

**Pupil Premium Fund for 2016-17**

**Allocation of Spending**

**£50,040**

• Family Learning Mentor	£18,346	
Nurture Training		
Mindfulness Nurture Group		
• Year 6 Residential Visit and other activities	£550	4 pupils @ 50% School Trips
• Mindfulness Nurture Group – SENCO 45 mins x2	£1280	
• Intervention Programmes & boosters	£8091	
Teaching Assistants Level 2 per week		
CB 2.33 x 3pwk		
NY 2.33 x 3pwk		
CR 2.33 x 2pwk £		
KS1 Everyday readers	£10724	
TA2 5hpw		
TA3 15hpw		
KS1 Maths Interventions	£4672	
TA3 8hpw		
• Additional Teaching Support	£8164	
KS1 & KS2		
NY – 13hpw		
KS1		
GB – 7.25hpw		
• Parent Workshops for Maths X3 Peter Toogood	£1050	
<b>TOTAL</b>	<b>£52877</b>	

### **Pupil Premium Policy Statement**

At Lytham C.E Primary School all members of staff and governors accept responsibility for all pupils recognising that a significant number of pupils within the school population, some of whom are not eligible for Free School Meals, may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to Free School Meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

### **Background & Barriers**

The Pupil premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. It is also used for pupils who have been on the FSM register but no longer qualify. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

In order to meet the above requirements, the Governing Body and staff of Lytham C.E Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors and staff of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of Lytham C.E Primary recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

### **How we use the PPG funding**

Academic intervention in addition to social, emotional and behavioural support are implemented through termly Pupil Progress Meetings. Analysis of tracking and progress is used as a vehicle to identify concerns and presenting issues and also as a measure of impact during the review process.

In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer; from within through training or from without by accessing external expertise. All PPG funded intervention and provision is assessed and evaluated to measure impact. We endeavour to then re-shape future interventions.

### **2016 2017 Pupil Premium Strategy**

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils. In 2016/17 the school received £50,040 in Pupil Premium allocations.

Identified Barriers are:

- Unmet needs, particularly for children on entry to EYFS – these can be a range of personal, social or emotional.
- Attendance at a lower rate than non-disadvantage pupils
- Outcomes in core subjects for specific pupils
- Speech and language development
- Family circumstances that are not planned but require support

### **How we measure impact**

Our strategy to remove these barriers are outlined in detail within the action plan and includes key provision for:

- Full Time Learning Mentor
- Mindfulness work
- Regular and consistent feedback to ensure all children are fully supported
- Pupil Progress meetings
- Targeted interventions that meet the pupils individual needs
- Teaching & Teaching Assistant hours for one to one and small group teaching.

### **Review**

This is reviewed termly by staff and Governors.