

Action 2017 - 2018

Pupil premium

£166000

Pupil Premium

Principles

- We ensure that teaching & learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for all pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.
- All our work through the pupil premium will be aimed at accelerating progress moving children to at least age related expectations. Initially this will be in literacy and numeracy.
- Pupil premium resources may also be used to target able children on FSM.

Aims

- To ensure all children make at least expected progress
- To support those children who need extra help
- To ensure all have access to a broad balanced and engaging curriculum
- To support families in overcoming difficulties

School leaders (EYFS/KS1/2) - £85000

- Improve first wave teaching
 - Supporting planning
 - Team teaching
 - Lead/train staff in ensuring interventions are effective in enabling children to overcome barriers
- Improve outcomes for children
 - Intervention – G&T / Less Able
 - Monitoring

KS2

Extra teacher to support KS1 and EYFS. Forest school teacher. S< TA. Additional KS2 classes

- The AST will monitor books; plan with KS2 staff on a weekly basis – will also interview children (conference) and monitor teaching
- Mastery work for able children – DHT (read) Ast HT/HT (Maths)
- Straight age (small) classes at in Y5/Y6
- TA all timetabled for afternoon interventions (if not carrying out 1:1 programmes)
- Additional teacher supports maths/reading/writing in Year 4 (from Dec 2017)

KS1

- A new KS1 team has been assembled to ensure that progress is consistent for all children and an additional teacher will be support learning for specific groups regularly across the week.
- Weekly phonics checks by Year 1 lead.

Subject focus

- Reading and maths (numeracy) is a focus across school. Children have access to a wider range of books and initiatives have been introduced including F.R.E.D and reading groups.
- DHT supports small group Y2
- Y1 split into two classes (smaller numbers) with support

EYFS

- Regular support to ensure Nursery children improve their phonic acquisition
- Extra teaching time to ensure accelerated progress (toward GLD)
- Regular S< trained TA (x2 inc. Elclan)
- Forest school to support PSED (and parent working)
- Parent focused reading sessions weekly (EYFS lead teacher)

Family Support worker - £30000

- Support children struggling in school (EA to liaise)
- Support struggling families
- Promote attendance

TA - £25000

- Support disadvantaged children with homework and extra reading (etc.) clubs
- Support children throughout the day
- Lead small group interventions
- Work with vulnerable children

Enrichment - £5000

- Support struggling families with trips and school events and uniform

Additional £10000

- EP time to support children
- School staff to be trained and deliver programmes – motor skills / behaviour support
- Level 6 support from outside provider

Miscellaneous £35000+

ICT materials to support adult learning

- Improvements to school to enable children to have access to improved/targeted teaching
- TA working in every classroom – increased number of TAs in Nursery/Early years to ensure children have the best start
- Improved learning behaviours via improved behaviour policy and free specific Y6 uniform for all.

Desired Outcomes

- **Closing the gap**
- All groups make at least the same rate of progress
- FSM/Vulnerable G&T children to make accelerated progress
- More families attend school events – including parents evening
- Children all have access to the same opportunities – somebody to read to them / to complete supported homework- irrespective of lifestyle.