

Objectives of Pupil Premium Spending

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. This can sometimes be for a short period of time but can also be long running and stressful for the child. The challenges are varied and there is no “one size fits all”.

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we working hard to ensure pupils make good or better progress, but historically levels of attainment have been lower for FSM children (eligible for free school meals) – this is also a national trend. Through targeted interventions 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 age related expectations as they move through the school.

We have started this year looking at and considering the needs of our school, the context and the successes of previous years and initiatives/interventions. In addition to this we have identified some key principles (outlined below) that we believe will maximise the impact of our pupil premium spending.

Key Principles

Building Belief

We will build on a culture where:

- Staff believe in ALL children
- There are “no excuses” made for underperformance
- Staff adopt a determined and informed approach to overcoming barriers
- Staff support children to develop positive mindsets towards learning and enthusiasm towards challenge

Analysing Data

We will ensure that:

- All teaching staff and relevant support staff are involved in the analysis of data so that they are fully aware of strengths and weaknesses
- We use research (Such as the Sutton Trust Toolkit) to support us in determining the strategies that will be most effective but also look at what we believe will best benefit, support and extend our pupils and their progress

Identification of Pupils

We will ensure that:

- All teaching staff and appropriate support staff are involved in analysis of data, identification of pupils and implemented interventions
- All pupil premium children benefit from the funding, not just those who are underperforming
- Underachievement at all levels is targeted (not just lower attaining pupils)
- We identify appropriate support and interventions based upon our professional judgment and knowledge of the pupils and not just on research or recommendations
- Children’s individual needs are considered carefully so that we provide support for those children who could be doing “even better if.....”

Improving Day to Day Teaching

We will continue to ensure that all children across the school receive good teaching, with increasing percentages of outstanding teaching achieved by using our new Senior Leadership Team to:

- Set and promote high expectations
- Address any within-school variance

- Ensure consistent implementation of the non-negotiables, e.g. marking and guided reading
- Share good practice within the school and draw on external expertise
- Report back to all SLT and teachers on strengths and areas for development relating to the quality of teaching
- Provide and encourage high quality CPD through the Lesson Study approach
- Improve assessment through joint moderation exercises as part of KS Teams, whole school staff sessions and school to school support

Increasing learning time

We will maximise the time children have to “catch up” through:

- Improving attendance and punctuality
- Providing earlier intervention in KS1 and EYFS as well as in year admissions to our school
- Extended learning out of school hours and lunch times

Individualising support

We ensure that there is no stigma attached to being in an intervention at our school. We believe that pupils, at some point in their schooling, need something, whatever that might be.

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 to support the next steps for the child/ren
- Using teachers and TAs to provide high quality interventions
- Matching the skills of the support staff to the interventions they provide
- Working with other agencies to bring in additional expertise
- Family Support Worker
- Family Values Program
- School nursing
- Talk-time/YMCA
- Providing extensive support for parents to develop their own skills (ESOL, Literacy, ICT, Family Support Worker, School Nurse)
- To support their children’s learning within the curriculum (meetings with teachers, Achievement for All)
- To manage in times of crisis (behavior, bereavement, separation, housing)
- Tailoring interventions to the needs of the child (e.g. Targeted maths revision sessions)
- Recognising and building on child’s strengths to further boost confidence, enthusiasm and self-esteem

Going the Extra Mile

In our determination to ensure that all children succeed we recognise the need for and are committed to providing individualised interventions as appropriate for set periods of time to support children in times of crisis.

Funding Priorities

Our aim is to further increase the percentage of outstanding teaching & learning across the school. We also continue to reduce the use of casual supply staff as we use our own contracted staff to ensure consistency and continuity for all pupils in our school. We aim to maintain our high standards further in all subject areas, by enthusing children to become

keen learners. We also plan to extend reading resources through the use of our new library, encourage more parent/grandparents in school to listen to readers and focus on improving home reading. We continue to promote collaborative learning opportunities which in turn develop the child's speaking and listening skills. We want all children to be able to talk confidently about their learning, where they are and what they need to do to improve. Particularly in upper KS2, the teachers involve the children in identifying their next steps and ways of achieving their targets (not just academic targets).

