

Pupil Premium Funding Allocation 2016-17

In 2016/17, the pupil premium is £23,760. This is a slight decrease on last year which means that our pupil premium numbers remains roughly the same as last year.

As a result of the evaluation and review on last year our plan, this year's plan is as follows:

Enable the school to have two TAs to support to Leopards class Years 5 and 6). (SIDP 5.1)

When analysing pupil premium data we can see there is a large number of PP children in Years 5 and 6 which is 57% of the class. It is also true that the year 6 cohort is larger than the rest of the school - 20 as opposed to 15 on average in the rest of the school. Therefore funding would allow these Year 5 and 6 children to have bespoke input in English and Maths which benefit these 10 PP children.

However the point of using the funding is not just for smaller class size. It is about the quality of teaching in this smaller class. As John Dunsford states:

Evidence tells us that excellent teaching disproportionately benefits them (PP Pupils). So high quality teaching must be at the core of all Pupil Premium work. It follows that it is legitimate to spend PP funding on raising the quality of teaching.²

We have excellent TAs who can deliver teaching and support to these groups effectively. PP funding has funded time for the Deputy Headteacher to prepare lessons and plan for the TAs effectively.

Interventions support (SIDP 5.2)

Pupil premium funding has been allocated to schools because children from low income, poorer socio economic backgrounds make less progress than non pupil premium families. Lower economic background can mean less support from home. Also children may have difficult background circumstances which mean gaps in learning, especially if they have had to relocate.

As a school we have use our teaching assistants to carry out small group intervention to all groups of children who have gaps in their learning or are struggling with concepts.

Our teaching assistants are highly trained in deliver support to pupils such as Read Write Inc or Catch Up Numeracy. However interventions are be spoke according to the type of support and gaps children have. As The National Literacy Trust states...

You can make relatively straight forward changes that enable TAs to achieve maximum impact through their work³

Therefore we have decided that we will continue to fund Teaching Assistants to carry out intervention support. We will evaluate training needs through performance management and may use Pupil Premium funding to support this the initiative great benefits PP children.

Teachers identify PP children during pupil progress meetings and the type of intervention required. Staff leading those interventions will be funded according to the PP children in each of their intervention

1. Building Teacher Quality - John Hattie, University of Auckland October 2003, p3

2. Article: Over to us - Leader Magazine

3. The effective organisation of teaching assistants - The Literacy Trust

School will analyse specific PP children with the support of Thrive for services to provide support to meet their needs. (SIDP 5.3)

Our school believes that all children should be able to focus at school and learn to the best of their abilities. However sometimes situations occur at home which can hinder this and ensure their concentration lapses. This year we are rolling out the THRIVE initiative to all pupils. THRIVE assesses individuals within each class and delivers a program of support for children who are identified as vulnerable. By addressing these concerns, pupils well-being will improve as will their learning outcomes. We will use the initial analysis to target Pupil Premium as they are more susceptible to worries and anxieties at home and look to use our money to target support and outreach services to help them overcome their issues and thrive at school.

School fund music tuition and cost for children to attend school trips (SIDP 5.4)

Our school believes that all children should have equal access to the activities school offer. Many of these activities cost. Pupil premium children are not able to access some of these activities due to their economic background. The school agrees to pay for music tuition and access to school clubs and the pay for schools trips and board and lodgings for residential trips.

Monitoring Mechanisms

As mentioned earlier the school will continue to monitor the progress of Pupil Premium through Pupil Progress meetings. Financial support for intervention will be reviewed, reallocated according to PP intervention needs. When curriculum opportunities arise for PP children, funding will be registered on the school accounting software. Impact on Thrive will be measured using the Thrive assessment assessments for PP children.

How are we going to measure success?

The first two initiatives will be measured by the impact on pupils' progress through the schools tracking system, pupil progress meetings and monitoring of teaching standards in the Teaching and Learning folder.

School fund music tuition and cost for children will be assessed for access as the year goes on in budget monitoring meetings and adjustments made accordingly.

This information is also in our SIDP 2016-17.