

## Pupil Premium Spending 2016 / 2017

When making decisions about using the Pupil Premium Grant, it is important to consider any common barriers to learning that may also affect pupil premium children; the level of support at home, language and communication skills, level of confidence, attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups.

As a school we have a track record of ensuring that pupils make good progress, but historically levels of attainment and progress have been lower for pupil premium children (those who have been eligible for free school meals) – this was also a national trend.

Through targeted interventions and support we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach or exceed age related expectations as they move through the school.

We have analysed our data thoroughly and have used it to inform our decisions on the most effective way of raising attainment for pupil premium children. We involve staff, at all levels, in the analysis of data so that they are fully aware of strengths and areas for development across the school. All staff are aware of who our pupil premium and disadvantaged children are and their individual needs are considered carefully so that we provide the best support for those children who could be doing “even better if.....”

All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just pupils with low attainment).

We will ensure that the additional support we provide is effective by:

- Looking at the individual needs of each child and identifying their barriers to learning
- Ensuring additional support staff and class teachers communicate regularly
- Using support staff to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Where appropriate we will work with other agencies to bring in additional expertise
- Developing strong School Home Support
- Providing support for parents to develop their own skills (ESOL, Literacy, mathematics) so they can support their children’s learning within the curriculum
- Providing support where possible for families who are in a time of crisis or in need of nurture
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions in the afternoons for children who struggle in the main lesson)
- Recognising and building on children’s strengths to further boost confidence (e.g. groups of G&T pupils visiting art galleries and museums etc. Funding after school clubs in their area of expertise.

In our determination to ensure that ALL children succeed we recognise the need for, and are committed to, providing individualised interventions for set periods of time to support.

### Funding Priorities

We want to raise standards in reading by enthusing children to develop a love of reading and will focus on improving home reading opportunities by providing pupil premium children with their own reading books. In addition we are adopting a new whole school approach to supporting children in developing their skills as writers (Talk for Writing) and there will be a focus on developing children’s speaking and listening skills. There will be writing for a purpose through the schools developing curriculum.

We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve, so each child will have a mentoring session every half term with their class teacher.

To increase parental engagement in learning, we are aiming to improve parental engagement in order to extend the support on offer for parents through focused skills sessions and training in the curriculum. We will also aim to provide crèche facilities for some parental sessions to increase attendance.

We will ensure that there are opportunities for children to develop their leadership skills, including building in opportunities for them to become peer tutors and supporting younger children in their learning.

This year our aim is to further increase the quality of teaching across the school through the use of coaching. We will also be supporting staff in developing the quality of their teaching, use of Assessment For Learning (AFL) strategies to improve feedback to pupils.

Context	
Total number of pupils on roll	371
Total number of pupils eligible for PPG	127 (Jan 16 Plasc)
% of PP pupils	34.2%
Total number of EAL pupils who are also PP	59
% of EAL PP pupils	8.5%
Amount of PPG received per pupil	£ 1 300
Total amount received	£ 165 000

Nature of support 2016 / 2017	
Focus on learning in the curriculum	26%
Focus on social emotional and behaviour	13%
Focus on enrichment beyond the curriculum	30%
Focus on families / community	30%
<b>Curriculum focus:</b> Increase % of children working at, or above, age related expectations in reading writing and mathematics.	

Record of pupil premium grant spending by item/project 2016~2017				
Year group	Item Project	cost	Objective	Outcome
Yr 4 & Yr6	Residential school trip subsidy	£6 000	Extending experiences and building confidence. Children offered subsidised places in multi activity centre.	Increased participation by PP pupils on residential trip .
Whole school	school trip allocation	£3,650	Extending experiences and building confidence.	Increased participation by PP pupils on school trip.
Whole school	Facilitating nurture groups for pupils across the school - well being	£8,579	To enable pupils to openly discuss feeling and concerns in a safe environment.	Children are more confident in expressing their concerns and feelings.
Whole school	Targeted use of LSA to enable small group tuition – reading, writing, maths	£48 835	Focused work with pupils to improve progress and attainment in reading, writing, maths.	Increased attainment and progress in English and maths in Yr. 5 for PP children.
EYFS	½ day, each day addition support staff and targeted use of in class support staff	£8,588	Improving basic language skills and vocabulary. Build social and emotional skills	Increase % of pupils achieving a good level of development.

