

Sherington Primary School

PUPIL PREMIUM



2016/17 PUPIL PREMIUM SPENDING PLAN

Background

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for free school meals (FSM) in both mainstream and non-mainstream settings, children who have been looked after continuously for more than six months and children from Services families. This also includes any pupils eligible for FSM at any point in the last six years.

Schools are free to spend their Pupil Premium as they see fit. However, we will be held to account for how we have used the additional funding to narrow the gap for these targeted pupils. We are required to publish online how we have used the premium. This is to ensure that parents and other stakeholders are made fully aware of the impact of this additional resourcing on learning and achievement outcomes within our school.

Our School

In 2016/17, Sherington Primary School are allocated approximately £101,160 in Pupil Premium funding for our children.

Pupil Premium Allocation	£101,160
Area	Estimated Cost
Singapore & Shanghi Maths	£7,500
Behaviour Lead	£25,190
Support for pupils with SEN in wrap around centre	£12,716
Year 6 intervention & 1:1 small group work	£11,815
EYFS Intervention	£20,918
Additional Ed Psych time	£19,950 TBC
Active Kids	£2,000
School Meal Assistance	£550
Total	£100,639

Key priorities

From our analysis of pupil achievement from 2015/2016, we identified that our key priorities to maximise the impact of this funding on achievement will be:

- to continue to narrow the gap for disadvantaged pupils by addressing inequalities and raising the attainment of pupils in low income families or those who are 'looked after'
- to develop individualised programmes of learning for pp who are not making expected progress
- to ensure that the quality of provision and learning experiences for our youngest pupils in EYFS is consistently good or better
- to continue to provide pastoral support for any pupil who may experience difficulties outside of school that may impact on their learning in school

- to ensure equality of access by providing funding for activities such as school journey, after school clubs, trips out
- To buy in extra educational psychology time to support children with particular needs and ensure pupils in need of EHCPs are quickly identified and supported.
- To further enrich the curriculum for all pupils

What are our desired outcomes?

- Ensure that disadvantaged pupils make outstanding progress.
- To narrow the gap for pp pupils in year 6 in reading, writing and maths
- To develop a consistent approach to our more comprehensive intervention programmes in maths across the school
- To refine methods of quality first teaching in maths across the school
- To ensure early identification of pupils with SEN in particular language and communication difficulties in EYFS
- To ensure pupils in EYFS improve basic communication and language skills
- To increase opportunities for all pupils to use and develop their speech in order that they can communicate effectively with a wide ranging audience
- To ensure that pupils with EHCP or SEN support have individualised programmes of support in order that they can make outstanding progress against personal targets
- Increased opportunities for curriculum enrichment and physical fitness through extra-curricular opportunities

Successful Strategies for 2016/2017

- Disadvantaged pupils are currently on track to make good or better progress against EYE
- Pupil Premium pupils in year 6 have been very well supported by our Assistant Head, Deputy Head and a L3 Teaching Assistant. All pupils are making substantial and sustained progress
- A Research and development project was carried out to specifically focus on the progress of PP pupils in English lessons across the school which is having a positive impact on pupil teacher relationships
- Maths intervention programme is built into Maths No Problem. All Teaching Assistants have been trained to deliver intervention. There is a specific catch up programme for basic skills is currently being administered in years 1 and 2 and should impact positively on pupil results in those years as measured at year end.
In years 3,4 and 5 quality first teaching using maths no problem has resulted in teachers identifying pupils in danger of falling behind and providing targeted intervention.
- Lesson study showed consistency of practice across the school.
- Spring Term IP Visit focussed on Maths No Problem resulting in a very positive report on teaching and learning, showing clearly that this is having a positive impact on the teaching of maths across the school.

- Maths No Problem was shared with parents in the open Maths Morning Spring 17 -(96% of parents reporting it helped their understanding of how maths was taught at Sherington).
- Having an additional Nursery Nurse in the Reception setting has meant a greater focus on PP children. Speech and language difficulties were identified in the first few weeks of a child starting. Intervention programmes are having a positive impact on pupils speech and language development.
- The Nursery Nurse supports children who have a high rate of absence and ensure there are 'catch up' sessions for each child. The intervention, planned as a result of teacher assessment, allows PP children to learn in a small group with the learning targeted at their needs and the gaps in their learning.
- PP children receive an increased amount of 1:1 reading time, phonics and maths intervention. Having the additional adult has meant that their needs are accurately identified and they benefit from the consistency, attention, focus and time given to them.
- Pupils Wellbeing Lead, effectively manages team of Teaching Assistants, who directly impact on pupil behaviour ensuring consistently good learning behaviour, which allows all pupils to make expected or better progress. The Lead is also trained in supporting children overcome barriers by using 'Draw and Talk'. She liaises with a parents regularly and attends 'Team Around the Child/Family' meetings ensuring there is holistic support available for disadvantaged children and their families.
- Pupils with significant additional learning needs receive exceptional teaching in the development of their basic English and maths skills through access to our Wrap-Around-Centre led by a trained Learning Mentor. Children are supported through a high pupil:adult ratio and carefully planned sessions through the use of individualised Learning Ladders. Regular input is provided to the class teachers and the intervention has been visited by several outside agencies who are working with children receiving support.
- Children with significant additional needs are discussed with the Local Authority assigned Educational Psychologist and actions are agreed in order to support them further. This includes consultation with class teachers and teaching assistants, observations (both class and playground), formal 1:1 assessments and meetings with parents. Recommendations are given to provide additional support, often enabling accelerated progress or evidence to assist in the statutory assessment process where this is applicable

A final review of PP progress and outcomes will be reported to Governors in the Autumn Term following analysis of end of year reviews and assessments.