



Pupil Premium Spending 2017-18

Barrier	Activity	Predicted Outcome
Leadership of Pupil Premium		
Percentage of Pupil Premium children is high and total funding is high. Needs to be used appropriately to raise standards and this needs monitoring	The Principal is the Pupil Premium leader – oversees provision and ensures all activities are monitored to ensure impact is maximised.	Provision for Pupil Premium funding is well led and monitored. Impact driven activities will be targeted appropriately.
Additional Pastoral Support		
Many children on the Pupil Premium register come with families with additional needs, behavioural or otherwise. This can cause difficulties with them accessing learning, socially, emotionally and academically. The huge range of difficulties often require pupils to have access to additional pastoral support	Parent Support Adviser and Learning Mentor employed to work with Pupil Premium children as priority. Out of the 126 Pupil Premium children currently on list, PSA and/or LM work closely with 100 of these. A L3 TA works with children across school who need additional individual or small group support	Barriers are minimised through support so that pupils can access learning and make good progress.
'Wraparound' care to support families		
Many children arrive late, often without having eaten. Lack of child care in the area for before/after school to support working families	Breakfast club – reduce the costs to enable more families to access After school clubs – more variety and more often from outside companies.	Children in school safe and on time. All have breakfast before starting learning
Lack of child care in the area for before/after school to support working families	School to offer and after school club for all children. Subsidised rate offered for PP children.	Children have opportunities to participate in activities such as cooking, art and craft, reading. Support for homework given. Families would be able to continue working past school hours.
Smaller teaching groups		
Class sizes are big and often at maximum and there are many children with additional needs within each class also. The ratio of 1 adult to a class of pupils means that access to additional support would be limited. A higher teacher to pupil ratio will benefit the pupils who have additional needs. We also want to ensure that our pupils have a greater number of opportunities for small group work with teachers and TAs to focus on specific areas of weakness.	An additional teacher in KS2 allows the Y5/6 leader to take a fourth group every morning for targeted support across KS2 as needed.	Four groups (rather than 3) across Y5/6 or Y3/4 will allow for additional support for pupils as needed.
	Y3/4 TA employed as L3 to allow this team to split into smaller teaching groups when necessary	Target group of Y3/4s work with the TA to ensure progress is maximised. A smaller group in the classroom allows the teacher to teach to the specific needs of the group.
	Y1/2 – L3 TA supports to allow for smaller groups for literacy and maths	Target group of Y1s work with the TA under the direction of KS1 leader to give additional support. 'Intervention to catch up and keep up'

Additional support with learning in the classroom and via intervention groups

<p>Many Pupil Premium eligible pupils, not all, are behind age related expectations on starting school and do not receive additional support at home.</p>	<p>TA in every class full time due to high level of need.</p> <p>% of Pupil Premium in each cohort averages about 50%</p>	<p>Smaller group and individual support for targeted pupils. The gap between Pupil Premium children and all children in terms of attainment and progress to be minimised.</p>
	<p>TA employed with a main focus of supporting Pupil Premium children in FS2. We recognise that the youngest children often have the most to catch up</p>	<p>GLD for Pupil Premium will be in line with all children</p>
<p>Pupil Premium children may present with additional needs in learning and need 'catch up' to standard. This is personalised to meet the needs of each individual child and is often short lived.</p>	<p>0.3 teacher to provide academic mentoring for Y6 targeted pupils.</p>	<p>Targeted support for pupils who are at risk of not achieving standard for any reason. Emotional support alongside academic guidance will ensure these children achieve their potential.</p>
	<p>0.3 HLTA to provide academic mentoring for R/Y1/Y2 children</p>	<p>Targeted small group support for pupils who are at risk of not achieving standard for any reason.</p>
	<p>0.3 TA provides extra support for targeted pupils across FS1 and FS''</p>	<p>Gap between Pupil Premium and non-Pupil Premium will diminish</p>
<p>Number of children at standard in Y6 is below national.</p>	<p>Personalised Reading Intervention beyond the school day. Targeted children offered after school tuition with a member of staff. This is a very personalised approach.</p>	<p>Standards in reading will match TA and will be at least in line with national.</p>
<p>Children from Pupil Premium backgrounds may not have access to support for reading. We set clear recommendations around the importance of reading for children's development with all parents. Staff knowledge around early reading is excellent but they are always looking for ways to improve further.</p>	<p>Power of Reading for FS training. This is in addition to training undertaken by the whole school last year. The aim is to enhance provision for early years with a specific target of those children who join the Pupil Premium list.</p>	<p>Reading at the end of FS2 will be in line with national.</p>
<p>Number of children who do not do additional reading outside of school is high.</p>	<p>Additional opportunities to support reading given by staff including Vice Principal who supports a targeted group in Y3/4.</p> <p>Additional reading from other adults is in place across school for all Pupil Premium Children.</p>	<p>Results for Pupil Premium children will be in line with non-Pupil Premium results.</p>

Social care and community support

A significant proportion of other children live in families who are just above the threshold – and the Government says that these families are ‘just about managing’ The support below is for Pupil Premium children funded by Pupil Premium, school ensures that school funds are used to give the same entitlement for all children.

<p>Families who are eligible for Pupil Premium often do not have the funds to buy safety equipment such as cycle helmets.</p>	<p>Bike helmets provided for all Pupil Premium children.</p> <p>School funds provided the additional helmets so all children and staff benefit and will continue to do so for any child/adult who joins Elliston Academy.</p>	<p>Our pupils and adults will safe on the roads.</p>
<p>Many families cannot afford to pay for trips like PGL School trip costs would not be possible for many of our disadvantaged families.</p>	<p>To ensure that all children are able to attend the residential visits by subsidising these.</p> <p>Subsidising all trips ensures all children have access to educational visits and no one is disadvantaged.</p>	<p>More pupils participating in the residential</p> <p>All pupils have access to educational visits.</p>
<p>Number of children who join school and do not have access to books at home is high.</p>	<p>Elliston Big Book Giveaway</p> <p><i>School funds to pay for books for the rest of school so all children benefit</i></p>	<p>Every child has a good quality book to keep. Activities in school and at parent open day ensure that the book is used well and learning is extended through its use.</p>
	<p>Pupils who join FS and are eligible and take up FSM will be entitled to a set of 5 books each to be chosen from a range offered by school.</p>	