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| PUPIL PREMIUMN 2017/2018 | | | | | | |
| Impacting on: | Barrier | Equality | Activity | RAG | Impact | Budget  Allocation |
|  |  |  | Pupil Premium | Au |  | **120,000** |
|  |  |  | EYFS Pupil Premium |  |  | **4,500** |
|  |  |  | LAC |  |  | **2,100** |
|  |  |  |  |  |  | **126,600** |
| Quality teaching in  reading | Poor Reading  attainment | Long term  w/school | Supporting Read Write Inc- quality teaching (CPD) |  | Improved attainment in reading in KS1 | 1000 |
| Quality teaching for Year 6 | Poor attainment  /progress | Short term  Lit /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 EYFS  Raising Attainment | Poor oral skills and low attainment on entry | Long term  EYFS | 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 Teaching  Attainment | Low progress and attainment | Long term  w/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 term  w/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 term  w/school | Booster support for identified children in Y4 and Y5 and 6  Ie 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 term  w/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 term  w/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/Maths  Y5/6 | 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 term  KS2 | 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 term  w/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 term  w/school | Contributing towards additional ICT equipment to enable interventions  Additional 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 family  Circumstances | Pastoral  Long 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 term  Lit/maths | Misc Pupil Premium Projects –responding to need throughout the year |  |  | 10,000 |
| Social & Emotional support | Low progress and attainment | Long term  w/school | Transition |  | **Smooth transition impacting upon learning and progress** | 3,000 |
|  |  |  | Better reading Partners |  |  |  |
|  |  |  | Memory Work |  |  | **126,600** |
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