

CLEWER GREEN PUPIL PREMIUM FUNDING

Pupil Premium Key Objectives for 2017/18

At Clewer Green we regularly track and analyse data and ensure appropriate provision is making an impact and diminishing the difference for our PP children, with the aim to:

- Continue to achieve a 100% PP children achieving GLD in EYFS
- Continue to diminish the 9% difference between PP and non PP children achieving a pass in the Year 1 phonic screen
- Continue to diminish the 7% difference between PP and non PP children 'Working at or Greater' in Writing at the end of Year 2.
- Improve percentage of PP children achieving 'Working at or Greater' in Maths in Year 3.
- Improve percentage of PP children achieving 'Working at or Greater' in Writing in Year 4.
- Improve attendance and punctuality of all pupils to meet the school target of 96% target.

Our school's pupil premium grant allocation amount

Provision 2017 – 2018

In the financial year 2017 – 2018 the level of the premium is £1,320 per pupil known to be eligible for FSM; £300 for those children whose parents serve in the armed forces and £1,900 for looked after children. For the current academic year the school will receive £34,008.

Provision 2018 – 2019

For the financial year 2018 – 2019, the FSM and Service premiums remain at 2017 – 18 levels. The school is expecting to receive £23,118 for the period to March'19. Funding for the remainder of the year will be confirmed in the next funding round.

Barriers and provision:

We have:	Provision to address all barriers:
<i>thought about each pupil in the context of their home circumstances, asking themselves, for example, whether they needed to work closely with parents or support parents in some way in order to ensure that the pupil could succeed in school</i>	<p>Nursery visits before EYFS children start school by teachers and TAs</p> <p>Additional transition visits for EYFS children – picnic with Key Workers, lunch visits with parents, additional visits arranged on an individual basis where necessary.</p> <p>Home visits planned for 2017/18</p> <p>Key workers revisit children to see how they have settled in Term 1</p> <p>Parent Information Evenings – EYFS focus</p> <p>Additional SENCo presentation to parents on how we can work together and support their children at home.</p> <p>Pupil Awareness Folder for all staff to read and complete</p>
<i>considered whether poor behaviour, high exclusions or low attendance were stopping individual pupils</i>	<p>Close tracking of attendance – monitored through Target Tracker</p> <p>Termly visits by EWO.</p> <p>Letters sent home to parents by EWO to enforce attendance.</p>

<i>from achieving as much as they could</i>	Additional meetings with parents to discuss regular poor attendance SENCo training for ODD, ASD and supporting children with behavioural difficulties.
<i>worked to improve pupils' social and emotional skills where these were barriers to learning</i>	Guidance by EP to support children with social and emotional needs Circle of Friends to improve friendship groups Games Club to improve social interaction Fun Friends and Friends for Life schemes Three additional ELSA trained TAs Family Link Worker – weekly school visit to support and meet with parents and children Additional before and after school clubs funded Year 4 residential trip funded, including equipment and clothing. Swimming lessons funded. Bikeability funded.
<i>ensured that low expectations were not a barrier to achievement by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium.</i>	NVR to identify under achievers Target setting through Target Tracker Continue to monitor Developing and Learning and Feedback policy Literacy skills enhanced through weekly Library sessions Writing moderation across five other First Schools Maths intervention in Year 2 by HT External Dyslexia Assessment
Considered how wider opportunities will build aspiration, self- confidence and self esteem	Specific activities planned that will develop children's knowledge and understanding of the world e.g Science Week Broaden their abilities to talk, write and experience about activities – e.g. Sports, theatre etc.

Provision to address 2017/18 key objectives:

Objective	Detail	Responsible	Cost	Impact	
				PP	Non PP
Continue to achieve a 100% PP children achieving GLD in EYFS	Additional TA small group work on reading, writing and fine motor skills, on - going for 4 days a week in EYFS. Nursery visits before EYFS children start school by teachers and TAs to identify any needs and plan for these needs in the curriculum and in staffing. Additional transition visits for EYFS children – picnic with Key Workers, lunch visits with parents, additional visits arranged on an individual basis where necessary to help facilitate smooth transition to alleviate anxiety	SLT JR	£3,163	66% achieved a GLD	69% achieved a GLD
				There are only 3 PP children. 100% of PP children achieved ARE or greater in Reading, Writing and Maths. Only 1 child did not achieve in Speaking, therefore GLD	

