

Strategy for spending of PPG: September 2017 to August 2018

Background

The Pupil Premium Funding is a Government initiative that targets extra money from disadvantaged backgrounds to enable these pupils to be supported to reach their potential. The Government has used pupils entitled to free school meals (FSM), looked after children and service children as indicators, and have provided a fixed amount of money for schools per pupil based on the number of pupils registered for FSM over a rolling six year period.

Aims

The Headteacher, Leadership Team and Governing Board will be responsible for pupil premium provision, with specific delegated responsibilities taken by individual members, where appropriate. We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. However, in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. All pupil premium children benefit from the funding, not just those who are underperforming. Underachievement at all levels is targeted (not just lower attaining pupils).

Total number of pupils on roll	443
Total number of PP FSM Ever 6 pupils	97
Amount received per PP FSM Ever 6 pupil	£1,320 (total - £128,040)
Amount received for LAC	£6000+ (£400 discretionary payment from Virtual Teacher)= £6,400
Amount received for Service Children	£600
Amount received for former LAC	£1,900
Total amount of PP funding received	£136,940 (including Service and LAC)
Next review date	July 2018 (Expenditure and Impact Report)

Summary of main barriers for eligible pupils

- **Poor language skills:** many pupils enter the Foundation Stage with Speech and Language that is below the expected level for their age. Over generalisation and limited vocabulary are both factors that limit progress in reading and writing.
- **Lack of support at home with reading and homework:** parents can lack the confidence, organisation and skills to provide the kind of support needed for learning at home.
- **Learning behaviours are not developed:** often caused by lack of parental involvement and poor social/emotional development. Can mean pupil are behind their peers in a range of subjects.

- **Complex learning needs:** some of our disadvantaged pupils also have SEND which causes further, complex barriers. Parents can struggle further to support these children.
- **Fewer enrichment experiences out of school:** this impacts upon children’s wider vocabulary, general knowledge and confidence in a wide range of social situations.
- **Issues with social and emotional development:** the number of pupils with social, emotional or mental health needs is increasing and these needs can be very varied. They sometimes result in extreme and negative behaviours.
- **Attendance and lateness:** some pupils have regular issues with attendance and punctuality.

The table below explains how we will overcome these barriers and the rationale behind it.

<u>Objective</u>	<u>Action and cost</u>	<u>Rationale</u>	<u>How we will measure the effect/ Intended Impact</u>
To close the attainment gap between the disadvantaged and non-disadvantaged	5 days (3 half terms) additional teacher to run interventions across school (£24,730) 1 x LSA to support disadvantaged pupils (£4719) 2 days (3 half terms) additional teacher to run interventions in KS1 (£6,051) = £35,500	Our aim is for disadvantaged children to make good progress across school and reach age related expectations. Any barriers to learning are identified and provision is personalised through the use of additional intervention teachers and LSAs. This will help ensure that children achieve academic success and any differences are diminished. Our more able disadvantaged children are immersed in high expectations and challenged through additional sessions (and within the classroom).	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths. An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.
To support the transition from KS1 to KS2	1 LKS2 LSA to support transition from KS1 to KS2 (£8,567)	Extra support will enable pupils to settle quickly. Interventions will be used to plug gaps and raise attainment.	Number of PP pupils achieving expected AND Greater Depth increases from end of KS1.
To provide social, emotional and behavioural support across school	BLIS (11,414)	BLIS provides support for school in improving the behaviour, social and emotional needs of pupils and gives	Monitoring indicates that learners behave well, interact positively and demonstrate

	1.5 term of specialist teacher to support difficult behaviour (£1,773)	staff strategies to support pupils with these needs. Staff work closely with the service to ensure that behaviour across school is positive. Social, emotional and nurture work will help children to develop greater resilience and a more positive mindset. This will enable them to become better learners and more settled generally.	resilience and positive mindsets. Reduction in serious incidents recorded in School Log. Reduction in low level incidents recorded in Class Logs.
To develop the role of SENCO in supporting all SEND pupils, including disadvantaged	Specialist training for SENCO (£2,500)	Disadvantaged pupils with SEND have complex needs and need a range of additional support. Training our SENCO to support this area will provide long term sustainability.	3 x staff meetings led by SENCO to improve the way we support SEND and disadvantaged pupils. Staff feedback reports staff have a greater understanding of how to support the complex needs of SEND.
To support and enhance the learning experiences of current LAC pupils	Total amount of received for LAC pupils + discretionary payment from Virtual Teacher (£6,000+ £400 = £6,400)	A range of additional provision to ensure that LAC pupils receive support, challenge and enhancement activities on their journeys as learners	Termly PEP identifies targets for each pupil and termly impact on their development as learners. Progress and attainment rates are good. Virtual Head within Local Authority monitors the quality of PEPs. Pupil voice identifies that pupils are happy and confident learners. Social and emotional well being is a strength of LAC pupils.
To support pupils who find lunchtimes difficult	2 x additional midday staff (£6,258)	Some of our disadvantaged pupils find lunchtimes particularly difficult to manage. Additional staff at lunchtimes will help to support these pupils and provide more structure overall.	Reduction in Serious and Low Level incidents at lunchtimes. Child conferences show that pupils feel lunchtime behaviour has improved overall.
To provide enrichment activities through musical and cultural activities	Mini Music with Jan Stone (£13,026)	The development of the whole child is promoted through social, moral, spiritual and cultural experiences	Child conferences show that pupils gain enjoyment and confidence from the music sessions.