Staff are determined to ensure that the percentage of children working at age related expectations and above plus the percentage of pupil's making expected progress or better at end of KS1 and 2 increases further.

Number of pupils and pupil premium grant (PPG) received

Total number of pupils on roll	403
Total number of pupils eligible for PPG	170
Amount of PPG received per pupil	£1300
Total amount of PPG received	£222,640.00

Year Group	Item / Project	Objective	Impact/Outcome
5 / 6	Boosters HA and LA	Extending School Hours Programme of revision for SATs	Increased attainment in KS2 English and Maths (Assessment Data)
	More able provision – Maths / English	Drawing in expertise - DHT Extended provision for higher attaining children	Increased higher attainment for more able pupils
	One to one tuition	Individualising support at all levels Targeted support for children to address misconceptions, gaps and weaknesses	Increased confidence (Discussion) Increased attainment in English and Maths (Assessment Data)
	Booster support in Reading and Maths	Individualising support at all levels Small group work to extend children's reading and maths skills – DHT & AHT	Increased attainment in writing and maths (Assessment Data) All children progress at least 2 / 3 sub levels progress (Assessment Data)
	Easter School	Extending Learning Time Programme of revision and resources for SATs	Increased attainment in KS2 English and maths (Assessment Data)
	Kindle for every Y6 child	To broaden reading experience at school and home	Increased attainment and progress in reading at end of KS2
	6 iPads in every class to support SEN and group learning	Extending resources and using ICT to raise attainment in English and maths	
	3 / 4	Small groups in reading, writing and	Individualising support at all levels

	maths – HA and LA	Small group work to extend children’s reading, writing and maths skills	All children progress 6 stages in the year (Assessment Data)
	One to one tuition	Individualising support at all levels Targeted support for children to address misconceptions, gaps and weaknesses	Increased confidence (Discussion) Increased attainment in English and maths (Assessment Data)
1 / 2	Boosters – HA and LA	Extending Learning Time Programme of revision for SATs	Increased attainment in KS1 English and maths (Assessment Data)
	Small groups phonics, writing and maths – HA and LA	Individualising support at all levels Small group work to extend children’s writing and maths skills	Increased attainment in writing and maths (Assessment Data) All children progress at least 6 stages within the year (Assessment Data)
EYFS	Additional TA in EYFS	Individualising support at all levels Targeted for identified children with significant SEN	SEN children settle well and quickly, making good progress (Discussion, Observations and Assessment Data)
	iPads	Extending resources and using ICT to raise attainment 6 ipads in each class for EYFS to support English and maths	Increased % of children working at a good level of development in reading, writing and number
Whole school	Team Leaders	Promoting high quality daily teaching and sharing expertise: <ul style="list-style-type: none"> • Setting high expectations • Developing teachers’ practice • Ensuring consistent implementation of school initiatives • Facilitating sharing good practice • Improving quality of assessment • Planning for and delivering interventions • Quality assurance • Data analysis • Monitoring and evaluation 	Improved quality first teaching <ul style="list-style-type: none"> • 100% good or better teaching • increased proportion of outstanding teaching Consistent implementation of practice and expectations across school (Lesson observations / Monitoring files) Increased % of children working at or above age related expectations (Assessment Data) <ul style="list-style-type: none"> • 100% children making good or better progress by the end of KS2

