Pupil Premium Strategy 2016/17

Pupil Premium funding is received for each child who currently receives a Free School Meal or who has received Free School Meals at any time in the last six years. We adapt our Pupil Premium spending each term, based on the effectiveness of each intervention, to meet the ongoing needs of disadvantaged children.

Pupil Premium money is targeted at:

- Children at risk of not achieving age expectations at the end of KS2.
- Children not on track to be at age expectations in Phonics and Reading at the end of KS1.
- Children at risk of low attendance.
- Children requiring additional pastoral support including children 'in need' or subject to child protection plans.
- Ensuring all children can go on all educational visits including residentials.

The Governors' and School Leadership's overarching intentions for these actions is to narrow the gap academically between disadvantaged children and their peers, to provide stability to children's life circumstances to allow learning to become a priority and to ensure that financial circumstances is not a barrier to learning.

For 2016/17 the school will receive £106,920 in its allocated Pupil Premium Grant.

Provision	Cost	Impact
Additional ½ day Teacher for Year 6: • PPA Teacher in Year 6 for additional ½ day. • Class Teacher to hold 1:1 and small group conferencing and closing the gap sessions. **Why?** *In 2015/16 only 11% of cohort (0% of disadvantaged) achieved age expectation in RWM. Historically disadvantaged have achieved below peers at more than expected. Prompt and specific feedback from teacher has impact and this weekly opportunity allows specific closing the gap input.*	4,000	• 55% of Y6 cohort attained expected standard in RWM. • 56% of Disadvantaged children achieved expected standard in RWM with 78% Reading, 78% Writing, 78% GPS and 67% Maths.
Additional hours for TAs x3 to run booster clubs: • Small group tuition in Year 6 run by experienced TAs. • Maths, Reading and GPS groups at 3hr per person for 30 weeks. **Why?** *In 2015/16 only 11% of cohort (0% of disadvantaged) achieved age expectation in RWM. Historically disadvantaged have achieved below peers at more than expected.*	£12.74 per hour £3,440	• 78% of Disadvantaged children achieved expected standard in Reading • 78% of Disadvantaged children achieved expected standard in GPS • 67% of Disadvantaged children achieved expected standard in Maths.
Afternoon Interventions for Children at risk of not achieving age expected: • TA deployment on class by class basis. • Writing Interventions in Autumn and Spring	£3,500	• Upper KS2 Writing in line with whole cohort. • Lower KS2 and KS1 continues to be an area for

Term. • Every class to have interventions running in afternoons. • Short term interventions linked to non-negotiables for each age group. **Why?** *Internal tracking and assessment identifies standards in Writing below those in Reading and Maths. There is a gap in % at age expected between PP and non-PP children.*		additional intervention.
Additional part time TA (2a) Y2: • 'Closing the gap' in Reading at Year 2. • 1:1 and Guided Reading targeting those reading less at home. **Why?** *In 2015/16 disadvantaged children achieved below their peers in Reading. More of these children (then non-disadvantaged) do not read regularly at home and this group need additional input to close the gap.*	£7,890	• 65% of cohort achieved expected standard in RWM however only 20% of disadvantaged. • 30% of disadvantaged achieved expected standard in Reading. • Cohort of disadvantaged includes other factors including SEND, mobility and Pastoral.
Additional part time TA (2a) Reception: • 'Closing the gap' with non PP children. • Guided Group focus on R and W. • Additional adult for supporting continuous provision. **Why?** *Whilst GLD for all was 77% it was 50% for PP children. Lancashire was 53% and National was 54%. GLD gap needs to be closed in our excellent Reception setting.*	£8,004	• GLD for cohort was 73%. • GLD for disadvantaged cohort was 69% which is significantly above Lancashire and National averages.
Additional hours for TAs to run Phonics club: • Twice weekly lunchtime phonics sessions. • Supporting PP children in Y2 to complete phonics test successfully. **Why?** *Phonics underpins success at Reading and disadvantaged children achieved lower outcomes in Reading at KS1 and KS2.*	£12.74 per hour £500	• 4/4 children passed phonics retake and cohort – including disadvantaged – are 100%.
Employing a Learning Mentor: • Attendance co-ordinator. • Lead liaison work for 'Best Start' with Appletree Childrens Centre. • Healthy School lead, eg cookery sessions for pupils and parents/carers • Liaison and joint work for 'Best Start'. **Why?** *Only by being in school, will children be able to learn at age expectation. Whilst overall attendance is good, disadvantaged children's attendance is below non-disadvantaged (94.6% v 96.9%) and include 3 persistent absentees from current cohort (below 90%) in 2015/16.*	£34,273	• School Overall Attendance 96.8%. • Disadvantaged Attendance 96.0% and SEND Attendance 96.0%. Non-PP 97.3%. • 8 families supported through attendance agreement and 3 through PAST work. • 7 PA children including 2 short term refugee and 3 who lived afar and school supported with moving school. 2 children from

