

## Pupil Premium Provision Plan 2016-17

### How will we allocate funding to make sure pupils have the best possible outcomes?

What?	Rationale	How will we measure impact	Amount	Example
<p><b>Pupil Premium Co-ordinator*</b></p> <p>A proportion of the funding is allocated to a Senior Leader who is responsible for Pupil Premium across the school. This allows for one afternoon per week dedicated to the management and provision of Pupil Premium support across the school.</p>	To dedicate time to timetabling and supporting staff to ensure that the intervention and support meets the needs of the children and is proving effective.	Monitor attainment and progress through the school's tracking systems, including the use of Pupil Premium Overview Sheets. Termly staff meeting held to discuss individuals and keep tracking up to date.	£9309	The Pupil Premium Co-ordinator was able to timetable meetings with individual parents to explain and discuss provision being made. This helped parents understand better the support being put in place for their child; the parents' positive attitude to the interventions has led to them encouraging their children to engage more fully in the activities provided.
<p><b>Teaching Assistant Support</b></p> <p>4.5 hours a week Teaching Assistant time for targeted children with academic needs e.g. basic skills in maths, reading, writing.</p>	Evidence suggests that targeted, structured support can have a positive impact: 'The new findings suggest that when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.' <i>Education Endowment Foundation</i> , Feb 2014. The Foundation has also found that 'on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.'	Monitor the attainment of individual pupils targeted for structured support in specific areas (e.g. maths, reading, writing).	£2,000	A child in Key Stage 2 has been identified with having difficulties with comprehension. A TA works with the child once a week on a 1:1 basis, modelling comprehension strategies and practising different types of reading comprehension questions. This provides extra help for the child and boosts confidence when doing similar activities in class; it also helps the child in other areas of learning, such as when reading maths problems or researching the web for a science topic.
<p><b>Teacher Support</b></p> <p>Qualified and experienced teachers working with children who have been identified as not meeting age expected standards. Organised for the spring and summer term.</p>	Information from <i>Education Endowment Foundation</i> shows that those involved in small group tuition on average make 4 months extra progress. High teacher/pupil ratios (e.g. 1:4) will help boost children's learning and allow teachers to target specific learning needs.	More children meeting age expected standards at end-of-year teacher assessment and SATs.	£20,121	In the previous year, a small group of children in Year 6 were targeted as needing extra help with solving multi-step problems. An experienced teacher was able to assess the specific needs of the children in the group and create a tailor-made programme of support which included online resources as well as practical activities. The sessions contributed to children making expected progress in KS2 Maths SATs.
<p><b>Staff Training</b></p> <p>Visiting experts to train staff about working with children with emotional and behavioural issues.</p>	Some pupil premium children have been identified with having well-being issues. Training staff about strategies to deal with children who need extra emotional support (e.g. through THRIVE training) can help teachers and others provide effective support to improve well-being. Information from <i>Education Endowment Foundation</i> shows that 'on average, social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).'	Targeted children are more confident and are engaging more readily in school.	£670	Teachers are now better able to identify children with well-being issues and respond accordingly. When assessed using the THRIVE criteria, a child was found to score very low in the "Acquiring Skills" category (e.g. in focusing on a task, understanding that practice is needed to acquire a skill). As a result, the child meets a teacher once a week to set targets and discuss useful strategies to help.
<p><b>Liaised Family Fund</b></p> <p>Parents of Pupil Premium children are offered a proportion of funding to spend on ways to support their children either within the school setting or outside (e.g. after school club, sports clubs, residential outdoor learning trips). Funding ideas are discussed with the Pupil Premium Co-ordinator and agreed with Senior Leaders.</p>	To ensure children from disadvantaged backgrounds are included in all school activities and have access to a range of cultural and sporting opportunities.	Through parent and teacher feedback, evidence is gained about the impact on the child's learning and social and emotional inclusion within the school and wider community.	£7500	Several children were supported financially by having their Year 6 five-day residential trip paid for. This meant that the entire year group went on the trip and all were able to benefit from the wealth of experiences the trip offers. Another child's music lessons outside of school were paid for. The parents reported back positively, commenting on the child's new found enthusiasm. This should filter through to a generally improved attitude to learning.

\* Since September 2016, this responsibility has been divided between two senior managers who use non-contact time and planned time to perform the role.