

Pupil Premium Funding (PPF) 2016-2017

Number of Pupils on role	291
Expected Total PPF	£85 868 (based on 62 children entitled to PPF)
Pupil Premium Strategy Review Date	August 2017

How do we decide what is the best way to spend the PPF?

Initially any decisions about how the Pupil Premium Funding will be spent is based upon analysis of data collected about PPF children from previous assessment judgements made by their previous class teacher. Pupils are then closely monitored throughout the school year and their progress is assessed on a regular basis. This assessment is completed by the class teacher on a day to day basis as well as during the more formal assessment weeks. Following the termly assessment weeks Pupil Progress Meetings are held with the class teacher, Special Educational Needs Co-ordinator (SENCo) and Head Teacher. During these meetings effectiveness of provision is recorded and areas for development are identified. The Head Teacher and SENCo then look at what additional support may be required and then facilitate the provision of appropriate support through a range of interventions. All interventions are closely monitored to ensure that targeted children are making progress and if they are not then further actions are implemented to improve each child's outcomes.

Summary of the main barriers to educational achievement for PPF children?

In School Barriers:

Low starting point on entry to Foundation Stage and subsequent low starting point in the follow year groups.
Social and Emotional factors (Lack of self-belief impacting on learning).
Emotional behaviour issues for a small group of pupils (mostly eligible for PP) having a detrimental effect on academic progress and achievement.
High percentage of children (eligible for PPF) with significant Learning Needs.

External Barriers:

Levels of learning need that requires additional Special Educational Needs support. (Ed Psych, Statement, CAMHS, Play Therapy).
Lack of opportunities for enrichment activities when not in school.
Parental Engagement.
Low levels of aspiration.

How we will measure the impact of PPF

When assessing the progress and achievement of pupils and the impact of the PPF provision, the following areas are taken into consideration:

- How well are gaps of achievement between PPF children, the rest of the year group (cohort) and pupils nationally being addressed and closed.
- Use of Quantifiable and Qualitative Data to assess progress and achievement of PPF children.
- How well are children progressing related to their starting point.
- Engagement of children in their learning.
- Identification of possible opportunities to enhance PPF children's experiences that they could then apply to everyday school life.
- Opportunities to develop confidence and self-esteem of PPF children.
- Discussions with PPF children and their families about how well they have done/are doing.

How PPF will be spent 2016-2017

- Funding Teaching Assistant delivered interventions for Mathematics.
- Funding Teaching Assistant delivered interventions for Literacy.
- Funding for additional teacher hours to deliver 1:1 and small group interventions for writing & numeracy.
- Providing additional classroom based Teaching Assistant support for targeted children.
- Funding for additional Literacy group for targeted Year 5/6 children led by SENCo.
- Funding for pastoral/emotional support for targeted children.
- Provision of twice weekly homework club for targeted children.
- Subsidising or payment for educational trips to ensure equality of opportunity.
- Subsidising payment from targeted children for Year 6 residential trip to ensure equality of opportunity.
- Payment for extra-curricular clubs for targeted children to ensure equality of opportunity.
- Purchase of revision aids for targeted Year 6 children.
- Payment of whole school subscription to Spellodrome. (ICT based learning aid).
- Employment of TA to deliver Reading Closing the Gap programme for targeted children.
- Employment of additional Teaching Assistants in Key Stage One to support targeted children.
- Employment of TAs to deliver '1st Class @ Number' and 'Every Child a Writer' programmes.
- Employment of additional Teaching Assistant for 1:1 reading with targeted children (Years 1-2).
- Employment of a Play Therapist to work with targeted children.