

PUPIL PREMIUM STRATEGY

2016-2017



Definition

Pupil Premium funding is an allocation of funds paid to directly to schools in order to support and raise attainment and ensure the good progress of 'disadvantaged' pupils.

The Government terms disadvantaged pupils as those who are in receipt of Free School Meals (other than the Key Stage 1 Universal Free School Meals strategy), or a child who has been in receipt of Free School Meals within the last 6 years (Ever 6). Some other groups of children are also entitled to Pupil Premium. These include:

- Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority
- Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order
- Pupils in year groups reception to year 11 recorded as Ever 6 Service Child or in receipt of a child pension from the Ministry of Defence

School Allocation of funds

2016-2017	Pupil Premium Designation					TOTAL PUPILS
	Current FSM	Ever 6	LAC	Adopted	Forces	
Number of pupils	25	17	0	7	0	49
% of PP Allocation			0	0	0	
Funding breakdown	£33,000	£22,440	£0	£13,300	£0	23%
	TOTAL FUNDING £68,740					

Our school has a lower than average eligibility for Pupil Premium (23% against the 2015 National Average of 26%). Importantly, however, this group has grown in size across the last 4 years, as in 2012/13 only 18% of the school were eligible for the additional funds.

Main Barriers to Educational Achievement

Across our school, the typical barriers to educational achievement for children entitled to the funds could be seen as:

- Children’s starting points are often below those typically found of their peers, so need to catch up rapidly. This is particularly true in term of early language and communication skills.
- Often, children entitled to Pupil Premium do not attend our Nursery setting, joining the cohort in Reception class.
- 20% of pupils live in the top 15% most deprived households in England for Health deprivation (as indicated by the school’s based on the School Deprivation Summary IDACI analysis – based on the Index of Multiple Deprivation) Over the last four years the School roll has increased by 19% and the school now has an increased number of pupils in attendance who reside in neighbouring villages who have a higher deprivation profile than those of the immediate school community.
- Families who cope well with the day to day care of their children, but may struggle to pay for the ‘additions’ to the curriculum, such as school trips, residential and experiences
- Sometimes requiring support regarding breaking habits and routines at home which could be detrimental to the educational development of their children. For example, poor homework routines, bedtime routines or attendance issues

Planned Expenditure

Rationale	Aim	Activity / Plan	Approx. Cost	How will we know if it has been achieved?
Ensure that children make rapid progress across the early Years in order to catch up to their peers.	High staffing levels to ensure low adult: child ratios across reception class (1 teacher, 1.5x TA for 30 children)	Over the past three years, this has been a highly successful strategy in raising attainment cross EYFS. Children leaving EYFS with the GLD are set on the right trajectory to achieve at least age related expectations throughout school.	0.5 x TA £10k	High rates of progress sustained for the children identified as Pupil Premium
More able children entitled to Pupil Premium reach their potential to exceed age related expectations	Additional English teaching (DHT) for children in Year 6 in order to ensure more-able children meet their potential, not just ARE.	Children are entitled to reach their potential. Studies show that small group sessions, with qualified teachers are expensive, but add high value to pupil’s learning. We have already achieved excellent outcomes by using this strategy.	£14040	Children meet the high score / greater depth threshold in Reading/ Writing/GPS – showing good or better progress from starting points
Maintain high rates of children at Year 2 meeting the ARE for reading and increase the percentage of pupils attaining at Greater Depth.	Increase KS1 TA support for small group RWI teaching groups and 1 to 1 intervention.	This will allow practitioners to focus more time with PP children, so that they make excellent progress through personalised phonic intervention.	0.5 x TA £10k	Children meet the high score / greater depth threshold – showing good or better progress from starting points in Reading.

