

Cheddar First School Pupil Premium Planned Spend 2016-17

The Pupil Premium grant is allocated to schools by the Government specifically to drive up standards, support aspiration and narrow the gap in attainment between the advantaged and the disadvantaged in their community.

The Funding was first introduced in 2011.

Pupil Premium	Financial year 2011-12	Financial year 2012-13	Financial year 2013 -14	Financial year 2014-15	Financial year 2015-16	Financial year 2016-17
Number of FSM/Ever 6 eligible pupils	16.7 @488 = 8170	34 @ 623 = 21182	34 @ 900 = 30600	32 @ 1300 = 41 600	Est £42,240 Budget form 1 + 1320	43560 Adjusted -1,320
Number of Looked after eligible pupils	0	0	1 @ 900 =900	0		1 – summer term 600
Number of service eligible pupils	1 @200	3 @250 + 750	1 @ 300 =300	1 @ 300	1 summer term 100	300
Child adopted from care				1 @ 1900	1900	1900
Total allocation	8370	21,932	31,800	43,800	45,560	45,040

Identified barriers to educational achievement

Cheddar First School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium

- School Readiness – environmental factors which affect the children’s ability to start school life and the school day ‘ready to learn’
- Speech and language skills; Speech production and poor acquisition of vocabulary
- Specific learning difficulties related to cognition and learning
- Specific social and emotional needs which affect pupils learning
- Parental engagement with school – especially in relation to attendance at information sessions and support with ‘home learning’ tasks
- Attendance

- Access to 'out of school' activities and 'hands on' experiences which support the development of vocabulary and knowledge and understanding of the world and broaden pupils' horizons and their aspirations

How we spend the money?

In planning how to spend the money we have considered

- The barriers identified above
- Research by the Sutton Trust and Education Endowment Foundation into the most effective ways for schools to use their resources to improve the attainment of disadvantaged pupils. www.suttontrust.com/research/teaching-and-learning-toolkit-july-2012 and OFSTED reports into how schools are successfully using Pupil Premium funding to maximize achievement
- Analysis of the impact of the provision made at Cheddar First School over the last three years on the progress of pupils eligible for support through the pupil premium
- The specific needs of current pupils eligible for support through the pupil premium and whole school development issues.

As identified in the 2015/16 impact statement accelerated progress is required for PP pupils in writing across the school. Our own analysis indicates this is due to weak skills in spoken language and limited experience to draw on when writing, providing speech and language support, targeted teaching for writing and real life experiences for the children to base their writing on is a priority for funding. In years 3 and 4 accelerated progress is also required in reading comprehension.

As part of the whole school improvement plan, improving pupils reasoning skills in mathematics is a priority and will support pupils eligible for support through the pupil premium to attain higher levels in mathematics.

Key Areas of Expenditure

Plans for 2016/17 funding are as follows. The plans were reviewed in September 2016 in the light of Baseline assessments and greater knowledge of the Foundation Stage pupils eligible for support.

Funding has been allocated in 5 main areas

- Early intervention for Early Years and to support Early Help strategies for families in conjunction with outside agencies
- Staff development to ensure quality first teaching meets the needs of those eligible for support through the Pupil Premium Grant
- Specific Targeted intervention
- Curriculum enrichment and extended schools activities
- Curriculum resources
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Area	Use of pupil premium allocation 2015-16	Costs
Early intervention	Early intervention programmes: Transition programmes- Joint school readiness project with pre-school settings Support for parents developing parent involvement and promoting good attendance	11,000
Specific targeted Intervention	Increasing Teaching/ Teaching assistant allocation in KS1 and 2 to support delivery of intervention programmes, pre-teaching of vocabulary and differentiated class teaching, mentoring sessions and homework support.	8,519
	Speech and language therapy and vocabulary development ,	4,899
	Supporting 1:1 or small group reading programmes including Individualised Literacy Support and comprehension groups to develop higher order skills	1,227
	Supporting Co-ordination group/ fine motor skills	
	Supporting Hlta for KS2 maths booster groups– (3 mornings/week all year round)	3205
	ELSA provision	3,444
	Additional teacher 2 mornings/week to deliver Rapid Writing scheme	6000
	Additional teacher release time for Structured Conversations with parents and SENco	Paid from staff costs
Curriculum enrichment and extended schools activities	Subsidising attendance and transport for extra-curricular and enrichment activities to support inclusion and ensure all pupils have the same broad range of experiences.	1500
	Gifted and talented activities	500
Staff Development	Staff training: Mentoring, ELSA training and on-going supervision	700
Curriculum resources	Resources to support interventions: Rapid Writing; Nessy Licences	300
	Individual resources e.g uniforms, swimming kits, PE kits to support inclusion	50
	Additional EP time/ External agency support e.g. play therapy, behaviour support	1500
	Balance to allocate:	2196

