

## Pupil Premium Funding 2017 to 2018

### **Success criteria:**

- To diminish the difference between the attainment of disadvantaged and non-disadvantaged children in reading, writing and maths.
- To remove, wherever possible, any barriers to learning and create an environment where children are confident and happy and are eager to make a positive contribution to British society.

**\*Disadvantaged children will be prioritised for the provision outlined below.**

Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	Evaluation of impact
<b>1. Additional Teaching Assistants to support Maths and English classes each morning</b>						
Additional TA support within classes during lessons to reduce the adult / child ratio and to raise attainment	£60, 840	30% of our children are PP. Funding TA support in the classroom frees up the teacher to support a wider range of ability of PP children within the classroom on a more regular basis. Therefore, providing quality first teaching to more children on a smaller teacher to child ratio. <b>EEF Toolkit - states 1 month impact for TAs but does not make reference to the impact of reduced Teacher/ child ration through QF teaching).</b>	To increase the number of children reaching EXS or above in Reading, Writing and Maths. To increase the % of PP children making above expected progress. To reduce the adult / child ratio so that a greater amount of time and support can be channelled to those children of greatest need.	Class teachers SLT SL  SLT/SL to carry out data analysis to track attainment / progress  Observation of lessons  Monitoring plans and books.  Pupil conferencing to identify personal impact	To increase the % of children who make above expected progress in reading, writing and maths in order to raise attainment and diminish the difference between PP and Non PP children.	

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<b>2.Additional Teaching Assistants employed in the afternoons (To enable children to access a broad and balanced curriculum / To supply English skills across the curriculum)</b>						
TA support in the afternoon to help develop writing across the curriculum	£10,200	<p>This funding allows teaching assistants to provide support beyond the core subjects enabling <b>all</b> our children to access a broad and balanced curriculum as well as receive extra focus when learning to apply their English skills across the curriculum.</p> <p><b>EEF Toolkit - states 1 month impact for TAs but does not acknowledge impact of reduced Teacher/ child ration through QF teaching).</b></p>	<p>To increase the number of children reaching ARE or above in English. To reduce the adult / child ratio so that a greater amount of time and support can be channelled to those children of greatest need.</p> <p>To develop a passion for learning enabling the children to access a broad and balanced curriculum.</p>	<p>Class teachers SLT SL</p> <p>SLT/SL to carry out data analysis to track attainment / progress</p> <p>To monitor curriculum delivery and engagement for all our pupils (Pupil conferencing).</p>	More children at ARE or above in English.	

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<b>3. Out of class support (Academic and Social, Emotional interventions / parental engagement)</b>						
To fund a Family Support Worker (FSW)(part-time)	£4000	Some of our PP children and their families have complex and challenging life styles and needs. In order for our children to be ready to learn, this role is vital in building respectful, trusting and supportive relationships with our parents and providing the emotional support that our children need.	To meet with parents in order to reduce barriers to learning generated by children's home life experiences. To signpost parents to suitable support. To run social / emotional interventions for targeted children. To provide support by liaising with other professionals / outside agencies. To ensure our children are ready to learn.	SENDCo to monitor and provide evidence to demonstrate impact and report back to PP Lead. FSW to complete impact reports for each child.  Pupil and parent feedback.	Raise self-esteem, confidence and attitude to learning. Removal of barriers to learning.  Increased parental engagement.	
To fund the part-time Pastoral Lead	£14,000	Many of our PP children have a complex range of needs that need to be met in order for them to be ready learn.  A role within the school to manage and lead this is essential.	The aim of the Pastoral Lead is to:  -Ensure our PP children attend school. -Line manage the FSW. -Attend TAF meetings -Ensure the social and emotional	Attendance logs / records  Records that demonstrate the impact of the work undertaken by the FSW.  Impact reports for any emotional and social	PP attendance increased and the gap to be closed with Non PP children.  Parents value education and are dedicated to ensuring their children attend school.	