Rationale	Aim	Activity / Plan	Approx. Cost	How will we know if it has been achieved?
Pupils from a low starting point in maths entitled to Pupil Premium in Year 5 and 6 reach their potential to exceed expected progress and meet age related expectations	Additional mathematics booster teaching for children in Year 6 in order to ensure pupils from a low starting point meet ARE.	Children are entitled to reach their potential. Studies show that small group sessions, with qualified teachers are expensive, but add high value to pupil's learning. We have already achieved excellent outcomes by using this strategy in mathematics for our pupils from low and middle start points.	£8,500	Children meet the high score / greater depth threshold – showing good or better progress from starting points
Provide Breakfast to vulnerable families who request it, free of charge	Breakfast club places at £2 per day, will be FOC for families who require it in times of need	This will provide a healthy start to the day (ensuring children receive at least 2 of the three daily meals at school). Furthermore it will improve punctuality and ensure pupils are ready to learn.	Yearly cost per child £390 – although few children would require this all year. £2000	Uptake rates are monitored and further financial support signposted when required – including a referral to the Local Authority One Point service
Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences (outside of the school day)	School to pay for Private Music Tuition School to pay for IN2 places offered	Sometimes children may have a talent, but parents cannot afford to nurture it, e.g. music/ sport/ performing Arts. School sees its responsibility to address this wider curriculum need.	£100 per child per year. Allocation: £1000	Children achieve their musical/ sporting/artistic potential, regardless of family background.
Ensure that children entitled Pupil Premium gain equality of opportunity for wider school experiences	School to pay for... Trips Residential Experiences ...when appropriate for disadvantaged families	Residential activities build children's confidence and resilience – qualities often lacking in some vulnerable children. As such, residential experiences are offered lower down school to ensure that the positive impact of these experiences are built upon before the children reach the end of Y6. Children do not feel any different or less able, capable or deserving than any other children.	Approx. £200 per residential Allocation: £2000 Allocation to trips / experiences £1000	Children do not feel any different or less able, capable or deserving than any other children. Pupil questionnaires show happy, contented and learning children

Rationale	Aim	Activity / Plan	Approx. Cost	How will we know if it has been achieved?
Support parents in positive parenting strategies and routines at home which will in turn impact positively to the educational development of their children	Provide parent support classes and resources through BOO (Baskets of Opportunity)	The Early Years consultant works with both children and families in order to affect change. The vast majority of her caseload are families who are entitled to Pupil Premium funding. The impact of her work on improving the emotional wellbeing of children, and parenting capacity of parents is strong over the neighbouring Local Authorities.	Baskets and games £1460 Consultancy £275	BOO evaluation highlights positive engagement and outcomes for families. Children show improvements in resilience, emotional stability and are able to engage in prolonged learning activities.
Identify language and communication issues and deficits precisely on entry to EYFS and KS2.	Purchase Language link and Screen all children for language issues in order to develop bespoke programmes in order to address early and residual language issues	Language and communication deficits are identified as primary barriers to learning for our youngest learners.	£564	Children's re-test scores show positive changes in language and communication skills.
Ensure provision for those children with SEND and are entitled to Pupil Premium funds have their needs met	Employ SENCO for an additional afternoon each month in order to monitor, devise and procure appropriate support and programmes to ensure children make good progress.	Children with SEND and are disadvantaged often do not perform as well as other groups of children across school and nationally in terms of attainment, but more importantly, progress. Additional attention and focus from a senior member of staff will ensure efforts are redoubled in this important area.	£3957	Children with SEND and who are entitled to PP make good progress
Specific resources requirements will be necessary to support individual needs	Provide pupils with specific resources to meet their individual needs eg spelling catch up, ICT resources, home/school programmes	The school will procure the following resources: Fresh Start (Spelling catch up) Nessy (online reading booster) Individual I pads X2 Wedge cushions and visibility stands	£1566 £180 £1000 £230	Children make accelerated progress against their individual targets.
Pupils academic progress is directly affected by their emotional well being and resilience. We need to teach self esteem and worth.	Provide small groups of pupils with weekly activities to learn techniques to improve resilience and confidence, control internal thoughts and relaxation techniques	School to buy High 5er consultancy time to work with small groups of pupils and to train existing support staff (to improve sustainability of impact).	£8445	Children's log book indicate an improvements self esteem and control of feelings over time.
TOTAL EXPENDITURE			£66217	

* £2523 unallocated which can be distributed across the budgeted areas if required or allocated to additional activities and foci for any new children / changing priorities across the year