

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

### Pupil Premium

The Pupil Premium is funding provided to schools which is additional to main school funding. It is allocated according to the number of pupils on-roll who have been eligible for free school meals (FSM) within the past 6 years, a smaller amount allocated according to the number of children of service families, and an allocation for each pupil who has been 'Looked After' (in care) for 6 months or more.

It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility. However, schools are to be held accountable for how they have used the additional funding to support pupils from low-income families. See below for information regarding how the pupils premium is going to be spent in the coming academic year in relation to the current barriers to learning our disadvantaged pupils are facing.

### ***Number of pupils and Pupil Premium Grant received 2016- 2017***

	Number of Pupils	Allocation
Total Number on roll	227	
Total number of pupils eligible for PP Grant	84	£110,880
Service Children	0	
CLA	0	
Total amount of PP Grant received		£110,880

**Proposed areas of focus for our Pupil Premium Funding 2016-17**

Barriers identified Summer 2016	Proposed Intervention / Description	Predicted Spend	Desired Outcome	Success Criteria	Review
Lack of practical resources to develop mathematical skills, knowledge and understanding	Provide class packs of numicon, interventions resources and 4 twilights to ensure pupils are well supported by a range of practical maths learning resources and adult modelling.	Resources £4500 Training £2000	All PP children have access to a wide range of practical maths resources	<ul style="list-style-type: none"> <li>All staff competent to model the use of practical resources</li> <li>Lessons indicate pupils access resources appropriately and with independence</li> <li>Progress of PP children is at least good</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Restricted access to all curriculum activities/trips (Enrichment)	To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier	£5000	All PP children have access to an enriched curriculum	<ul style="list-style-type: none"> <li>All PP children attend class visits and activities</li> <li>All PP children have opportunities to learn a musical instrument in KS2</li> <li>Attendance of PP children is at least in line with national</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Boys engagement in reading-limited range of reading materials/genres available to support intervention provision	Purchase a range of project X boy friendly books and phonic based reading books	£3000	All PP children access exciting and engaging literature	<ul style="list-style-type: none"> <li>All PP boys to have access to new Project x books</li> <li>All PP boys enjoy reading (pupil interviews)</li> <li>All PP boys progress is at least good</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Higher ability DA progress in reading writing and maths	Increased TA support to full time to small group work- guided reading, SPAG, writing and maths	£32,000	All PP children to reach their full potential	<ul style="list-style-type: none"> <li>High ability pupils to be tracked separately to ensure progress is at least good</li> <li>Increase in intervention opportunities for High Ability pupils</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)

Progress of Year 1 and 2 disadvantaged pupils in Reading , writing and maths	Provide an additional teacher for 1.5 days per week support/small group work- guided reading, phonics, writing and maths	£13,000	All DA progress in KS1 is at least good	<ul style="list-style-type: none"> <li>All staff are competent to assess children's learning</li> <li>All staff are competent to plan and delivery additional opportunities to support learning for PP children</li> <li>All staff to communicate outcomes of intervention to ensure progress is at least good</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Attendance of DA pupils throughout our school	Provision of additional office capacity to monitor attendance, lateness and complete first day call backs	£8000	All PP children	<ul style="list-style-type: none"> <li>Attendance for PP is at least in line with national</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Progress of Year 3 -6 disadvantaged pupils in reading, writing and maths	Provide an additional fulltime TA to support/small group work- guided reading, phonics, writing and maths	£19,500	All DA progress in KS2 is at least good	<ul style="list-style-type: none"> <li>All staff are competent to assess children's learning</li> <li>All staff are competent to plan and delivery additional opportunities to support learning for PP children</li> <li>All staff to communicate outcomes of intervention to ensure progress is at least good</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Confidence levels of DA pupils in test situations	1:1 teacher led maths intervention	£1500	All PP children to perform to the best of their ability	<ul style="list-style-type: none"> <li>All staff are competent to coach children and boost self esteem</li> <li>All PP children feel confident to demonstrate their</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)

				abilities in test situations	
Confidence levels of DA pupils in writing ( spelling)	1:1 teacher led writing intervention	£1500	All PP progress in writing and spelling to be at least good	<ul style="list-style-type: none"> <li>Staff are competent to assess writing and provide intervention to support skill development in writing and spelling</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Provision of after school closing the gap boosters Y2-6(need reviewed and based on ½ termly data)	Reviewed half termly and target specific need by providing teacher led after school booster sessions	£2000	All PP children to be given additional targeted intervention to bring attainment in line with peers	<ul style="list-style-type: none"> <li>Staff are competent to assess children's development and provide additional sessions to develop confidence and skills in identified areas</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Provide a range of online learning tools to promote engagement and progress	Purchase purple mash, abacus, wordsmith, education city including home access.	£5000	All PP children to have access to a wide range of learning to ensure high levels of engagement and progress	<ul style="list-style-type: none"> <li>All staff are competent to use new online applications</li> <li>All children have access to high quality resources to aid progress</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Behaviour of small % of DA pupils at lunch and playtimes	Employ additional lunchtime supervisor to provide indoor and outdoor support/activities	£4700	All PP children to have positive experiences and interaction during unstructured times	<ul style="list-style-type: none"> <li>All staff are competent to model positive play experiences and interaction</li> <li>All staff are confident to intervene and support play and interaction</li> <li>Reduction of incidents at unstructured times can be evidenced via our behaviour logs.</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)
Improve engagement levels of some less able DA pupils	Purchase 5 laptops to support recording in English and topic lessons Purchase group set of Ipads	£9180	All PP children to have high levels of engagement and opportunities to explore alternative	<ul style="list-style-type: none"> <li>All PP children have access to their preferred recording method</li> <li>Pupil interviews indicate children have</li> </ul>	Termly via data- (Cand S committee) Spending (FPP committee)

			methods of recording evidence	at least attitudes to learning and are gaining confidence in lessons.	
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