			needs of our children are met.	interventions undertaken.  All the above to be provided by the SENDCo.	Removal of barriers to learning.	
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Parental engagement – funding of non-contact time to enable staff to meet parents regarding their children’s learning	£2400	We value the role that our parents play in the learning of their children and believe that we should provide as many opportunities for them to take an active role as possible. We do this by the provision of non-contact time for staff so that they can have the chance to run My Plan meetings (twice a year), deciding agreed actions for our parents, teachers and the child to work together on with the ultimate goal that barriers to learning are removed and our children are ready to learn. It is a partnership we value. <b>(EEF Toolkit – 3 months impact)</b>	Parents are engaged with their children’s learning and are able to support them at home. To raise aspirations of parents.	SENDCo SLT PP Lead  Review of My Plans / My plan+ and an analysis of the impact that they are having.  Progress against targets set.	Removal of barriers to learning, wherever possible.  Parents have a better understanding of how to support their child’s learning and have raised aspirations for them.  Teachers provide targets for children within school and demonstrate progress against them.	
One to one tuition in Maths (Catch-Up Numeracy)	£3100	In order to enable our lower ability children to have a better conceptual understanding of Maths, we needed to provide an intervention (beyond the classroom) to support them.	To provide effective 1:1 Maths support in order to raise the attainment of children who are significantly below	SENDCo SLT  SENDCo and trained TAs to capture pre/post and ongoing	Targeted LA children make good progress in Maths (moving closer to ARE) as demonstrated in our	

		Catch-up Numeracy was recommended by our SENDCo after attending the SENDCo masters course. This formed the basis of one of her assignments and was considered to be the best available intervention (according to its efficacy). This is the second year for this intervention. <b>1:1 tuition – 5 months Impact EEF Toolkit)</b>	ARE thus diminishing the difference between their attainment and EXS. (Prior to the end of the KS)	assessment and feedback to SLT  SENDCo to monitor quality of the intervention.	internal tracking system.  The difference between Non PP and PP in maths is diminished.	
Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	Evaluation of impact
One to one tuition in English (Catch-Up Literacy)	£3100	To diminish the difference between the Non PP and PP children in reading support, beyond Quality First Teaching is required to accelerate the progress of our developing readers whose Reading Age is significantly below their Chronological Age  <b>Efficacy of Catch Up Literacy: children typically achieve more than double the progress of similar developing readers not receiving this structured 1:1 intervention.</b>	To provide effective 1:1 support to raise the outcomes of children whose reading age is significantly below that of their chronological age.  To accelerate their progress in reading (and writing).	SENDCo SLT  SENDCo and trained TAs to capture pre/post and ongoing assessment and feedback to SLT  SENDCo to monitor quality of the intervention.	Targeted LA children significantly close the gap between their reading age and their chronological age.	
Pastoral support for our vulnerable PP children in school.	£260	Many of our PP children have complex and challenging life styles and needs. We believe it is important that our children	To provide a time for children to talk to a trained adult so the school supports	PP Lead  Registers outlining which children attend	Raised self-esteem, confidence and attitude to learning.	

		are provided with the opportunity to offload any worries/concerns/anxieties with a member of staff who is trained to support them. An adult that can reassure them and provide them with strategies to deal with the demands of life. This is part of our program of support to help remove some of the children's barrier to learning.	their well-being, removing any barriers to learning.	and then conferencing of children using this support to determine impact.	Removal of barriers to learning.	
Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	Evaluation of impact
Lunchtime club to support children with their SPaG and maths homework	£270	We recognise that some of our PP children struggle to complete their homework at home due to chaotic / complicated life styles, so we provide an opportunity for them to do it at school (with support). <b>EEF Toolkit states an impact of just 2 months at Primary (5 months at Secondary)</b> but we feel that it enables our children to take responsibility for their learning, engage with our school and our expectations and helps them become life-long learners and 'Secondary ready'.	To ensure that all children have the same opportunities to meet our school expectations and so maximise their learning opportunities.	SLT/SL  TA to take register of who supporting and feedback to SLT/SL. Pupil conferencing to determine impact.  One off 'snap shots' of homework completion to be undertaken every even term to assess how many children are undertaking their homework. Feedback from teachers.	Children engaged with their learning. Raised standards in SPaG and maths.  More children across the school completing homework at the end of the year compared to the start of the year..	

