

Holywell C of E Primary School

PUPIL PREMIUM STRATEGY for 2016/ 2017

The Pupil Premium is money allocated to the school to specifically ensure better outcomes for children who are or have been on Free School Meals, Armed Service family children, adopted children and children who have been looked after continuously for more than six months. At Holywell, we have:

		No of pupils	Budget
2015/2016	PP – FSM and adoption	10	£14,360
2016/2017	PP – FSM, adoption and services	9	£12,020

Year group	No of PPP in 2016/2017
Rec	0
Y1	1
Y2	2
Y3	1
Y4	0
Y5	3
Y6	0

Therefore, the school has received **£12,020 0** (based on FSM Register at Annual Census) for 2016/2017 to find creative ways to support PP children to enjoy their learning and fully engage in school life.

Staff and Governors need to ask the following questions:

- How well do our PP children achieve?
- How good is the overall personal development and well-being of the children?
- How well is their progress and attainment tracked?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

When deciding how to spend our pupil premium grant, we need to look at the potential barriers to learning faced by pupil premium pupils in the context of our school. The reasons for underachievement are many and varied and include; low aspirations, narrow experience of life outside school, less support from home; social and emotional difficulties due to complex family situations or behaviour difficulties. Each child entitled to the pupil premium grant is unique in their situation and our response to their needs reflects this.

Barriers to future attainment for pupils eligible for PP

In-school barriers:

Behaviour issues for a small group of boys (3 eligible for PP) may have a detrimental effect on their academic progress and that of their peers.

20% children eligible for pupil premium also have complex SEND

44% children eligible for pupil premium are affected by social, emotional and mental health issues.

External barriers:

3 children eligible for pupil premium are impacted by family issues requiring support from other services

A lack of aspiration from parents and carers impacts a number of children eligible for pupil premium.

With this in mind, at Holywell we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the pupil premium grant is to narrow the attainment and achievement gap between those entitled to pupil premium and those not. There is a pattern, of pupil premium pupils doing better than other pupil premium pupils nationally but not as well as those who are not entitled to the pupil premium grant. We aim to narrow and even remove this gap.

We will ensure that:

A high profile is given to Pupil Premium Pupils

All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Holywell is carefully tracked and analysed from a rich field of data in order to draw conclusions and develop action plans. We also make use of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Pupil Premium Strategy September 2016 – August 2017

Pupil premium used for:	Amount allocated	New or continued	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact and how barriers to learning are addressed
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Learning in the curriculum						
TA training	£1800	Continued	To continue to provide training and supervision for TA's undertaking interventions as a result of PP funding eg counting to calculating, Project X, letter and sounds	High quality and effective interventions mean that PP children are closing the gap with their peers and with national non PPP Training supports and develops staff so they can meet the needs of PPP	Rates of progress and attainment of PPP Staff feel confident to deliver interventions	
TA support in Thrive and to send staff on updated courses	£1300	Continued	To provide emotional and social support to vulnerable pupils Implementation of Thrive action plans	Targeted pupils show appropriate behaviours for learning and progress data indicates improved achievement	Monitor progress of individual/whole class Thrive action plans. All pupils make good progress, behaviour logs decrease, attendance improves, parent feedback positive about impact	
Release time for teacher to continue to deliver the Positive Behaviour Programme	£200	New	To provide a targeted intervention for selected pupils to support them taking responsibility for their own learning behaviours.	Pupils able to demonstrate positive learning behaviours that can be seen and heard. See SIP action plan	Baselines in Sept to April show improvement.	
TA's to deliver literacy and numeracy intervention programmes	£2400	Continued	To provide additional support to accelerate pupil's skills in literacy and numeracy.	Intensive support given to individual/ groups x times per week for x minutes.	Pupils progress accelerates and gap closes	
Educational Psychologist	£2800 (Independent)	Continued	To offer support and training for pupils with complex needs/behaviour problems. To attend meetings with parents and other agencies. To support behaviour programme.	Pupils make progress in line with their peers and close the gap where necessary.	Pupil progress, behaviour logs, attendance, parent feedback EP reports and reviews Behaviour programme is successful.	
Booster groups	£200	Continued	To provide extra support for Y6	Pupils make the required	Results!	

for Y6			pupils 2 hours per week x 8 weeks	progress in Y6 SAT's		
Speech and language therapist	£1400 (Independent)	Continued	To continue to provide programmes of language support for those children identified as needing extra help	Pupils speech and language improves, allowing them greater access to all areas of the curriculum and improves self esteem.	Progress from screening/baseline	
To continue to purchase Nessy annually	£200 (1 year license for 20 users)	Continued	An online programme to help dyslexic pupils with their reading and spelling	Pupils close narrow and close gaps with their peers.	Do the children who failed the Y1/ Y2 phonics pass the re take? What % of PPP pass the phonics check? Are we closing the gap?	
To encourage all PPP to participate and have access to clubs, enrichment activities, educational visits and residential trips	£600	Continued	Pay for and support families with the costs of residential and clubs.	Improving participation and engagement of PPP in wider school life, overcoming barriers.	Number of PPP who participate in clubs, trips etc	
To provide pupils with the opportunity to experience Forest Schools, using the outdoor environment	£200 for resources	New member of staff	Trained TA to work across the school.	To provide outdoor learning opportunities exploring the school grounds and woodlands, providing secure risk taking activities	Do children have a better understanding of the outside world? Do these experiences support those with social and emotional difficulties to be able to cope better?	
To purchase an independent counsellor	£300	New	Counsellor to provide emotional support for most vulnerable pupils	Pupils able to access learning as emotional upsets being managed better	Pupils less emotional, have less outburst, able to cope better in lessons, in friendships etc	
Families and communities						
A4A meetings/ structured conversations	£200 for supply	Continued	To provide opportunities for teachers to attend A4A meetings and with support staff to meet	Improving participation and engagement of PPP in the wider life of school and in	Rates of progress Attendance	

			with families.	their own personal development.		
Ensure that parents and families are aware of how to apply for FSM etc.	No cost	Continued	Letters sent out each term and reminders put in newsletters.	Improved uptake of PP compared to 2015/2016		
Additional MTA for lunchtimes	£950	New	To provide a calmer lunch for all, with additional adult being able to allow pupils to use Holywell Hollow	Less disruptions during lunchtime. Hollow being used whenever possible.	MTA's to monitor impact	