

What is Pupil Premium?

Pupil Premium is funding which is provided to schools in addition to the main school funding. It is allocated according to the number of pupils registered at the school who have been eligible for free school meals (FSM) within the past 6 years. There is also an allocation according to the number of children of service families or for each pupil who has been ‘Looked After’/in care for 6 months or more.

Each school is responsible for assessing and deciding how best to spend the Pupil Premium Funding, in order to provide effective additional provision for these pupils. Schools are held to account for how the additional funding has been spent and have a duty to report upon the impact of this additional funding and provision.

FUTURE PLANNED PUPIL PREMIUM SPEND

Pupil Premium Funding received in 2017-2018

Eligible Groups	Number of Pupils	Allocation
Total Eligible for FSM PP Funding	58	£76,560
Total Eligible for Early Years PP Funding	3 (varied over year)	£300 each Predicted £900 during financial year 2017-2018
Service Children	0	0
LAC Funding	3	£500 per term Predicted £2,500 during the 2017-2018 financial budget
Total Funding		£79,960
Total Funding excluding specific funding for Service children or LAC		£76,560

Proposed strategy for 2017-2018 Pupil Premium Funding spend

Pupil Premium Strategy & Impact 2017-2018 - £78, 480.00					
Barrier/Challenge	Strategy/Intervention	Cost	Desired Outcome	Success Criteria	How impact will be reviewed
Need for a healthy and calm start to the school day.	Provide free daily access to a healthy start to the school day through a school run 'Breakfast Club'.	£3,500.00	Pupil Premium learners access a healthy and safe start to the school day, preparing them well for their daily learning.	<p>*Learners access a healthy breakfast.</p> <p>*Learners engage in positive play activities with school staff and their peers.</p> <p>*Learners have a positive start to the school day and are ready to commence their learning.</p>	Termly through analysis of Breakfast Club Register and vulnerable learner's tracker. (Finance & Personnel Committee)
<p>Issues outside of school have an impact upon attendance & family engagement in partnership learning.</p> <p>Home-School-Partnership and parental engagement.</p>	Home-School-Links Worker 4 days per week - To provide support to vulnerable learners and their families - engaging hard to reach families.	£25,260.00	Effective home-school partnership for vulnerable learners and their families ensures improved attendance and personalised access to learning and support.	<p>*Reduction in the number of vulnerable learners within the red and yellow attendance banding.</p> <p>*Clear communication and partnership working between vulnerable families, external agencies and the school's Pastoral Team.</p> <p>*Effective personalised provision plans, support improved access to learning, addressing individual barriers or challenges.</p> <p>*Increased parental engagement with intervention planning and implementation, improving outcomes for the learner and their family.</p>	Termly through analysis of Attendance data and vulnerable learner's attainment tracker. (Pastoral Support Team & Health, Safety & Well-being Committee)
Low on entry attainment of learners within communication,	RWI delivery & resources.		Effective personalised phonic provision ensures learners	*Effective on-going AfL within phonics	Half Termly Analysis of Phonics tracker by Reading Leader &

