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| PUPIL PREMIUMN 2017/2018 |
| Impacting on: | Barrier | Equality | Activity | RAG | Impact | BudgetAllocation |
|  |  |  | Pupil Premium | Au |  | **120,000** |
|  |  |  | EYFS Pupil Premium |  |  |  **4,500** |
|  |  |  | LAC |  |  |  **2,100** |
|  |  |  |  |  |  | **126,600** |
| Quality teaching inreading  | Poor Readingattainment | Long termw/school | Supporting Read Write Inc- quality teaching (CPD)  |  | Improved attainment in reading in KS1 | 1000 |
| Quality teaching for Year 6 | Poor attainment/progress | Short termLit /Num | Intensive support for identified classes ie Year 6 (or vulnerable classes as per data)PT teacher funded  |  | Improved attainment progress in KS2 sats | 25,000 |
| Quality 1st teaching in EYFSRaising Attainment | Poor oral skills and low attainment on entry | Long termEYFS | EYFS Support – additional adult to support oral skills, behaviour and transition |  | Improved oral skills observed.Progress made in CLD and PSED | 10,000 |
| Quality 1st TeachingAttainment | Low progress and attainment | Long termw/school | Continuing CPD for Mastery Maths – maths hub and oak straining for teachers |  | Improved attainment/progress in maths across the school | 5000 |
| Targetted Support | Low progress and attainment | Long termw/school | Maintaining high levels of TAs support to enable intervention groups/individual -Year 4  |  | PP SEN children have made appropriate progress  | 11,000 |
| Targetted Support | Low progress and attainment | Long termw/school | Booster support for identified children in Y4 and Y5 and 6Ie Third Space |  | Identified PP children have made increased progress in the summer term | 6,000 |
| Targetted support-Small groups  | High number of PP SEN children Low progress & attainment | Long termw/school | Providing small group work with an experienced SEN TA focused on overcoming gaps in learning  |  | PP SEN children have made appropriate progress and have access to appropriate support | 10,000 |
| Targetted support Attainment | High number of PP SEN children Low progress & attainment  | Long term | Additional Ed Psych time for PP children |  | PP SEN are accessing appropriate support |  2,500 |
| Targetted 1-1supportfor all via Feedback | Attitudes to learning | Long termw/school | Facilitating Assertive Mentoring- feedback for pupils (Funding supply days for programme to be delivered) |  | PP children show an improved attitude and involvement with their learning which impacts upon attainment. | 1000 |
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| Targetted support -Small groups | Low attainment/lack of engagement | Short term Lit/MathsY5/6 | 1 to1 tuition in Eng & Maths –*3-1 as per Sutton Trust*  |  | Improved attainment/progress of identified PP children in reading and maths | 3,000 |
| Attainment | Poor Reading attainment | Long termKS2  | 1 to 1 Reading Plus Plus for Year 5 and 6 home and school resource |  | Improved attainment/progress in reading across the school.Increased access to quality reading materials | 6,000 |
| Engagement with family | Lack of Family engagement | w/school | Home Record Books – encouraging parental support  |  | Increased parental support with reading across the school | 400 |
| Attainment /engagement with family | Lack of family engagement | pastoral | Home Learning Resources for Year 6 children  |  | Improved opportunities for PP children to engage in learning at home and develop an improved attitude to learning. | 1,000 |
| Attainment | Lack of family engagement | Long term | Maths Whizz (y3-6 including facilitating after school club)Introduction of IXL in identified classes |  | PP children have access toMaths Whizz afterschool and this impacts upon maths  |  4,000 |
| Other approaches-quality assessment | No barrier | Long termw/school | Tracking system monitor progress/achievement of vulnerable groups inc FSM across R,W,M- Primary Progress  |  | Easy and accurate analysis of PP progress by all staff allowing so areas for development to be identified | 1,000 |
| Home learning IT | Lack of opportunity | Long termw/school | Contributing towards additional ICT equipment to enable interventionsAdditional ICT equipment(ipads)and home access ie Mathletics, Spellodrome, Reading eggs and Education City , Abacus  |  | Improved opportunities for PP children to engage in learning at home and develop an improved attitude to learning. | 2,000 |
| Widening opps | Lack of opportunity | Raising aspirations | Enhancement activities ie extra curricular activities, visits, Velodrome |  | Children have accessed a wide range of experiences and this impacts upon their self esteem, oral language well being and reading | 1513 |
| Widening opps | Lack of opportunity | Raising aspirations | Residential subsidy for y5 and 6 |  | Children have accessed a wide range of experiences and this impacts upon their self esteem, oral language well being and reading | 2,000 |
| Social & Emotional support | Attendance Vul family or home circumstance | pastoral | Additional Learning Mentor t to provide extra access to social and emotional support and to support attendance initiatives with PP |  | Vulnerable children are supported with emotional or home issues and this has allowed them to concentrate in school | 17,887 |
| Social & Emotional support | Vul familyCircumstances | PastoralLong term LAC | Access to play therapy and Learning mentor support for identified LAC |  | LAC have long term support social and emotional issues | 3300 |
| Attainment | misc | Short termLit/maths | Misc Pupil Premium Projects –responding to need throughout the year |  |  | 10,000 |
| Social & Emotional support | Low progress and attainment | Long termw/school | Transition |  | **Smooth transition impacting upon learning and progress** | 3,000 |
|  |  |  | Better reading Partners |  |  |  |
|  |  |  | Memory Work  |  |  | **126,600** |
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