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<b>4.Out of class support – Curriculum enrichment (Educational trips / Music tuition)</b>						
Fund children who show an aptitude for music but aren't able to afford to pursue this talent due to the financial commitment required.	£600	Only 26% of the children that partake in peripatetic music lessons are PP children. Money has been allocated to this area because the cost is low but will enable	To nurture the talents of the PP children who can't afford to learn an instrument.	PP Lead  Feedback to be given by peripatetic music teacher.  Feedback from children to determine impact.	Children engaged with school and the range of opportunities it affords them developing a wider love of learning.  Aspirations of children raised.	
To promote reading for pleasure (initial support in) Years 3 and 4.	£800 Books (Graphic novels, picture books)	Our children need encouragement to read for pleasure so they develop as readers and writers.	To provide a wide range of reading material to engage children of all age ranges and interests so they enjoy reading for pleasure.  To develop them as readers and hence writers.	Feedback from children to determine impact.  Data analysis.  SLT/SL to carry out data analysis to track attainment / progress in reading.	Difference between PP and Non PP diminished.  Children frequently reading for pleasure.	
	£200 Magazine subscriptions / annuals / comics / graphic novels					

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TA time to run breakfast club	£2500	We know that some of our children are coming to school hungry and without having had a good start to the day. Offering them a place at breakfast club ensures that they are fed and so ready to concentrate when lessons begin. However, it also offers them a place where they can feel settled and calm ready to go into class at the start of the day.	To ensure that the children start the school day ready to learn	PP Lead SLT  Pupil conferences. Registers to monitor who is attending.  Feedback from teachers.	Improved attendance / punctuality.  Improved attitude to learning. Removal of barriers to learning.	
Funding of places at a breakfast club	£400					
Educational trips / visitors	£400	Some of our PP families struggle to pay for the activities provided to enrich the curriculum. Research recognises that ensuring PP children are engaged in a broad and balanced curriculum is important when raising outcomes.	To ensure all children can benefit from a range of activities to engage them in their learning.	Pupil conferencing	Improved attendance / punctuality.  Improved attitude to learning.	

Grant used to fund	Cost	What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO)	Aim	Monitoring Evidence	Expected Impact	
<b>Staff training</b>						
PP Lead role	£500	<p>PP Lead training.</p> <p>In order to secure excellent teaching it is important that the lead has an understanding of how PP pupils learn and of the core features of successful classroom practice and curriculum design, so that appropriate training and support can be provided to all staff.</p>	<p>The PP Lead to provide training and support for all staff regarding accelerating the progress of our PP children in reading, writing and maths. To ensure our curriculum effectively meets the needs of all our children.</p> <p>To remove any potential barriers to learning.</p>	<p>PP Lead SLT</p> <p>Observations / monitoring of classroom practice.</p> <p>SLT/SL to carry out data analysis to track attainment / progress of PP children.</p> <p>Staff meetings</p>	<p>A curriculum that has been designed to meet the needs of all our children.</p> <p>A diminished difference between PP and Non PP in reading, writing and maths.</p> <p>A school that effectively supports the whole child, ensuring they feel safe, happy and have a love of learning.</p> <p>TAs that support independence / divergent thinking rather than task completion.</p>	

**Key**

PP – Pupil Premium

Non PP – Non Pupil Premium

SLT – Senior Leadership Team

SL – Subject Lead

FSW – Family Support Worker