		cohort at end of year as PA. • 3 PA from 2015/16 – 100%, 94% and 88%.
Additional role for TA (2b/3) including: • Extended Services, including out of school activities for children and courses for parents/carers. • Managing after school clubs to ensure participation of disadvantaged children. • Assisting Learning mentor with attendance and managing pastoral groups including cooking and friendship groups. • Monitoring reading at home in KS1 and following up with parents. **Why?** *Participation at after school clubs for disadvantaged children was 58% compared to 71% of peers. Involvement in out of school activities leads to better engagement with school, health benefits and experiences which may have a lifelong impact. Reading monitoring leads to discussions and increased reading at home.*	£16,843	• 10 families (50% PP) involved in Arts and Crafts with Adult Learning. • 151 children (77%) of school involved in After School Clubs including 49 PP children (60%). This is an increase for both all and PP children. • PP attendance for 2016/17 increased to 96.0% and met National target. • Reading support in Y1 – 71% of children at age expected+ • Increase in reading at home across KS1 leading to 73% of Y2 achieving expected standard.
Specialist Teacher from The Loyne: • Working 1:1 with specific children. • Offering support to SENDCo on systems and team. • CPD for Teachers and TA – termly session. **Why?** *Where there is overlap with children who are disadvantaged and SEND, these children make least progress in school. Identifying individual's needs allows specific and proven support strategies.*	£6,000	• CPD for SENDCo and 2x SEN TAs. • TA Training on supporting children with ASD. • 2x individual teachers CPD regarding children in class. • Individual children supported through assessments, advice and 1:1 sessions.
Best Start Programmes bought in to: • Courses including Family Links, Stay and Play etc supports families from shared community. **Why?** *10% of children were subject to Child Protection or Child in Need plans in 2015/16. Children's Centre support was an integral part of identified support and facilitating this leads to improvements in home conditions which leads to better capacity to learn.*	£5,000	• 6% of children across the school involved with CSC at CP or CIN level over the year. • 1% (2 children) involvement at end of 2016/17. • Families involved with Children's Centre courses however redistribution of support means these will not continue in same format.
Additional welfare staff x2 at lunchtimes: • Improving lunchtime provision. • Supporting vulnerable children. • Additional clubs and activities. • Improving support for children with behavioural barriers to learning. **Why?** *Calm and constructive lunchtimes lead to better*	£2,206 x 2 = £4,412	• Improved behaviour over lunchtimes with less 'serious incidents' recorded in behaviour log. • 13% reduction in incidents since Summer 2015.

engagement with school and more productive learning after breaks. More adults and activities last year led to fewer incidents of inappropriate behaviour and therefore more children ready to learn promptly in lesson times.		
Additional hours for TAs at lunchtime: • Lunchtime support – Welfare grade • Three adults for 45 minutes a session. • 13 days (3 days, 5 and 5 days) a week. **Why?** *Calm and constructive lunchtimes lead to better engagement with school and more productive learning after breaks. More adults and activities last year led to fewer incidents of inappropriate behaviour and therefore more children ready to learn promptly in lesson times.*	£7.85 per hour £1,750	• Improved behaviour over lunchtimes with less 'serious incidents' recorded in behaviour log. • 13% reduction in incidents since Summer 2015.
Educational Resources • BONDS resources **Why?** *Children who are academically capable of accessing the LRGS and LGGS tests need experience of the format. Families will be talked to regarding aspirations, resources provided and children supported with understanding format at lunchtimes.*	£25 x 10 = £250	• 4 families given packs for successive ages. • 2 children sat tests with 1 child successful to LRGS.
Subsidising educational visits and clubs: • Subsidy of clubs: Football and Activ8 • Subsidy of music tuition: Guitar and Ukelele • Subsidy of educational visits: termly class trips • Subsidy of residentials: London and Tower Wood **Why?** *Success at school is about more than just the academic. Participation in clubs, educational visits and residentials allows disadvantaged children experiences which could have a lifelong effect. It leads to better engagement with school improves learning – in particular writing - by giving children language and experiences to draw upon.*	£6,017	• All children in Y6 wanting to attend London Trip did so. • All children in Y4 and Y5 wanting to attend Tower Wood Trip did so. • All Educational Visits linked to the curriculum able to go ahead. • Children in paid for clubs able to continue throughout the year. • £1,046.50 to support music tuition.
WOOSH: • Children attend breakfast club to ensure smooth start to beginning of day. • Siblings attend after school WOOSH so that children can attend Y6 boosters. **Why?** *Targeted families (four) are regularly late to school and therefore learning is missed. Siblings (of 2 children in Year 6) attending after school club allows them to take part in booster sessions.*	£2,959	• 22 families supported during the year. • CLA child attending Breakfast Club – previously PA – achieved 100%. • Short term use of WOOSH eg Medical, Community Incident, Family Loss • Long term use eg transition at start of day, family situation, siblings in boosters and safe place for children who are vulnerable

		in community.
Milk: • Milk purchased for younger children to support healthy living at Willow Lane. **Why?** *Milk is a vital source of nutrients and children from disadvantaged families are more likely to have a less healthy diet than peers.*	£1,000	• Children enjoying health benefits of daily milk.
Contribution to school rewards: • Certificates, Stickers, badges, punctuality awards etc. **Why?** *Praise for good choices leads to long term engagement with learning and school and therefore better outcomes.*	£1,500	• Raised status of positive behaviour, acting out school values and showing work to Headteacher.
Total	£107,338	
Pupil Premium Grant Total	£106,920	