

Pupil Premium Strategy – Mary Howard 2017-18

Amount of Pupil Premium funding received 2017-18

Total number of pupils in school	52
Number of eligible pupils:	10 (19%)
TOTAL PP received:	£11,800
LAC (Looked After Children)	£1,900
Total PP received:	£13,700

Identified barriers to educational achievement:

The school has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Some pupils who are in receipt of Pupil Premium are also on the SEN register for cognition and learning.
- Attendance rates for some Pupil Premium pupils are low, which reduces their school hours and the continuity and success of interventions put in place to improve attainment.
- Some pupils have specific social and emotional needs which affect their learning.

Key expenditure – how the allocation will be spent:

Area of Spend	Focus	Total allocation
TA support in classes and for focused interventions-small group and 1:1 sessions	Maths: <ul style="list-style-type: none"> • Success@Calculation • Power of 2 • Morning Maths • TA support Phonics-Intervention Reading-1:1, Guided Reading Spelling-Intervention Writing-1;1 sessions, Guided writing lessons Homework Club	£750 £400 £500 £2,000 £1,000 £1,000 £3,000 £200
Training/Resources	Phonics Training-Letters and Sounds SENCo Updates Transition Lesson Books	£300 £150 £50
Positive Play/Lunchtime mentor	Personal and Social	£1,500
Funding for school trips/residentials	Personal and Social	£750
Funding for after school clubs	Personal and Social	£900

Area of spend	Intended outcomes-why these approaches were taken	Actions
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<p>TA support in classes and for focused interventions- small group and 1:1 sessions</p>	<ul style="list-style-type: none"> • Narrowing the gap • Raising attainment • Higher rates of progress for pupils with SEND eligible for Pupil Premium • Higher rates of progress for high attaining pupils eligible for Pupil Premium • Targets for children are specific and accurate. 	<ul style="list-style-type: none"> • Quality first teaching in each Classroom • Regular meetings between TA/SENCo and teacher to review intervention • Termly pupil progress meetings between all staff to plan/review interventions • Progress of Pupil Premium children tracked effectively • Half termly analysis of assessments to identify strengths and weaknesses • TA timetables carefully planned
<p>Training</p>	<p>Letters and Sounds training for TA's and Teacher/Reciprocal Reading/SENCO update</p> <ul style="list-style-type: none"> • Higher proportion of children reaching age related expectations in all subjects • High pass rate maintained in Y1 Phonics Test • SENCo up to date with latest initiatives/interventions • Marking policy reviewed with all staff to ensure consistency across the Federation 	<ul style="list-style-type: none"> • Staff meeting time allocated for training • Targets for children are specific and accurate. Clear feedback is given which is meaningful and enables learners to identify the next steps and understand how they can improve
<p>Positive Play</p>	<ul style="list-style-type: none"> • Attendance improved • Pupils feel secure and ready to learn. • Improved self-esteem and self confidence 	<ul style="list-style-type: none"> • Regular meetings between TA/SENCo and teacher to review nurture programme • Regular communication regarding progress with parent • TA timetable carefully planned
<p>Funding for school trips and residential</p>	<ul style="list-style-type: none"> • Social skills, independence, perseverance and team-work are developed through participation in group activities and overnight stays at residential centres. • Learning is supported by trips that are carefully planned to enhance the school's curriculum 	<ul style="list-style-type: none"> • Letters to parents to include information regarding funding
<p>Funding for before and after school clubs</p>	<ul style="list-style-type: none"> • Pupils enjoy spending time with peers learning a new skill • Pupils have time to complete homework tasks if unable to do so at home • Improvement of self-esteem, social skills leading to increased 	<ul style="list-style-type: none"> • Inform parents of Pupil Premium children that funding can be used for attendance at clubs • Purchase resources/games to

	<p>confidence and attainment in the classroom</p> <ul style="list-style-type: none"> • Improved attendance and punctuality-early morning club 	<p>support after school clubs</p>
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How will the school measure the Impact of Pupil Premium?

Each term, data will be reviewed using the PIRA, PUMA and SPAG tests alongside teacher moderation of writing using the writing grids. Data will be used to show impact of interventions (1st Class@Number and Calculation, FFT, Positive Play.) Boxall profiles used to show impact of positive play.

Individual education plans will be reviewed each half term with the parent and child.

Whole school review meetings will take place termly and will include all members of staff. At each meeting, the school will review the impact of actions taken and will plan how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium funding and the impact of this is discussed during the Standard's Committee meeting.

Date of Pupil Premium Strategy Reviews:

- 19th September 2017
- 9th January 2018
- 17th April 2018
- 10th July 2018