

Statutory Information for Academic Year 2017-18

Pupil premium is additional funding provided by the Government to enhance the education of children in care, adopted children, those students entitled to Free School meals (currently or within the last 6 years).

The main barriers to educational achievement that these children in this school face:

- In some cases, pupils may have low expectations of their ability to perform well in an educational setting
 - The school should strive to achieve high expectations for all to ensure they can rapidly catch up.
- In some cases, pupils do not have sufficient access to resources at home to support their learning.
 - The school should ensure pupils are fully equipped for learning both in and outside of the classroom.
- The school should seek to encourage open communication with parents of these pupils to help support their learning.
 - Parents know their children best and are vital to the work of this school in working out the barriers which individual pupils may face.

How the school measures the impact of the pupil premium:

- The School tracks the academic progress of every individual in receipt of the Pupil Premium. Any individual not making expected progress is identified and appropriate support put in place. This could involve any range of the strategies as required by the pupil's needs.
- We require the outcomes for all our pupils in receipt of the Pupil Premium to be in line with Age Related Expectations.
- Teachers are required to report on the progress and attainment of each pupil 3 times a year – This progress is shared with parents. This data is checked through book reviews, pupil interviews and in-lesson monitoring.
- The Pupil Premium strategy for the school is overseen by an allocated member of the schools' Leadership Team, whose responsibility it is to plan for, carry out and review the needs of the individual pupils in the school's care.

How the school spends its pupil premium funding to address these barriers and the reasons for the approach chosen

The Pupil Premium funding is spent in the following areas to support Pupil Premium Pupils:

- Leadership and Management
- Literacy and Numeracy Intervention
- Attendance, pastoral and home support
- Teaching and learning
- Extra Curricular support

AWGS Pupil Premium Strategy

Allocation of money April 2017 –April 2018 - £29 340 (impact assessed January and April 2018)

The funding is allocated to schools for children from Reception to Year 6 who have registered for Free School Meals in the last six years. Additional funding is also provided for children of service personnel, known as the Service Premium. For 2017-18 the amount allocated per pupil has been set at: Pupil Premium £1320 Service Premium £300 Both these premiums are referred to in school as part of the Pupil Premium funding.

How funding is proposed to be spent	Planned Amount	Rationale	Impact assessment
Final stage of Achievement for All school support/direct input	£4 600	Working with AfA programme ensures the school puts vulnerable children first. This is an additional year following a very successful 2-year program which helped us work towards securing the best progress and outcomes for pupils in danger of underachieving. This will benefit children identified as vulnerable to underachievement and with historic slow/low progress - and all children in the school through the quality principles and practices adopted. Closing the gap, or diminishing the difference, between vulnerable and non-vulnerable learners is a key driver in the school's work.	<p>Invoice for Sept 2017 =£2640 for 1 year including VAT- for 6 visits, agreed to be paid in 2 installments 1 in Sept and one in April 2018 to split between 2 financial years I suppose there was my TLR from April to August 2017 and a few days over time but I cannot understand why this amount was stated.</p> <p>“6 visit model - (£2200 + vat) A 6 visit model of coaching with additional modules to support your chosen focus for development.”</p> <p>Impact: Two TAs trained in how to support Pupil Learning by offering feedback and developing pupils “Meta cognition and self regulation”. This is to help pupils become more actively involved in their learning.</p> <p>EEF Teaching and Learning Toolkit;</p> <p>Metacognition and Self regulation +8 months</p> <p>Feedback +8 months</p> <p>1-1 tuition for 2 Year 6 pupils- how to prepare for tests + strategies for managing pressure + 5</p>

			<p>months</p> <p>Training 5x pupils as Learning Ambassadors in skills of “Peer Tutoring” + 6 months</p> <p>Structured Conversations- Much greater Parental Engagement.</p> <p>Parental Involvement - +3 months</p>
<p>Staffing costs for PPG dedicated support</p> <p>Targeted evidence based Interventions</p> <p>Boosting reading Boosting Reading at Primary Intervention.</p> <p>Sound Discovery</p> <p>Closing the Gap in Maths at KS1 and KS2</p>	<p>£20 050</p> <p>Including</p> <p>£3200</p> <p>£600</p>	<p>The SENCO is a key senior leadership role which ensures pupils who may be vulnerable for a wide variety of reasons are carefully monitored and supported.</p> <p>One key element of this is through trained TA provision which supports access to learning and the curriculum, as well as catch up programmes for core skills in English and Maths. The school has adjusted provision to include a more finite intervention table to support children who fall behind/are vulnerable to fall behind in class.</p> <p>Three children per ten week session 1-1 with 2 trained TAs</p> <p>Three groups of 4 children taking part in 10 weeks of additional phonics/literacy support with 3x 20 minute sessions per week</p> <p>Three groups of 4 children taking part in 10 weeks of additional maths support with 3x 20 minute sessions per week with 2 trained TAs</p>	<p>Conference Attended: Igniting Learning for All - Considering the Benefits for Disadvantaged Pupils Impact – whole staff training on maximising impact- some pupils making 7.5 points progress-significantly above average</p> <p>One-to-one tuition - +5 months</p> <p>Small group tuition - +4 months</p> <p>Reading comprehension strategies - +5months</p> <p>Oral language interventions - +5 months</p> <p>Phonics - +4 months</p> <p>Early Morning Reading</p> <p>Reading Age + 18m</p> <p>Comprehension Age +14m</p> <p>Reading Ambassadors;</p> <p>Attendance 100% last 8 weeks</p> <p>From 80% 2016/17 to 94% 17/18</p> <p>Extra Reading Sessions RA +29m</p> <p>Comp A +35m</p> <p>Back on Track- Impact +24 months</p> <p>Boosting Reading at Primary +11m</p>