		(working together, self-confidence, and enjoyment).	Pupils are able to perform in front of an audience.
To provide qualified sports coaches to work with teachers to enhance and extend current sporting opportunities. To provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively. To introduce new sports to encourage more pupils to take up sport and physical activities.	Sports coaches from Tameside Active (£6,170)	Providing sporting activities to help develop the whole child and encourage them to take responsibility for their health and wellbeing. Children learn cooperation, communication, teamwork and a variety of other skills which will prepare them for life. Research suggest that being physically fit helps them to learn better, and also improves your mental health.	Feedback from coaches and teachers suggests pupils' fitness and teamwork skills have improved overall. Child conferences show that pupils understand the importance of keeping active and healthy and that they have enjoyed a range of different sports.
To provide enrichment activities through chess	Chess with Graham Andrews (£1,224)	Children will develop reasoning and thinking skills.	An increase in maths attainment at both expected and greater depth.
To provide enrichment activities through a Science Club	Mad Science (£1,500)	Children will broaden their skillsets and develop a wider understanding of the world through specialist science teaching. They will also improve their teamwork and communication skills through conducting experiments.	Child feedback reports that children learned a variety of skills and developed better teamwork.
To provide opportunities for ICT to be used to engage in homework activities	Education City Software (£1,061)	Disadvantaged pupils are provided with opportunities to access learning at home with their parental support. This helps to practice and consolidate learning skills.	Increase in amount/regularity of homework received. Gap between disadvantaged and non continues to close.
To provide stimulating learning experiences which engage those who are difficult to engage (especially in writing)	Inspire interactive software (£800)	Disadvantaged pupils don't perform as well as non in some areas, especially in writing. Boys in particular have not performed as well as girls in writing. We hope to	An increase in writing attainment and progress for disadvantaged pupils and boys in particular.

		ignite their imagination and engage them more fully, by using this interactive software, which enables children to explore exciting worlds.	
Additional school activities to provide enrichment	Attendance/ participation and coach at Robinwood for Y6 (£1,622) 1 coach for class trips (Years Reception, 1,3,4, 5 and 6) and cheerleading coach, animal show for Yr 2, contributions towards educational trips and breakfast supplies for our most vulnerable children (£3,699) Christmas Pantomime (£228)	The development of the whole child is promoted through SMSC (working together, self-confidence, and enjoyment).	Pupil feedback comments on enjoyment of enrichment activities. 100% attendance on class trips Increase in attendance for PP at Robinwood.
To address attendance and punctuality issues	Educational Welfare Officer (£2,340)	Attendance and lateness is an issue for some of our disadvantaged pupils and directly impacts upon their learning.	Attendance and lateness figures improve for PP in particular.
To enhance purposeful outdoor activity and learning	Sensory garden (£1,600)	To give pupils more opportunities to engage in learning outside the classroom and to apply skills in other meaningful contexts. To enable pupils to engage in purposeful activity and help to support mental well-being.	An increase in classes using the outside environment to enhance learning experiences. The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in maths and phonics. Positive feedback from pupils when engaging in pupil voice work and an improvement in concentration, resilience and behaviours for learning.

To identify pupils eligible for pupil premium grant	ONFSM (£988)	To use efficient methods to support families in claiming their entitlement	Increased funding to ensure that vulnerable pupils make sufficient progress
To address priorities specific to School Development Plan (SDP)	SIP and Ofsted Report 'Next Steps' (£30,270)	School improvement planning on pupil outcomes is informed by the detailed assessment that Senior Leaders undertake for disadvantaged pupils. Senior Leader and Subject Leader release time to engage in school development work and monitoring. School Development Partner work- (Focus Education) and professional development/training linked to school development plan. Middle Leader release time for NPQML linked to School Development Plan.	The gap between the attainment of disadvantaged and non-disadvantaged pupils is diminished in reading, writing and maths. An increase in disadvantaged pupils attaining GLD at the end of Foundation Stage, the Expected+ standards for KS1 and KS2.

Total received- £136,940

Total allocated to spend- £136,940

Reviewed: July 2018 by Governor Working Party

Next review date: Expenditure and Impact Report July 2018