Objective	Strategies (to be kept under continuous review)	Impact/outcome
<p>Foundation: To secure good attendance and maximise parental engagement to enable pupils eligible for support through the pupil premium to benefit fully from quality wave 1 teaching. To address gaps in early communication skills. To address gaps in early literacy and numeracy skills to help pupils to attain a good level of development.</p>	<ul style="list-style-type: none"> • Additional teacher and teaching assistant time to engage parents and break down barriers. • Personal invitations and support for INSPIRE sessions/ parent appointments and parent events. • Regular dialogue over the importance of good attendance • Small group/ individual support for language and phonic development with teacher or trained TA • SALT/Talk boost programme 	
<p>Key Stage 1 and 2: In line with the School development plan the main focus is on accelerating progress and improving attainment in writing.</p>		
<p>Key Stage 1: Year 1 To ensure that pupils working at or above age related expectations continue to 'keep up' and make progress in line with or better than those not eligible for support through the pupil premium. To maintain or increase the % of pupils eligible for support through the pupil premium who pass the phonic screening test. To increase the % of pupils achieving age related expectations from the end of the foundation stage.</p> <p>Year 2 To ensure that pupils working at or above age related expectations continue to 'keep up' and make progress in line with or better than those not eligible for support through the pupil premium. To ensure all pupils (without severe and complex special needs) pass the phonic screening tests by end of KS1.</p>	<ul style="list-style-type: none"> • Aspirational targets • Quality first teaching with guided group work • Additional personalised feedback and response time • InSPIRE sessions for parents • Small group/individual support for reading and numeracy with teacher and trained TA • Rapid phonic programme • Rapid writers • 1:1 mentoring , homework support e,g practising spellings, number facts, reading • Attendance monitoring and chasing • Termly structured conversations <ul style="list-style-type: none"> • Aspirational targets • Quality first teaching with guided group work • Additional personalised feedback and response time • InSPIRE sessions for parents – personal invites for hard to reach parents • Small group/individual support for SALT, reading and numeracy with teacher and trained TA • Rapid Writers • 1:1 mentoring , homework support e,g practising spellings, number facts, reading 	

<p>Key Stage 2 To address gaps in early literacy and numeracy skills to help pupils attain or move closer to age related expectations by the end of year 4.</p> <p>For pupils working at age related expectations to continue to make progress in line with or better than national expectations.</p> <p>To accelerate the progress of pupils eligible for support through the pupil premium in year 3 in maths to narrow the gap and increase the % pupils making 6 points+ progress.</p> <p>To improve the % of pupils eligible for support through the pupil premium making 6 points+ progress and achieving age related expectations in writing.</p> <p>To address gaps in literacy skills through the ILI programme.</p> <p>To ensure a smooth transition to middle school and enable progress to continue on entry,</p>	<ul style="list-style-type: none"> • Clear targets and feedback from class teacher • INSpire sessions for parents • Small group support for Maths from HLTA in year 3 – teaching designed to address identified misconceptions and gaps to enable pupils to ‘catch up’ and ‘keep up’. • Rapid phonic readers to provide structured ‘catch up’ reading support and motivation • Comprehension groups to provide coaching and feedback to develop higher order comprehension skills. • Additional feedback and response time for writing with qualified teacher • ILI (Individual Literacy Intervention) for pupils not reaching the expected level by end of year 2/3 • Rapid Writers • Termly structured conversations with parents for target children • 1:1 mentoring and homework support • Gifted and talented opportunities for identified children to raise awareness and expectations. <ul style="list-style-type: none"> • Participation in Cross Phase Progression Initiative • Additional visits to Middle School • Liaison and joint activities with Middle School Pupil Premium champion during the summer term • All year 4 eligible pupils to participate in Year 4 residential with other federation school to build self-confidence and interpersonal skills with future peers and staff. 	<p>-</p>
<p>Whole school To improve attendance of the pupil premium group</p> <p>To ensure pupils eligible for support through the pupil premium can access all aspects of school life e.g. after school</p>	<ul style="list-style-type: none"> • Additional admin time allocated to monitoring and chasing attendance • Standard letters introduced and parents invited to meetings to try and improve attendance • Individual reward systems • Free places for swimming/ day trips/after school clubs • Subsidy from pupil premium grant for residential trips 	

<p>clubs, school trips, residential visits.</p> <p>To provide social and emotional support for pupils whose behaviour and social emotional needs create a barrier to learning and put them at risk of exclusion.</p> <p>To ensure timely and appropriate Early Help support for families experiencing difficulties which create additional barriers to their child's learning.</p>	<ul style="list-style-type: none"> • Loans of equipment for activities such as swimming/ forest school • ELSA support • 1:1 support; Lunchtime club • SLT engagement with families and other agencies • Advice and guidance to parents on School readiness, health , hygiene and diet • PFSA LIAISON 	
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How will the school measure the Impact of the Pupil Premium?

As part of the school's monitoring programme and pupil progress meetings the progress of pupils eligible for support through the pupil premium will be monitored and used to analyse the impact of provision to date , identify future needs and appropriate provision.

Where a specific 1:1 or small group intervention is put in place standardised assessments will be used to provide Entry and Exit data enabling us to measure the impact.

The impact of SEMH will be tracked through the use of specific monitoring tools related to the child's individual needs e.g Boxall profile, Talkabout assessment and related information such as behaviour logs, exclusions and attendance.

Attendance will be monitored weekly and the impact of specific actions recorded.

A range of measures such as attendance at events, communication logs, multi-agency action plans, questionnaires will be used to measure the impact of family support.

The use of the Pupil Premium funding is subject to ongoing evaluation and the strategies being used are reviewed termly as part of pupil progress meetings.