

**PUPIL PREMIUM STRATEGY 2017/2018**

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**Amount of Pupil Premium Funding in the 2017/18 academic year**

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| Number of eligible pupils | **51** **(including 5 LAC and 1 Adopted from Care)** |
| Total Funding for academic year 2016/2017 | **£74,478** |

**Identified barriers to educational achievement**

Carleton Green has identified the following as barriers for some of the pupils in receipt of pupil premium:

* Access to extra curricular activities – educational experiences such as trips, music lessons and participation in physical activities.
* Attendance and late arrivals
* Pupils with specific social and emotional needs which affect their learning
* 29% of pupils in receipt of Pupil Premium are also on the SEN register

**Key expenditure – how the allocation will be spent**

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| **Area of spend** | **Focus** | **Cost** |
| Access to small focused support groups and additional Learning Support Assistants in class | Literacy and numeracy | **£34,000** |
| SENDCo  | Monitoring and assessing progress | **£5,280** |
| SENDCo  | Working with groups in class | **£7,158** |
| Access to learning mentor and behaviour management sessions | Personal and Social | **£10,000** |
| Funding for extra curricular music lessons and clubs | Personal and Social  | **£3,000** |
| Milk and food subsidy | Personal and Social | **£1,000.00** |
| Uniform subsidy | Personal and Social | **£1,500.00** |
| Funding for school trips and residentials | Personal and Social | **£3,000.00** |
| Funding for breakfast club and after school club | Personal and Social | **£4,000.00** |
| Additional learning resources IT | Literacy and numeracy | **£1,540.00** |
| CPD for all staff | Literacy, numeracy, personal and social | **£1,500.00** |
| Educational Psychologist  | Literacy, numeracy, personal and social | **£2,000.00** |
| Attendance and late arrivals | Literacy, numeracy, personal and social | **£500.00** |

