

Pupil Premium Projected Spending 2016-17

Date for review of this spending statement: January 2017

Pupil Premium Allocation for 2016/17: £20,960

Summary of main barriers faced by our pupils: Common barriers for our Pupil Premium children can be attainment that is below age related expectations, lack of confidence or social skills and emotional needs. As a school, we acknowledge that raising attainment for these children is the best way for them to achieve a future free of deprivation. Therefore, the majority of our Pupil Premium funding is spent on providing high quality teaching and support. We also recognise that some children have significant barriers to learning and that those children and their families may require additional support to overcome those barriers; therefore, some of our Pupil Premium resource is spent on providing support in those areas. The school tracks impact on attendance and emotional well-being, but ultimately it is anticipated that the impact of Pupil Premium funding on pupils will be demonstrated in their academic achievement.

Strategy to address barriers:	Rationale:	Projected cost:	How will impact be measured?
Reading comprehension intervention carried out with Year 6 pupils, teaching a range of techniques to enable the pupils to comprehend the meaning of what is written and locate answers in a text.	On average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.	£1500	Standardised reading tests will be carried out termly. Online reading comprehension will demonstrate improvements in accuracy and fluency. Children to be achieving age related expectations in reading comprehension by the end of the academic year.
Family Support Worker to provide 'Sparkle Group' for social and emotional needs as well as additional support to families outside of school (for example, Triple P Parenting Programme, regular home visits, SHIELD referrals).	Social and Emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months of additional progress on average).	£4800	Regular meetings (half termly) with the headteacher and Family Support Worker to discuss progress and impact. Data analysis demonstrates increased attainment in core subjects.

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One-to-one support for reading and English and maths basic skills.	Evidence indicates that one-to-one tuition can be effective, on average accelerating learning by approximately five additional months' progress.	£5000	Intervention observations will be carried out termly and IIP's scrutinised. Pupil progress meetings and data analysis will focus on these children to ascertain how much progress has been made on a termly basis. Standardised reading tests carried out each term will demonstrate an increase in accuracy and fluency in reading. Children to have made 4+ points of progress by the end of the academic year.
Classroom support with small groups during lessons and in intervention work targeted at their basic skill needs in maths and English.	Small group tuition is effective when targeted at the pupils' specific needs.	£7000	Intervention observations will be carried out termly. Intervention plans scrutinised termly. Pupil progress meetings and data analysis will focus on these children to ascertain how much progress has been made on a termly basis. Children to have made 4+ points of progress by the end of the academic year.
Residential trips to Kingswood to provide outdoor adventure experiences.	Studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress.	£1000	Termly data analysis will ascertain the impact on academic achievement.
Phonics interventions, one-to-one and in small groups.	Phonic approaches have consistently been found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	£500	Phonics screening check and teacher records will baseline and assess progress termly. Pupil progress meetings each term will monitor progress of these children. Year 1 / 2 Phonics Screening Check results will ascertain the effectiveness of the support given.
Before and after school club paid for to improve punctuality and extend learning provision.	Evidence indicates that disadvantaged pupils make approximately two and a half months' additional progress with attendance at before and after school clubs. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers.	£40	Punctuality will improve with the number of late sessions decreasing over the academic year.

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Guitar lessons provided for pupil premium children.	The impact of arts participation on academic learning is positive. Improved outcomes have been identified in English, mathematics and science learning.	£450	Termly data analysis (academic achievement) will ascertain the impact of providing guitar lessons.
Reading bookmark system and reading book prizes to encourage reading at home with parents.	Parental involvement is consistently associated with pupils' success at school.	£100	Record of completed reading bookmarks kept by all class teachers to monitor how regularly children are reading at home with their parents. Records monitored half termly by English leader. Overall school % of children at ARE for reading to increase to 85%.
After school clubs paid for (e.g. football) and kit provided.	There is recent evidence from the UK that sports and learning participation can have a more dramatic effect on, for example, mathematics learning.	£30	Termly data analysis will ascertain the impact of providing after school sports provision.
Milk provided for pupil premium children.	DfE guidelines state: 'We want all pupils to eat healthily and giving every child access to milk at school will be a key part of that.' Research by Cardiff University suggests that consumption of dairy produce could improve educational performance.	£580	Termly data analysis (academic achievement) will ascertain the impact of providing milk in the morning.