	<p>Home visits planned for 2018/19 to early identify any needs and to suggest activities to ensure a good start to school.</p> <p>Key workers revisit children to see how they have settled in Term 1</p> <p>Termly assessments to feed into future planning</p> <p>Use Baseline to identify children's starting points and plan accordingly.</p> <p>Additional parents' meeting with those whose children were not on track to achieve GLD in the Spring.</p>			achievement reduced to 66%.						
Diminish the 9% difference between PP and non PP children achieving a pass in the Year 1 phonic screen	<p>Continued small phonic groups in KS1</p> <p>Continued assessment of phonic groupings</p> <p>Continued high profile of delivering phonic scheme throughout the school</p>	<p>SLT</p> <p>English SL</p> <p>Year 1 staff</p>	£1,425	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>162 phonic sounds recognised</td> <td>160 phonic sounds recognised</td> </tr> <tr> <td>100% passed Average score 36.5</td> <td>93% passed Average score 35.2</td> </tr> </tbody> </table> <p>The 9% difference has been diminished and the gap between PP and Non PP children has been closed and exceeded.</p>	PP	Non PP	162 phonic sounds recognised	160 phonic sounds recognised	100% passed Average score 36.5	93% passed Average score 35.2
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Diminish the 7% difference between PP and non PP children 'Working at or Greater' in Writing at the end of Year 2.	<p>KS Leaders monitoring progress through Target Tracker and highlighting 'Target' children.</p> <p>Continue to monitor the Developing and Learning and Feedback policy.</p> <p>Continued high profile of delivering writing sessions throughout the school</p> <p>NVR testing in Nov in Year 2 and Year 4 for early identification of under achievers to compare with attainment to see if there are any potential under achievers.</p> <p>Target setting through Target Tracker</p>	<p>SENCo</p> <p>English SL</p>	£7,373	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>77% ARE or ARE+</td> <td>85% ARE or ARE+</td> </tr> </tbody> </table> <p>The Gap of 7% (9% in 2016/17) is now 8%</p>	PP	Non PP	77% ARE or ARE+	85% ARE or ARE+		
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Improve percentage of PP children achieving 'Working at or Greater' in Maths in Year 3.	<p>Continue to monitor 'Talk for Maths' initiative.</p> <p>Investment in Maths Mastery – scheme being trialled in a Year 2 and a Year 4 class</p>	<p>Maths SL</p>	£6,615	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>86% ARE or ARE+</td> <td>72% ARE or ARE+</td> </tr> </tbody> </table> <p>The 14% difference has been diminished and the gap between PP and Non</p>	PP	Non PP	86% ARE or ARE+	72% ARE or ARE+		
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				PP children has been closed and exceeded.														
Improve percentage of PP children achieving 'Working at or Greater' in Writing in Year 4.	<p>Daily phonic support sessions with small groups.</p> <p>Specialist TA support for Year 4 children in phonics – Practice Files</p> <p>Moderation of children working at greater depth with 5 other First schools</p> <p>Introduction of new daily spelling scheme</p> <p>Cognitive Screening to identify under achievers and potential barriers (Year 2 and 4)</p>	<p>SENCo</p> <p>SENCo TA</p> <p>English SL</p>	£4,374	<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>40% ARE or ARE+</td> <td>66% ARE or ARE+</td> </tr> </tbody> </table> <p>Although there is a gap of 26%, 16 children in Year 4 are on the SEND register.</p>	PP	Non PP	40% ARE or ARE+	66% ARE or ARE+										
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Improve attendance and punctuality of all pupils to meet the school target of 96%.	<p>Close tracking of attendance – monitored through Target Tracker</p> <p>Termly visits by EWO.</p> <p>Letters sent home to parents by EWO to enforce attendance.</p> <p>Additional meetings with parents to discuss regular poor attendance</p>	Head		<table border="1"> <thead> <tr> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>FS: 66%</td> <td>FS: 55%</td> </tr> <tr> <td>Yr 1: 25%</td> <td>Yr 1: 67%</td> </tr> <tr> <td>Yr 2: 64%</td> <td>Yr 2: 67%</td> </tr> <tr> <td>Yr 3: 71%</td> <td>Yr 3: 70%</td> </tr> <tr> <td>Yr 4: 30%</td> <td>Yr 4: 62%</td> </tr> <tr> <td>Average 51%</td> <td>Average 64%</td> </tr> </tbody> </table>	PP	Non PP	FS: 66%	FS: 55%	Yr 1: 25%	Yr 1: 67%	Yr 2: 64%	Yr 2: 67%	Yr 3: 71%	Yr 3: 70%	Yr 4: 30%	Yr 4: 62%	Average 51%	Average 64%
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	Increase access to extra-curricular activities		£6,740															
	Management of PP provision		£4,318															