Squirrel Hayes First School: Pupil Premium Strategy 2017-2018

<p>language and literacy.</p> <p>Need to quickly narrow the gap in Reading and writing between national and vulnerable learners.</p>	<p>Purchase Parent Books to support home-school learning.</p> <p>Learners benefit from daily Read Write Inc. phonics pre-teach and catch-up intervention. 5 TA's 5hrs per Week.</p>	<p>£129.45</p> <p>£7,579.00</p>	<p>make accelerated progress, narrowing the attainment gap in reading and writing.</p>	<p>informs personalised daily provision.</p> <p>*Intensive tracking of progress accurately identifies targeted learners for 'pre-teach' and 'catch-up' interventions.</p> <p>*Learners have access to high quality daily phonics provision which is applied across the curriculum.</p> <p>*Targeted learners make accelerated rates of progress as a result of prompt intervention.</p>	<p>Termly analysis of Phonics & Reading tracking data. (Teaching & Learning Committee)</p>
<p>High proportion of learners with social, emotional and behavioural challenges impacting upon behaviour for learning and social interaction.</p>	<p>Focused support for disadvantaged learners with complex needs through Pastoral Support/and positive social engagement activities - Lunchtime BfL intervention. 4 TA's 5 hrs per week.</p> <p>Learners receive personalised pastoral support around, social, emotional and behavioural challenges.</p>	<p>£4,240.00</p>	<p>All learners have a positive experience during less structured times of the school day, supporting their well-being and readiness to learn in lessons.</p>	<p>*Staff are competent in facilitating and modelling positive play and social interaction.</p> <p>*Effective tracking of learner's behaviour informs targeted pastoral intervention.</p> <p>*Analysis of BfL data demonstrates improved outcomes for targeted learners.</p> <p>*Reduction of incidents being recorded in behaviour logs during unstructured times of the school day,</p>	<p>Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee)</p>
	<p>Chameleons 'Chill Out' Club 1 hr daily (with HLTA)</p> <p>Targeted vulnerable learners to receive</p>	<p>£4,709.00</p>	<p>Vulnerable learners benefit from personalised pastoral support and guidance, improving their confidence and self-esteem in managing social</p>	<p>*Vulnerable learners have daily access to adult support and guidance from trained staff during lunchtimes.</p> <p>*Vulnerable learners feel 'listened to' and</p>	<p>Termly analysis of vulnerable learner's tracker data.</p> <p>Vulnerable learners</p>

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	personalised support during lunchtimes with a focus on managing social situations effectively.		situations.	supported improving their emotional well-being.	Questionnaire Analysis (Teaching & Learning Committee) Termly analysis of BfL Tracking and impact of IBSP. (Health, Safety & Well-being Committee)
	Additional Educational Psychologist support - to inform personalised intervention and support.	£1,800	Advice and guidance from specialist consultants informs effective personalised provision and action planning for vulnerable learners.	*Staff act upon advice and guidance from 'Behaviour Support' and/or Educational Psychologist, informing their own practice and the provision for their learners. *Effective IBSP's address barriers to learning, improving access to daily learning opportunities. *Learners feel more successful in their learning and benefit from personalised targets and integrated support.	Termly analysis of vulnerable learner's tracker data. (Teaching & Learning Committee) Termly feedback from pupils (Health, Safety & Well-being Committee)
Narrow attainment between vulnerable learners and national within Literacy and Numeracy.	Additional TA Support 10 hrs per week per class - Support the delivery of a personalised 'catch-up interventions', informed by on-going AfL. All groups of learners receive personalised explicit teacher input and feedback during daily Literacy and Numeracy	£15,127.50 £465.00	Vulnerable learners benefit from 'targeted intervention' during daily Literacy and Numeracy sessions, bringing their attainment and progress in line with their peers.	*Learners benefit from systematic and high quality guidance and feedback during lessons, quickly addressing misconceptions and helping to move learning on. *Effective deployment of adult support during lessons, ensures that learners are encouraged to actively engage in the learning process. *Learning in lessons and books demonstrate vulnerable learners are making good progress, narrowing the	Termly analysis of Tracking and performance data for Literacy and Numeracy. (Teaching & Learning Committee)

Squirrel Hayes First School: Pupil Premium Strategy 2017-2018

	<p>lessons</p> <p>Access to 'Bug Club' reading resources to support home learning and encourage home reading.</p>		<p>Access to 'Bug Club' increases and encourages engaging reading opportunities both in and outside of the school day.</p>	<p>attainment gap.</p> <p>*Vulnerable learners have access to a range of reading material, encouraging increased practice of reading at home.</p>	
<p>Narrow the gap between SQ learners and National achieving ARE in writing.</p>	<p>Purchase 'Grammar Hammer' resources to support personalised intervention for SPAG.</p> <p>Targeted learners receive additional writing intervention during afternoon learning - focus targeted SPAG support. Increased opportunities to write across the curriculum, focusing on key literacy skills.</p>	<p>£2,000</p>	<p>Vulnerable learners benefit from weekly targeted SPAG intervention, narrowing the attainment gap against national expectations in writing.</p>	<p>*Staff effectively use weekly SPAG assessment resources to inform targeted weekly grammar interventions.</p> <p>*Learners use scaffold resources effectively to increase their SPAG knowledge and apply this across the curriculum.</p> <p>*All learners have access to high quality SPAG resources to support independent learning.</p> <p>*An increasing proportion of vulnerable learners are demonstrating skills from their 'age expected' curriculum.</p>	<p>Termly Analysis of Tracking and performance data for writing within KS1 & KS2. (Teaching & Learning Committee)</p>
<p>On entry data trend to Nursery shows learners are almost 2 years behind ARE</p>	<p>Additional TA's in Early Years 1.5hrs per week</p> <p>Introduction of 'Text Talk' intervention across the Early Years to encourage and promote language development.</p> <p>Learners within the Early Years benefit from increased exposure to new</p>	<p>£1,111.05</p>	<p>Effective modelling and promotion of exciting language by adults, stimulates good language development within the Early Years.</p>	<p>*'Team Text Talk' planning, effectively informs daily learning opportunities within the Early Years.</p> <p>*A language rich learning environment encourages and promotes language and discussion.</p> <p>*Staff maximise opportunities to model and promote language development through role-play and effective</p>	<p>Termly tracking and analysis of performance of learners within the Foundation Stage. Analysis of progress rates of targeted learners. (Teaching & Learning Committee)</p>

