provide tutoring and master class sessions with pupil. These sessions will also include follow up learning opportunities at home and supporting parents as necessary.	£12,000	The school feels this very focussed approach which uses the experience of the teacher will impact favourably on this pupils and will enhance their work in class. The teacher will work with focussed groups of pupils across each term. The aim is to put improved building blocks in place for these pupils and their parents so that pupils can develop the necessary skills needed leading to improved outcomes.
Study Skills session for Y6 pupils and staff follow up inset	The school has organised a study skills day for January aimed at Y6 pupils which includes both FSM pupils and service family children. We think that the day will provide learning tools for the pupils both to support their preparation for the SATs and as they make the transition to Y7. We have also invested in a follow up session for staff so the principles can be applied across the school.	£1200	The intended outcome is that Y6 pupils are engaged by the day and use the skills they develop to support them in their preparation for SATs and beyond in to Y7. In both cases we would expect to see improvements in scaled scores between their mocks in January and final tests in May. The follow up staff inset will enable all year groups to have access to some of the study techniques. We will also use this information to lead a session for parents again to support improved achievement.

<p>Developing a growth mindset culture across the school.</p>	<p>In November 2016 school staff undertook training in developing growth mindset culture across the school. We feel this will contribute to raising achievement for all pupils including those in receipt of FSM. We feel it will support an ethos of no excuses for pupils not making good progress and achieving well in school. It links too to the barrier whereby some pupils have low aspiration.</p>	<p>The cost of the training has not been included as part of the PP plan. Much of the initial training costs was off set by inviting colleagues from other schools.</p>	<p>The intended outcome is two fold. Firstly we want pupils (and their parents) to have high aspirations and will be prepared to work hard to achieve well. We don't want to hear parents, for example, using their own experiences of school as a barrier to their own child's learning and progress. The second intended outcome is a growth mindset among all staff so that there is a no excuse culture to achievement. Where there are gaps in learning or home support staff will be prepared to fill them leading to improved pupil outcomes for all.</p>
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The Pupil Premium Strategy will be reviewed at the end of the 2016/17 academic year and a new plan put in place for September 2017 which will also reflect the updated funding levels. Progress towards meeting these targets is a regular governing body agenda item.

In evaluating our pupil premium strategy the school will use end of year data including published data to evaluate the performance of disadvantaged pupils in relation to their peers. It will also focus on the progress pupils have made over the period of this plan using our school assessment system and CEM test outcomes.