			so children are more prepared for learning.	
R- 6	EAL and language support from the EAL teacher	<b>£5,101</b>	Develop language and conversation skills. Support transition of new joiners to the school in the development of early language skills.	Transition of new joiners is smoother. Language development is well supported and children feel more confident communicating.
N - 6	Family and pupil support by HSLW	<b>£15,174</b>	Targeted support for families to overcome barriers to children's learning and increasing parental engagement – coffee mornings, parent and toddler. Pupil bereavement counselling, behaviour counselling.	Improved attendance for pupils. Increased attendance by parents at family learning.
N - 6	Enrichment project Artist in residence S Porter	<b>£14157</b>	Developing thinking skills. Puzzle day, games and puzzles to develop thinking.	Increased attainment and progress in Mathematics.
R-6	Penguins Lunchtime club	<b>£6876</b>	children will learn social skills and gain confidence that will enable them to be outside for lunchtimes	Over half of the children will be able to return to the playground following a phased return.
Targeted extended school places	Otters early morning club	<b>£1444</b>	Support families with routines and entry into school for pupils. Ensure pupils continue to have good attendance and continue to access the learning.	As a result of this the pupils will arrive to school on time, have a healthy breakfast and be settled in school and able to learn.
Year 5 and 6	Developing children as leaders – play leaders	<b>£200</b>	Extending opportunities to build leadership skills.	Play leaders will have responsibilities. They take their responsibilities for organising pupils in purposeful play during unstructured times.
Targeted support with transport into school	Taxi fees	<b>£605</b>	Support a family with transport into school for pupils. Ensure pupils continue to have good attendance and continue to access the learning.	As a result of this the pupils will arrive to school on time and were settled in school and able to learn.
All year groups	Cool milk	<b>1100</b>	Pupils are healthy and alert in their learning.	As a result of this pupil engagement has improved in classes.
N-6	SLT and staff training on Talk for writing, reading, 1:1, non-reader activities. Cost of visits to Ealing school and release of support staff to attend	<b>£7000</b>	Ensuring effective teaching interventions - Providing effective support to address under achievement.	Quality of interventions improved leading to better learning experiences and outcomes.
R	Literacy and phonics tuition workshops for Reception parents and children – 10 weeks. Cost of staffing and parent resource packs to support learning	<b>£2 000</b>	Improved parental understanding of phonics and how to successfully support their child. Raise pupil self-esteem.	Parents skilled in supporting their child with phonics and reading homework in line with school policy.
R	Crèche provision – staff and resources	<b>£1 000</b>	Supporting parents, enabling them to attend training.	Increased attendance by parents at training.
N - 6	School uniform: Shorts, joggers, sweatshirts.	<b>£5 560</b>	Provide school uniform so all children feel equal and are dressed appropriately for school and PE.	All children feel equal and properly equipped for school.
KS1 & KS2	Outstanding teaching Raising Quality of teaching –	<b>£11,549</b>	Enabling 5 members of staff to attend a series of training days	Classroom visits show that teaching has improved.

	whole x 5 teachers		aimed at raising the quality of teaching.	Staff are able to share learning through coaching sessions.
Whole school	Developing social skills through the provision of extra-curricular learning experiences	<b>£7804</b>	To enable children to engage with experiences to extend their knowledge, understanding and social skills.	Children are provided with experiences beyond the classroom and are able to speak confidently about them.
N- 6	Encourage a love of reading: books for PP pupils	<b>£2460</b>	Provided children with reading books of their own that they can take home.	Children develop a love of reading by having their own books.
All year groups	Attendance manager  First day calling & constant monitoring of attendance.	<b>£4318</b>	Pupil and parental engagement Improvement in Attendance & Lateness data	PA rate will stay below national average.
N, R, 1, 2	Soundwrite phonics	<b>£3000</b>	Improving phonic skills and reading and writing skills.	Observations will show that phonics teaching is good or better. Pupils will make good progress.
<b>Total</b>				

#### Pupil Premium Income against expenditure 2016/ 2017

Total PP funding received	<b>£165,000</b>
Total PP expenditure	<b>£165,000</b>
PP funding remaining	<b>0</b>

#### Impact of pupil premium spending 2016 2017

The school's evaluation of its own performance is rigorous. Tracking of progress overtime for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed at the end of its duration (usually every 6 weeks) along with the half termly as assessment data and if an intervention is not having the desired impact it is analysed and addressed.

In 2017, we will use a range of data to analyse impact of spending:

End of key stage data

Phonics outcomes

EYFS data

Current progress Data

Intervention analysis

Outcomes of observations, book monitoring, learning walks

Stakeholder feedback.