

Pupil Premium Grant Expenditure plan for 2016/17:

Details correct at time of publishing September 2016

To be reviewed annually in September 2017

Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	585
Total number of pupils eligible for PPG	217
Amount of PPG received per pupil	£1320
Total amount of PPG received	£286,440

Challenges/Barriers to Learning for PPG Pupils	What will we put into place ?
<p><u>Punctuality and Attendance</u> Not arriving at school on time and missing the same lesson each and every morning. Having a poor attendance record.</p>	<ul style="list-style-type: none"> • Mini bus with staff to collect children. • Rewards for individuals and groups of pupils who attend well. • Monitoring of the impact.
<p><u>SEN Issues</u> Many of our disadvantaged children also have special educational needs. In 2015-2016 Senior Leaders noticed that the interventions in place for DS pupils made a significant difference, but for those with SEN issues only limited impact was made. This makes it even more important that teachers' work very closely with the Inclusion Support Teacher in order for pupils to access the very best strategies we can. Also if the strategies put in place do not work they need to be changed quickly and effectively.</p>	<ul style="list-style-type: none"> • SEN - ensure the quality and expertise regarding interventions is used fully throughout the school. • Check on progress every two weeks. • Ensure that DS/SEN pupils get their fair allocation of SEN interventions as well as DS. • Governors to track the progress of a group of pure DS pupils, pure SEN pupils and DS pupils with SEN.
<p><u>Behavioural, Social and Emotional Challenges</u> Some pupils need extra help to settle in the mornings, whilst others need appropriate support to work through situations or issues.</p>	<ul style="list-style-type: none"> • Use Greet and meet techniques. • Emergency calls as and when a need arises.

	<ul style="list-style-type: none"> Children needed help to be identified as soon as possible.
<p><u>Working Towards National Expectations at the end of the Year</u></p> <p>Support is in place for early interventions with pupils who struggle or have gaps in their knowledge of the curriculum. This will lead to making better than expected 'in year' progress and the child will begin to catch up over time.</p>	<ul style="list-style-type: none"> Data to be included showing the vast majority of pupils will make good progress even though linked to small groups. Plans in place supported by Sue Steele - a new timetables and behaviour policy. Accelerated Learning Programme in place to fast track pupils towards a combined ARE at the end of the school year.

Nature of Support 2016/17	Evaluation and Impact
<ul style="list-style-type: none"> The upkeep of a mini-bus to visit the homes of DS pupils regarding attendance and to help get them into school. 	<ul style="list-style-type: none"> Improvement in attendance figures for PPG children in order to improve the amount of quality education received.
<ul style="list-style-type: none"> Additional specialist Mathematics Expert (0.8) (Every Child Counts) who provides 1-1 support and small group support for disadvantaged children from Year 2 and across Key Stage 2. 	<ul style="list-style-type: none"> The gaps children have in the new Maths curriculum will be taught effectively and data will show that these groups and individuals will make good or better progress throughout the year.
<ul style="list-style-type: none"> Additional specialist Reading Teacher (0.6) (Wave 3) who provides 1-1 and group support for PPG children from Year 1 and across the primary. 	<ul style="list-style-type: none"> The gaps children have in the new Reading curriculum will be taught effectively and data will show that these groups and individuals will make good or better progress throughout the year.
<ul style="list-style-type: none"> One Teaching Assistant who provides Speech and Language support through 'School Start' for disadvantaged children in the Foundation Stage. 	<ul style="list-style-type: none"> The Baseline data in EYFS will be compared with the end of year assessments and individual children will be tracked throughout the year. Also 'School Start' data.
<ul style="list-style-type: none"> One Teaching Assistant who provides intervention for disadvantaged children in KS1. 	<ul style="list-style-type: none"> Groups to be monitored on a fortnightly basis so value for money through data and pupil progress meetings can show an upward trend.

<ul style="list-style-type: none"> Five Learning Mentors who provide 1-1 emotional, social and behavioural support for disadvantaged children across the primary but especially involving early interventions in EYFS and KS1. 	<ul style="list-style-type: none"> Mentors will now be working alongside the children strategically in KS1 or EYFS as part of an early intervention programme. This will enable children to build resilience and the ability to stay in class and access the curriculum.
<ul style="list-style-type: none"> One part time (0.6) Pastoral Team Leader who provides 1-1 emotional, social and behavioural support for children across the primary who have more severe needs. 	<ul style="list-style-type: none"> Case studies will show the importance of Pastoral care with our most vulnerable children and links to agencies such as Winston's Wish etc.
<ul style="list-style-type: none"> One part time (0.6) Inclusion Support Teacher who works with staff and pupils to develop effective interventions in order to close the gaps between Disadvantaged Pupils and Non-Disadvantaged Pupils as well as the other small groups of pupils. 	<ul style="list-style-type: none"> Case studies to show a range of interventions and strategies that have worked well and show value for money with PPG children in each year group. Data will support this picture throughout the Primary.
<ul style="list-style-type: none"> Specialist Play Therapy sessions. 	<ul style="list-style-type: none"> Weekly 1:1 sessions for our most vulnerable children. Follow up reports available for professionals also working with the pupils but otherwise confidential in nature.
<ul style="list-style-type: none"> Free jumper for every child that signs up for FSMs. 	<ul style="list-style-type: none"> To encourage parents to sign up for free school meals even if they receive the free meals available to EYFS, Y1 and Y2.
<ul style="list-style-type: none"> Mentor Training 	<ul style="list-style-type: none"> Specialist training for Mentors on how to approach and have the most effect with children who have behavioural and social communication or attachment issues.

Curriculum focus of PPG spending 2016/17	Evaluation and Impact will include:
Speaking and listening, reading, writing, mathematics and gross motor skills.	Data to show how the gap is closing in each year group in each subject. Also that the English, Maths and Grammar, Punctuation and Spelling combined scores also close sufficiently during the year.
Quality emotional, social and behaviour support improves the ability to concentrate and perform academically for our most vulnerable pupils.	
Other	

<p>The school also work with other services in the locality and react appropriately when professionals make suggestions and decisions regarding the use of money for our PPG pupils, e.g. taxi fare, netbook or musical instrument lessons as appropriate.</p>	
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<p>Measuring the impact of PPG spending 16/17</p>	<p>Overall Effectiveness and Evidence Showing That the Strategic Plans for PPG Children are Good Value for Money.</p>
<p>The school evaluates the impact on each pupil at the end of each half term. Evaluation focuses on academic gains and how pupils' self-confidence and emotional resilience has developed as a consequence of the above interventions.</p> <ul style="list-style-type: none"> • Increased learning opportunities for pupils. • Increased knowledge of pupils as to how they learn best in order to maximise progress. • Early diagnosis of need and support for pupils with speech and language difficulties. • Increased confidence of pupils. • Early interventions to assess pupils who will need more help or an EHCP as they move through the primary. <p>At the end of the academic year 2016-17 disadvantaged pupils will have made good progress compared to other pupils and data will show that the gap in attainment is narrowing even further.</p> <p>Governor tracking will show that DS, SEN and DS with SEN make good progress throughout the year.</p>	