Whole School	Deputy and Assistant Headteachers Data Leader	<p>To monitor and track the progress of PP children; liaising with relevant staff ensuring that all children are receiving relevant and appropriate opportunities.</p> <ul style="list-style-type: none"> · Setting high expectations · Developing practice. · Reporting to Governors · Reporting to Head teacher · Monitoring progress and data · Regular meetings with the PP teachers to discuss progress and next steps · Key link between staff and additional interventions <p>INSET to staff regarding new initiatives and updates on PP</p>	to enable the gap to be narrowed and closed in the learning for these identified pupils.
	Outside activities; theatre visits, author visits	Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experiences and extend their thinking.	<p>Children share new experiences with other children and build on this by using it as a point of reference to build on. Enables them to a first hand experience to apply to their learning through maths and english projects.</p> <p>Inspire children's creativity.</p>
	Guitar/drum tuition and Boxercise.	Broaden children's experiences and boost self-esteem/confidence through performance and exercise.	Motivates children to attend school, wanting to learn and displaying positive attitudes.

New Library development	Improving conditions for learning: Library and teaching space created to raise the profile of reading across the school.	Increased attainment in reading across the school
— teaching space		
Reading Books	Enable whole classes to use the library, provide children with greater choice of reading materials.	Evidence of greater enjoyment and love of reading
Numicon	Extending resources:	100% children make good or better progress in maths by the end of KS2

	Introducing a multi-sensory maths teaching resource to help children make connections with numbers, create good mental pictures of numbers, so they can solve problems more effectively.	
Targeted parents' meetings (Family Support Worker)	Engaging Parents in learning: Targeted parents meetings providing support / guidance with regard curriculum, children's levels and next steps Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning	Discussion with parents Targeted children make accelerated progress Improved attendance (Attendance analysis)
Nurture Groups	Building Belief: Providing additional support for children with a range of needs – emotional, social, behavioural, attendance / punctuality etc.	Barriers to learning are overcome and targeted children make good or better progress
Ipads in every classroom for SEN, targeted support and group learning	Extending resources and using ICT to raise attainment: 3 x ipads for SEN to support literacy and numeracy	Increased % of children make good progress in reading, writing and number
Outside activities – theatre visits, author visits.	· Providing children with additional experiences beyond the classroom to enhance their life skills and learning. Broaden their experiences and extend their thinking.	Children share new experiences with other children and build on this by using it as a point of reference to build on. Enables them to a first hand experience to apply to their learning through maths and literacy projects. Inspired the children's creativity.

Pupil Premium support/interventions in addition to PP sessions

<u>Reception Interventions</u>	<u>Year 1 Interventions</u>
Fine motor skills 1:1 support & small group work.	Achievement for All
Challenge	Target readers (daily and weekly)
Phonic interventions	Target writers
Speech and Language interventions	Phonics
Paston Pack interventions	Writing boosters
Social skills groups	Number boosters
Target Readers	EAL support
Sensory Circuits	Target maths groups – weekly
A-Z Literacy	Sensory Circuits

Breakfast club	Paston Pack Breakfast club
<u>Year 2 interventions</u> Achievement for All Reading skills booster Writing skills booster (inc. handwriting) Phonic booster group Target readers Numeracy booster Sensory Circuits Nurture group Numicon Supported spelling Breakfast club	<u>Year 3 Interventions</u> Achievement for All Literacy booster Numeracy booster Social skills Paston pack Supported spelling Handwriting Family support worker Nurture Group Sensory Circuits Hornets Phonics Programme Sensory Circuits Breakfast club
<u>Year 4 interventions</u> Achievement for All Literacy booster Numeracy booster Social skills: Paston pack Supported spelling Numbers count Handwriting Family support worker Nurture group Sensory Circuits Breakfast club	<u>Year 5 Interventions</u> Achievement for All Spellings Boosters – all teachers running one Target readers Supported spellings Sensory Circuits 1:1 support Mental Maths targeted group MAG&T Literacy group Breakfast club

Year 6 interventions

Booster groups with teachers
Target readers

Booster groups with HT, DHT and AHT

Sensory circuits

Small group support in lessons

Focused interventions in lessons

Supported spelling

DHT and AHT teach during Year 6 teachers PPA time

Some 1:1 supported as required in the lessons

Sensory Circuits

MAG&T Booster Groups

Easter School booster

Breakfast club