**How we will measure the impact and effectiveness of the expenditure of the pupil premium allocation**

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| **Area of Spend** | **Intended outcomes – why these approaches were taken** | **Actions** |
| **Access to small focused intervention groups and additional Learning Support Assistants in class**  | * 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
* Pre-teaching to prepare pupils for future learning. To include pre reading of text in English, key vocabulary, concepts in SPAG and maths calculation strategies and terminology and application
* 1:1 or small group support planned to cater for individual needs (ie reading, spelling, handwriting) afternoons throughout the week
* Support within lessons every morning to improve understanding of learning in reading, writing and maths. Purposeful learning rather than isolated skills being taught.
* Consolidation of learning in classes – time for practise and application of skills
* Careful tracking of homework and reading records to ensure regular reading is taking place
* Pupils who are on the SEN register and who are also in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress
* Reducing time slippage by group work taking place in class resulting in teachers and Learning Support Assistants having greater accountability.
 | * Regular reviews of PP groups with HT and SMT
* Regular communication between SENDCo class teacher and learning support assistants to meet pupils individual needs, sharing of resources
* Weekly discussion of interventions by SENDCo and LSA’s. Re-shaping of groupings and focus where necessary and sharing of ideas.
* Using EZapp to identify gaps in learning and interventions required in order to fill those gaps
* SENDCo to review intervention plans with class teacher on a half termly basis
* LSA’s to complete impact statements to provide evidence of outcomes and plan for next steps
* SENDCo to observe the support in place and provide feedback regarding strategies, next steps and resources.
* Clear communication between teachers and LSA’s and expectations within lessons
* LSA timetables to be carefully planned –making the best use of morning work and afternoon interventions time
* Close communication between LSA’s, teachers and HT/Business Manager to track attendance and punctuality. HT/Business Manager to address concerns with parents and develop action plan where necessary
* Planning files to be located in all classrooms
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| **SENDCo** | * To ensure that the gaps between those children who are in receipt of pupil premium and those children who are not in receipt of pupil premium are narrowed
* To ensure that those children are more able achieve
 | * SENDCo to monitor and assess all Pupil Premium children on a half termly basis and to deploy staff where appropriate
* SENDco to work with groups of children where appropriate
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| **Access to learning mentor and behaviour management sessions** | * To improve confidence and identify areas for concern
* To stop behaviour problems from becoming an issue thereby increasing learning opportunities not only for PP children but also their peers
* Pupils feel safe and secure in school and have trust
 | * Learning mentor to have a timetable of sessions for PP children and CLA and to identify any areas for concern
* Behaviour management sessions to be timetabled for those children needing support
* Carleton Code to be promoted at all times
* Behaviour logs to be monitored
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| **Funding for extra curricular music lessons and clubs** | * To develop social skills by participating in a range of clubs provided by the school or external providers
* Pupils enjoy the activities and want to come to school and participate
* Children will have the opportunity to try out new skills and talent in non academic subjects can be celebrated which will increase self confidence
 | * SENDCo and Learning Support Assistants to identify areas of interest and available clubs for PP children by talking to children and parents
* Business Manager to arrange for the funding of clubs and purchase of resources where appropriate
* Analysis of number of pupils taking part and the impact
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| **Milk and food subsidy** | * To ensure that children receive wholesome food and drink whilst at school
* To ensure that at least one of our pupils is able to take his medication following a meal
 | * Business Manager to ensure that all parents eligible for free milk complete an application form
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| **Uniform subsidy** | * To allow all of our children to feel a part of the Carleton Green family and identify their team
* Improve confidence and sense of self worth
* Improve behaviour
 | * Business Manager to liaise with parents and uniform supplier to ensure that the appropriate uniform is provided for the pupils in question
* Business Manager to ensure that parents are aware of the subsidy that is available to families and to treat this in confidence
* To advise teachers to come forward if they feel that help may be needed for a particular pupil in purchasing uniform
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| **Funding for school trips and residential trips** | * Pupils will be able to fully participate in school trips and residential trips
* Learning is enhanced by being able to participate in trips that are carefully planned to enhance the curriculum
* This will help with social skills, independence, perseverance and team work
 | * Business Manager to ensure that all communications to parents identify a subsidy for PP pupils
* Business Manager to liase with teachers and parents regarding the extent of the subsidy
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| **Funding for breakfast club and after school club** | * Attendance at breakfast club will promote good attendance and punctuality
* Pupils enjoy spending time with their peers prior to lessons helping them to become ready to learn
* Pupils have a nutritious breakfast which gives them a good start to the day
* Attendance at afterschool club will extend their social skills and allow them to try out new skills
 | * Encourage parents to send PP children who may have difficulty in arriving at school on time or may not be engaged and ready to learn
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| **Additional learning resources** | * Pupils are fully supported by learning resources being made available to them
* Pupils enjoy using resources such as Ipads and laptops to complete games/tasks to consolidate learning
* A range of styles can be catered for
 | * Pupils regularly asked for ideas about how the funding should be spent – School Council
* Staff to be made aware via the SENDCo of all resources that are available to them to support those children
* Staff to be made aware of the procedure for applying for PP funding to support the purchase of resources
* SENDCo and Business manager to

source the required resources |
| **CPD for all staff** | * To ensure that staff are able to identify gaps in learning and are able to use differentiation effectively to plug those gaps
* To improve pupils’ comprehension skills and ability to infer meaning
* To increase confidence and application in mathematics
 | * SENDCo and Business Manager to identify gaps in training for LSA’s at annual appraisal
* Course to be sourced
* Impact of training to be measured
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| **Educational Psychologist**  | * To use their expertise to further enhance the existing provision
* Children are able to access their education in a mainstream setting and therefore make progress
 | * Teachers to highlight cause for concern to SENDCo and to fully engage in the process
* SENDCo to assess the need
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| **Attendance and Late Arrivals** | * Attendance and punctuality will improve which will impact on progress and attainment
 | * Parents to be made aware of attendance policy
* Certificates and awards to be given for 100% attendance
* Meetings with parents and referrals to attendance consultants where necessary
* Parenting contracts to be drawn up
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**How will the school measure the impact of the pupil premium?**

We can see that our pupil premium children are making gains in attainment and we are now working on narrowing the gap between those children and our non pupil premium children.

To monitor their progress and attainment all Pupil Premium children are identified on EZapp,

We have a rigorous system and data is monitored and tracked on a half termly basis. This is used to inform pupil progress and enable the early identification of need, support and appropriate intervention.

School will review the impact of actions taken and adjust allocations and deployment of staff if required following those reviews.

Behaviour logs are in all classrooms and these are tracked on a weekly basis.

**Date of review** October 2017

**Dates of next reviews:**

March 2018 September 2018