Back on Track	£1200		
ELSA support time within the school day.		Our 2 trained Emotional and Literacy Support Assistants support pupils with emotional and /behavioural difficulties. They children to understand their feelings and how to manage them appropriately.	Emotional resilience Questionnaire: Increase of +29
Ongoing training for 2 ELSAs	£3500		Behaviour Interventions +4 months Reductions in exclusions Ofsted –behaviour and welfare graded Good
ELSA resources	£200	A variety of books, equipment and activities to support children understand their emotions and prepare for learning.	
1-1 TA support	£200	Bespoke learning strategies both in and out of the classroom	1 x EAL Reading Age +12m
Small group therapy	£1000	Fine Motor Skills, Lego Therapy, Social Skills.	Lego Therapy- Social & emotional learning - +4 months Behaviour interventions - +4 months
Parent Support Advisor available at all times through a shared cluster initiative.	£400	Support for families for families who face changing or challenging circumstances by providing practical advice and support to parents including Triple P parenting training as well as enabling greater engagement with school and wider professionals. Currently working with over 10 school families.	12 families having support for parenting, ASD management, Parenting Courses, support and attendance at meetings with school etc. Advice and support with paperwork eg DLA applications, Free School Meals etc
Additional staff to support "Closing the Gap"	£3000	Boosters are needed to support 'closing the gap' and to ensure vulnerable pupils 'over-learn' and make the progress they are capable of in all years. Additional teacher support for Phonics in Year 1. CPD opportunities for TAs require overtime to attend. Life skills programme including trips to town using real life experiences to enhance learning.	Teaching and Learning Toolkit: Social & emotional learning - +4 months Parental Involvement - +3 months Attendance at GUL offsite provision for one pupil including 1-1 TA support Social & emotional learning - +4 months Behaviour Interventions + 4 months 100% reduction in exclusions Successful reintegration into class

<p>Enrichment beyond the Curriculum. Motivational and experiential projects and opportunities</p>	<p>£2 300</p>	<p>All Pupil Premium children are able attend all school trips and residential trips. Where there are specific needs, the school is creative with its use of services, resources and opportunities. This includes access to equipment, food, resources, extra trips, milk and clothing. Any child in need is given the resources to access their learning alongside their peers whether food, clothing or resources are required. We also offer breakfast club.</p>	<p>We provide breakfast through the before school club to identified children. We also provide playtime snacks for individuals Research recognises that when a child is hungry he/she is not able to concentrate and his/her involvement is at the lowest level and their ability to learn reduced. An involved child concentrates his/her attention on a specific focus, wants to continue the activity and persist in it. There is evidence to suggest that an 'involved' child is gaining a deep, motivated, intense and long term learning experience Outdoor adventure learning - +3 months Sports participation - +2 months</p>
<p>Music lessons and sports clubs</p>	<p>£1 020 £ 250</p>	<p>Children have piano, drumming and violin lessons. We provide access to instrument tuition which supports pupils' skills, confidence and variety of experiences. The research between music and maths suggests strong links and music skills help children with patterns, counting and number in general. It is also confidence and self-esteem building, as well as a calming strategy for children with anger issues. This is true of sports clubs and we support PPG children accessing football and other sports clubs.</p>	<p>Research finds that children from the most advantaged households benefit from significantly more spending on extra-curricular activities than their disadvantaged peers. Teaching and Learning Toolkit: Arts participation - +2 months Teaching and Learning Toolkit: Social & emotional learning - +4 months Sports participation - +2 months</p> <p>3x piano pupils- one pupil has become transformed by music when behaviour has become poor and now uses a tablet with music as part of a highly successful de-escalation plan 3x drumming 2x violin. All children take part in the Pimms and Proms concert at the end of the summer term.</p>

- Governor committee minutes, SENCo/PPG/Link governor meeting minutes and G.I.V.E. evidence their ability to systematically challenge senior leaders about effective deployment of staff/resources and their impact upon improving outcomes for all groups of children, especially between disadvantaged and other pupils
- By July 2018, actions will secure improvement in achievement for those supported by the pupil premium, particularly in mathematics, reading & writing: matching, or improving towards, achievement of other pupils nationally
- By July 2018, feedback from the children in receipt of pupil premium demonstrates positive changes in confidence, motivation and attitudes
- By July 2018, at least 95% of parents and carers whose children are in receipt of pupil premium, support their children's achievement through engaging with learning at school and home; attending consultation meetings