

Pupil Premium Funding 2017-2018

Total amount allocated in April 2017: £31,040

(based on 20 pupil premium children)

In Summer 2017- 23 pupil premium children (6% of school)

In Autumn 2017 – 22 pupil premium children (6% of school)

Aims for 2017-2018:

- To ensure all PP children are supported in meeting their academic potential
- To increase the percentage of PP children meeting the expected standard in mathematics, narrowing the gap between PP and non-PP children
- To continue to ensure the gap between PP children and non-PP children in reading and writing continues to diminish
- To ensure all PP children are supported to improve their learning behaviour and social behaviour in school
- To support enrichment activities to develop “the whole child” and increase confidence and engagement of all PP children in school life

How do we intend to spend the funding for 2017-2018?

- After school, small group tuition for PP children, based on their individual needs
- Third Space Learning online tuition for identified PP children in Y6 to ensure they meet the expected standards in maths at the end of Key Stage Two
- In class support in Year 6 lessons from Deputy Head teacher to support PP children to make expected progress in reading, writing and maths
- 1-1 support with Deputy Head teacher for identified PP children with significant learning or social needs, so that they may improve learning behaviours and increase learning outcomes.
- Teaching assistant support in class and to run interventions to support underperforming PP children in accessing curriculum and making maximum progress
- Teaching assistant support for identified PP children at lunchtimes, through 1-1 check-ins and through social games/friendship groups
- Subsidise extra-curricular activities, trips and residential visits for PP children to allow them to access enrichment experiences
- Buy in external agencies to support specific learning and behavioural needs of identified individuals
- Support for all staff to ensure that all PP pupils achieve expected progress from Key Stage One and at least meet expected standards in reading, writing and mathematics. This will include quality professional development and training for all staff in identified areas (For example: Greater Depth Writing, improving number sense, guided reading, spelling strategies)
- Regular 1-1 progress reviews for all PP children with Deputy Head teacher, following data collection and Pupil Progress meetings with class teachers

Pupil Premium Action Plan Autumn 2017

Aims: as above

Date	Action/task	Success criteria	Review (end of Autumn term)
Weeks 1 and 2	Identify: <ul style="list-style-type: none"> - Barriers to educational achievement faced by PP children - Focus for extra support to aid pupils in overcoming these barriers Through: <ul style="list-style-type: none"> - data analysis - previous year's reports - dialogue with current and former teachers - 1-1 pupil conferences with PP children 	Each pupil has individual programme of support shared between PP lead, class teacher SENCo/LAC designated teacher as appropriate, and all other relevant adults working with child.	
Week 1	LAC designated teacher, SENCo and PP lead to co-ordinate targets for identified pupils, plus allocation of funding for these individuals.	Identified pupils to have identical targets on PEPs, SEN support plans and PP support which are shared with all adults working with them. Identified pupils to have a spreadsheet with clear costings to demonstrate PP and SEN spending.	
Weeks 2-14	Support in maths and English for PP children in Y6 to include <ul style="list-style-type: none"> - Support in lessons - Small guided group work to pre-teach or consolidate learning - 1-1 conferencing 	Teachers report an increased confidence in identified focus area when children working back in class. Teachers report progress made towards the identified focus (evidence in books, pupil conferences)	
Week 3	Parents informed of Autumn term PP support	Letters sent out and returned with consent.	
Week 3 -14	Third Space Learning online maths tuition for pupils identified at the end of Year 5 (now in Year 6)	October and December tests show identified pupils are able to answer place value and 4 operations questions at expected level	

Week 4- 13	After school tuition for small groups of identified pupils with part-time teacher, based on identified focus.	Teachers report an increased confidence in identified focus area when children working back in class. Teachers report progress made towards the identified focus (evidence in books, pupil conferences)	
Week 7	1-1 conferences to review progress	Children identify areas they have improved in and share piece of work of which they are most proud.	
Week 10	Week 10 pupil progress reviews through - Pupil progress meetings with year group teachers	Progress evidence seen in books and on assessment grids, through conversations with pupils and teachers	
Week 13 and 14	1-1 conference to review Autumn term progress and report written for parents.	Children and DHT discuss progress made, pieces of work which show most progress and areas for development for next term. Parents receive report which details progress made and how PP funding has been spent for their child, plus focus for next term.	