

Pupil Premium Strategy 2016 – 17

Amount of Pupil Premium Funding received 2016 –17

Number of pupils eligible	(including 3 x LAC pupils)
Total PP received	£223,080.00

Identified barriers to educational achievement:

We have identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language and vocabulary – especially in a context and from books
- Access to wider/extra-curricular activities – educational experiences such as trips, outside visitors and participation in physical activities
- Attendance
- Parental engagement with school – especially regarding attendance at information and workshop meetings and completion of homework
- Many of our pupils in receipt of Pupil Premium have barriers to learning and are also on the SEND register for ASD, Cognition and Learning or Social, Emotional and Mental health Needs
- Ensuring more academically able children are targeted to achieve greater depth

Rationale for expenditure

The money allocated contributes to all the things below; the school also puts in additional money to meet the needs of all children. Children start school well below expected standards so we have a layered approach to meet the needs of all our children. We then analyse data and ensure we are focused on the right things and re-direct resources/funding where it is needed most

As identified, accelerated progress is required for PP pupils in two key areas: reading and writing. Allocated PP support time has been dedicated with particular focus on pupils not on track to achieve end of year expectations. In addition, funding has been allocated to release AHTs to teach specific writing groups which includes a large proportion of PP pupils who are not are age related expectations. Additional teacher and TA hours have been allocated to provide further support to PP pupils with specific reading and writing difficulties. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchase from the PP budget. Many of the PP pupils’ parents are unable to afford to pay for school trips, residential and wider school opportunities, In order to support their learning experiences in all areas of the curriculum and to build confidence, the school has allocated funding to subsidies these additional expenses throughout the year.

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Dedicated PP teaching sessions x3 afternoons per week	English and Maths	£18,000
Additional TA support for mid-phase admissions and for focused interventions (including training for staff)	English and Maths	£50,000
Cover for weekly booster sessions	English and Maths	£20,000
Funding for extra-curricular clubs	Personal and social	£9000
Additional learning resources (Kindles, iPads)	English and Maths	£4000
Funding for school trips and residential trips	Personal and social	£9000
Funding for breakfast club/ASC supervision	Personal and social	£8000
Experienced teacher to work in Y5/6 in mornings to allow smaller class/group sizes	English and Maths	£30,000
Teacher to support inclusion – in addition to other support in place	Curriculum access	£20,000
Safeguarding and Vulnerable Children Lead – out of class	Curriculum access	£20,000
Training – including Thrive	Personal and social	£5000
Lexia and Mathletics	English and Maths	£9000
Attendance Lead	Attendance/Curriculum Lead	£10,000
Workshops and resources to engage learners	Cross curricular	£10,000

		Total: £222,000
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Area of spend	Intended outcomes – why these approaches were taken	Actions
Dedicated PP teaching sessions within each phase – 3 afternoons per week	<ul style="list-style-type: none">• Improved learning outcomes in reading, writing and maths (meeting end of year age-related objectives)• Improved confidence for pupils in specified areas• Learning tasks tailored to specific needs of pupils – closing gaps in understanding• Consolidation of learning completed in classes – time for practise and application of skills• Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology• Pupils have time to complete homework tasks if unable to do at home	<ul style="list-style-type: none">• Regular reviews of PP group timetable with AHT (x4 milestones per year)• Regular communication between PP teacher and class teachers – individual pupils’ needs, pre-teaching materials, learning to consolidate, sharing of resources• Teaching resources and materials – PP teacher to liaise with AHT as necessary• PP teacher to attend staff meetings – up-to-date with school priorities, teaching strategies and national developments• IW/HB run homework club x2 per week – support in completion of tasks set and preparation for teaching/consolidation of learning

