

PUPIL PREMIUM 2017-18 Review

Number of pupils and amount of Pupil Premium Grant received for 2017-18	
Total number of pupils eligible for PPG	
Year Group	Number of PP
R	12
1	11
2	16
3	17
4	17
5	25
6	20
Amount of PPG received per pupil	£1320 x 118 = £155,760 123 based on census pupil figures
Total number of pupils eligible for Service Funding	
Year Group	Number of Pupils
R	-
1	-
2	-
3	1
4	-
5	1
6	1
Amount of PP+G received per pupil	£300 x 3 = £900
Total Amount of PPG received	£156660

Cost to school	£159105
Amount of PPG	£156660
Amount deducted from budget	£2445



PUPIL PREMIUM GRANT PLAN: 2017-2018 Review

Barrier	Item / Action	Objective(s) / Rationale	Target Group	Cost	Timescale	Evaluation
Low attainment due to historic backgrounds.	Provision of ongoing HLTA to support across school.	Target individual pupils, small groups and whole-class support to increase outcomes in Reading, Writing and Maths.	Y1-6	£16230	September 2017 onwards	HLTA provided specialist support for interventions affecting KS2 disadvantaged pupils, allowing pupils to make accelerated progress
Low attainment due to historical backgrounds.	Additional support from highly qualified teaching assistants across school.	Ensure that additional capacity of teaching assistants impacts on outcomes for all pupils, especially those with additional needs and disadvantaged children. Impact will come through in-class support and the running of targeted intervention programmes. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ demonstrates that teaching assistants can have a positive impact on outcomes.	All including targeted children for interventions	£40000	September 2017 onwards	Support staff throughout school supported with pre and post teaching as well as running specific interventions such as jump ahead and time to talk.
	Training and CPD for TAs and	Regular internal and external training for TAs and HLTAs to ensure the very best support can be provided	All including targeted	£5000	September 2017 onwards	Training from both external providers

<p>Low attainment due to historical backgrounds.</p>	<p>HLTAs across school.</p>	<p>for children across school, especially those with additional needs and disadvantaged children. Research has found that teaching assistants can have a positive impact on outcomes – https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/ - CPD to be provided to ensure this happens.</p>	<p>children for interventions</p>			<p>and from Astrea, ensured support staff were upskilled and had a greater understanding of teaching and learning processes- for example understanding questioning</p>
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<p>Behaviour, social and emotional issues as a barrier to creating strong friendship groups and positive learning behaviours.</p>	<p>Additional support and interventions for behaviour of targeted pupils (self-esteem, behaviour choices, nurture work, gardening etc) through the work of the Families and Safeguarding Officer, Positive Behaviour Lead, SENDCo interventions</p>	<p>Positive behaviour lead is employed to focus on pupils struggling with social and emotional needs and reduce barriers to their learning. SENDCo leads nurture provision and ensures those with the most significant needs have a bespoke education, thus removing barriers. Work of the safeguarding and families lead increases the capacity for Early Help and Family Interventions, reducing barriers to accessing education. These approaches are used to reduce exclusions for pupils who are at risk of exclusion. This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/ This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>All – including targeted PP children</p>	<p>£50000</p>	<p>September 2017 onwards</p>	<p>Pupils with SEMH barriers have needs identified and targeted, tiered support for themselves and for their families. Impact in boxall profiles and behaviour incidents shown as just some of the indicators of impact.</p>
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<p>Behaviour, social and emotional issues as a barrier to creating strong friendship groups and positive learning behaviours.</p>	<p>Families & Safeguarding Officer role to run social and emotional interventions and family support.</p>	<p>Families have access to additional support where necessary, including increased Early Help capacity and bespoke support.</p> <p>Attendance improves. Pupils are able to access learning more effectively and therefore more pupils are on track and making at least expected progress. This approach is in line with research: https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p>	<p>Children and families that need support</p>	<p>£30000</p>	<p>All year</p>	<p>Provision of parent support worker and positive behaviour lead ensured impact on attendance and emotional outcomes for pupils</p>
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<p>Speech, language and communication issues.</p>	<p>Interventions such as WELCOMM to be used for pupils entering school to accelerate outcomes for those pupils with known difficulties (particularly in the FS profile).</p>	<p>Improve children's speech and language acquisition at an early age and support pupils with specific language difficulties through targeted support.</p> <p>Research also shows that oral language interventions have a positive impact on outcomes: https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</p>	<p>Pupils with limited and/or immature early language and specific language difficulties</p>	<p>£10000</p>	<p>Ongoing in half termly assessed groups</p>	<p>Regular interventions helped to improve communication outcomes in Early Years as well as provide further intervention for specific pupils in Key Stage 1 and some in Lower Key Stage 2</p>
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<p>Wider opportunities and understanding place within local, national and international society.</p>	<p>Subsidising the cost of school visits, residential and visitors into school to enhance the curriculum.</p>	<p>Ensure all pupils have access to school visits to enrich their curriculum and remove the cost barrier.</p> <p>Having broad range of visits and experiences to develop SMSC opportunities and develop the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully - this is in line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes but also contribute to the improved attendance figures due to more positive engagement by pupils with the curriculum.</p>	<p>All children including targeted PP children</p>	<p>£4000</p>	<p>All year</p>	<p>Pupils enjoyed a wide variety of trips and visitors. No pupil missed out on an activity as a result of financial constraints.</p>
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<p>Wider opportunities and understanding place within local, national and international society.</p>	<p>Work with local community hubs</p>	<p>Raise aspirations and understanding of adult life. Widen outlook and understanding of skills required in the world of work.</p> <p>This is in line with DFE research that promotes actions to raise aspirations to higher education for higher attaining pupils: https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education</p>	<p>Year 5/6</p>	<p>£1000</p>	<p>Events throughout the year</p>	<p>Pupils gained an understanding of potential careers available to them as well as raising the aspirations for further study and contribution to society</p>
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Self-esteem and emotional literacy.	Celebration of achievements through events including the Year 6 end-of-year celebrations.	<p>Recognise and reward outstanding effort and attitude of pupils – focusing on the REACH dispositions leading to improved engagement in learning and improved outcomes.</p> <p>Last year, the additional support led to continued improved progress for disadvantaged pupils in Year 6 in Reading, Writing and Mathematics.</p>	All children	£1500	Events throughout the year	Celebration events raised pupils' value of their own work and that of others, ensures pupils with barriers feel part of the school community
Wider opportunities and pupil resilience.	Music lessons to develop pupil skills and enjoyment.	<p>Improve pupil engagement. Provide opportunities to enrich the curriculum and experiences for pupils.</p> <p>Research led by Dr. Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills: http://www.bbc.co.uk/news/health-28703013</p>	Year 4 children	£1375	All year	Pupil voice stated pupils enjoyed the lessons and the majority will continue with lunchtime club in the next academic year