Squirrel Hayes First School: Pupil Premium Strategy 2017-2018

	language linked to texts and RWInc. Development.			questioning. *Staff and learners use RWInc strategies to promote both the spoken and the written word. *Learning journeys and learners books evidence vulnerable learners making good progress within CLL and PSED.	
Improve mathematical attainment for vulnerable learners to narrow the performance gap.	Einstein Maths Club 30mins per Wk (5 TA's) to deliver personalised intervention informed by weekly Maths	£5,446.00	AfL from Maths skills test, informs weekly personalised intervention accelerating rates of progress in Maths.	*Weekly Maths Assessments effectively inform small group interventions. *Tracking of EK Maths scores demonstrates improvements in key maths focus areas identified for improvement. *Vulnerable learners make good progress against their identified Maths focus area for improvement.	Termly analysis of numeracy tracking data and impact of maths interventions. (Teaching & Learning Committee)
	Purchase of Home learning practice books to support home-school partnership in learning within Maths.	£135.00	Parents have access to quality home learning resources to support their child in their mathematical understanding.	*Learners have access to high quality maths learning resources at home to aid them in making progress. *Parents feel more informed about how to support their child in their learning.	Termly analysis of numeracy tracking data. (Teaching & Learning Committee) Parent Questionnaires (SLT & Govs)
	Additional Teacher for 7.5hrs per week to support the delivery of Singapore Maths Strategy 'catch-up' up intervention. (3 afternoons per week)	£3,558.00	Learners at risk of falling behind are effectively supported to 'keep-up', improving their self-esteem and confidence within Maths.	*Learners falling behind are promptly identified and supported through focused 'catch-up' intervention. *CPA maths approaches are effectively used to develop a greater level of understanding of key mathematical concepts.	Termly analysis of numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)

Squirrel Hayes First School: Pupil Premium Strategy 2017-2018

				*Targeted learners benefit from high quality learning interventions, ensuring they keep-up with their peers.	
Lack of practical resources to support the development of mathematical knowledge and understanding.	<p>Purchase of class packs of Numicon and Base Ten practical apparatus to support 'manipulative' application of learning.</p> <p>Twilight Training to support effective use of 'Singapore Maths' and CPA strategies within daily maths opportunities.</p>	<p>£500.00</p> <p>£1,000.00</p>	All learners have access to a wide range of manipulatives to support a greater depth of understanding in Maths.	<p>*Staff are skilled in modelling the use of manipulatives to support teaching and learning within Maths.</p> <p>*Learners have daily access to high quality maths lessons, underpinned by CPA strategies and development.</p> <p>*Observations and learning walks indicate that learners access manipulative resources effectively, supporting independent learning and a greater depth of understanding of mathematical concepts.</p> <p>*Vulnerable learners make good progress within lessons and over time, narrowing the attainment gap between themselves and their peers.</p> <p>*Effective use of CPA manipulatives, enables an increased amount of learner to access, age related curriculum expectations within the new Maths Curriculum.</p>	<p>Termly analysis of numeracy tracking data and impact of 'catch-up' interventions. (Teaching & Learning Committee)</p>
NB LAC children & Service Children will receive their own specific funding linked to their personalised provision plans.					