<p>TA support in classes and for focused interventions</p>	<ul style="list-style-type: none"> • 1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting) • Support within lessons to improve understanding of learning in reading, writing and maths • Consolidation of learning completed in classes – time for practise and application of skills • Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology • Careful tracking of homework to include reading journals – ensure regular reading takes place • Priority reading with TAs if pupils are unable to read at home • Granular tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific domains • Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress 	<ul style="list-style-type: none"> • Weekly TA meetings with Inclusion Lead/RP Lead – review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources • Teacher and Inclusion Lead review – careful planning of interventions to be completed each half term/phase • TAs complete impact statements to provide evidence of outcomes and plan for next steps • SMT observe interventions and provide feedback regarding strategies, next steps, resources • Clear communication between teachers and TAs – expectations within lessons • TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre- teaching and consolidation of learning • Close communication between TAs, teachers and HT to track pupils with concerning attendance and/or punctuality. HT/Attendance Lead to address concerns with parents and develop action plan as necessary • Teachers and TAs liaise with PP tutor closely and regularly update granular tracking for pupils with SEN
<p>Cover for weekly booster sessions (run by SMT)</p>	<ul style="list-style-type: none"> • Improved learning outcomes in reading, writing and maths (greater proportion meeting AREs) • Pupils gain in confidence with key concepts • Pupils feel equipped to tackle higher-level work 	<ul style="list-style-type: none"> • HT/AHTs meet with pupil premium tutor and teachers at each milestone (Nov, Feb, Apr, Jul) for pupil progress meetings – discussion regarding individual pupils including those in receipt of PP and how booster sessions could improve outcomes • Regular review of groupings and re-shaping of focus as required • Data analysis at each milestone to identify pupils whose progress is causing concern and to review successes
<p>Funding for extra-</p>	<ul style="list-style-type: none"> • Social skills are developed through participation in a range of clubs provided by the school or external providers 	<ul style="list-style-type: none"> • Annual analysis of number of pupils who have taken part in clubs

curricular clubs	<ul style="list-style-type: none"> • Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities • Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> • Staff to talk to children/parents about possible interests and available clubs • JC (Wider Opportunity Lead) to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Additional learning resources (Kindles, iPads)	<ul style="list-style-type: none"> • Pupils are fully supported by learning resources being made available to them • Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning • A range of learning styles can be catered for 	<ul style="list-style-type: none"> • Pupils regularly asked for ideas about how to spend funding – School Council • Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, memory, times tables)
Funding for school trips and residential	<ul style="list-style-type: none"> • Pupils are able to participate fully in school trips and residential trips • Learning is supported by trips that are carefully planned to enhance the school's curriculum • Social skills, independence, perseverance and team-work are developed through participation in group activities and over- night stays on residential 	<ul style="list-style-type: none"> • Initial letters to include information for parents about available funding • JC to liaise with parents and HT regarding specific requests for funding • Teachers made aware of funding available – can approach parents if appropriate
Funding for before school club	<ul style="list-style-type: none"> • Breakfast Club – to promote good attendance and punctuality • Pupils have time to complete homework tasks if unable to do at home • Pupils enjoy spending time with peers prior to lessons beginning (helps them become read for learning) 	<ul style="list-style-type: none"> • Inform parents of PP pupils that early bird club available at no cost (encourage pupils to attend) • Liaise with class teachers so TAs aware of homework that requires completion – if appropriate • Purchase range of games/activities to support early bird club • TC run homework club x2 per week – support in completion of tasks set and preparation for teaching/consolidation of learning

Funding for dedicated pastoral support for vulnerable pupils	<ul style="list-style-type: none"> • To provide dedicated time and support (1:1 and group) to help build pupils emotional development • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom 	<ul style="list-style-type: none"> • Clear protocols in place to ensure pupils are referred for correct pastoral support • Regular opportunities for pastoral team to feedback to relevant staff and parents
Training – including Thrive, Mathletics, Lexia	<ul style="list-style-type: none"> • To improve outcomes for learners in maths and reading – closing the gaps from their starting points • To improve emotional development so social, emotional and behavior aspects become less of a barrier to learning 	<ul style="list-style-type: none"> •

How will the school measure the impact of the Pupil Premium?

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Gainsborough Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone (approximately every 9 weeks) and will include a member of Senior Management and teachers.

At each milestone, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item on the governors' School Improvement and Resources committees.

Designated staff member in charge: