

Pupil Premium Provision Plan 2017-18

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

What?	Rationale	How will we measure?	Amount	Example
Teaching Assistant Support Teaching Assistant time for targeted children with academic needs e.g. basic skills in maths, reading, writing and phonics/spelling.	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.' Education Endowment Foundation, 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, and writing).	£23770	In the previous year a child in Reception was identified as not making progress in reading alongside his knowledge and application of phonics. This child had extra 1:1 support with his phonics and daily opportunities to read with an adult. This child achieved the expected standard for reading and phonics in the ELG's.
Teacher Support Qualified and experienced teachers working with children who have been identified as not meeting age expected standards in areas such as phonics. Also HA pupils and the learning dispositions for higher achieving girls.	Information from Education Endowment Foundation 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. Pupils who did not achieve well in their Phonics test in Year one will reach the expected standards at the end of Year two.	£3000	In the previous year, the teacher support planned and led additional support for spelling, reading and catch-up maths in Year Six. This programme was in response to formative assessments. All Pupil premium children in Year Six achieved reading national in SAT's.
Thrive Thrive is a specific programme aimed as supporting pupils with social and emotional distress or need. Through personalised targeted strategies the aim is to support pupils and re-engage them in life and learning.	In the past two years we have seen an improvement in the well-being of pupils identified with social and emotional issues who have access to the Thrive programme. Much research suggests that pupils will engage in their learning more effectively if they are socially and emotionally secure.	The SENco and teacher meet to carry out an initial Thrive assessment. Strategies are set and then reviewed. New assessments are then measured against the previous one. Success means moving through the categories or completion of Thrive if appropriate.	£5,600	Following Baseline assessments and observations a child in Reception was displaying anxiety and struggling within the school setting. Using the THRIVE criteria, the child was found to score very low in the 'Being' category resulting in time spent focusing on coping with change and self-esteem. Parents were also consulted and supported with strategies at home and found their child to be more open and communicative about their days at school. They also found their child more interested in reading and the parents had the skills to support and encourage with greater results.
Staff Training Ongoing training needs for Thrive, SEND interventions and specific training and support for children with Dyslexia/processing needs.	Since starting our Thrive programme staff have become more aware of the indicators and needs of children with social and emotional issues. Training and a continued awareness is key to providing effective strategies in class. We have a high level of children with SEND so our interventions need to be monitored and supported, including those with Dyslexia.	Targeted children are more confident and are engaging more readily in school.	£800	Teachers are now better able to identify children with social and emotional issues and respond with a personalised approach using Thrive strategies. In the past specific training for SEND needs has provided teachers and staff with the tools to plan and implement intervention strategies. A child with identified processing issues will be given a visual prompts to support their understanding of concepts and be encouraged to use such prompts to aid independence.
Liased Family Fund Parents of Pupil Premium children are	To ensure children from disadvantaged backgrounds are included in all school	Through parent and teacher feedback, evidence is gained	£7750	Several children were supported financially for school trips and residential. This meant that the entire year group went

<p>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 Coordinators and agreed with Senior Leaders.</p>	<p>activities and have access to a range of cultural and sporting opportunities.</p>	<p>about the impact on the child's learning and social and emotional inclusion within the school and wider community.</p>	<p>on the trip and all were able to benefit from the wealth of experiences the trip offers. Another child's Martial Arts lessons outside of school were paid for. This child's confidence and skills have increased greatly over the year and he is now taking part in competitions. This child's motivation and self-esteem has impacted on his overall well-being and engagement.</p>
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