

## Little Paxton Primary School Pupil Premium 2017-18

### Ambition

Our ambition this year is to continue to build on the success from the previous year with social capital for Pupil Premium children across the school.

### Barriers to learning for Pupil Premium children

<b>Rationale</b>	
<ul style="list-style-type: none"> <li>• The intention is to take the Social Capital Group on additional visits before April. Definitely one and hopefully two. A Football stadium visit is to be considered and explored. Kidzania is another option but consideration needs to be given to balancing value for money against impact.</li> <li>• Supporting the Social, Emotional and Mental Health of pupils is a priority for discussion with this year's funding.</li> <li>• Recent staff training in a new intervention means that pupils will benefit from Talk Boost. This focuses on developing pupils speech, language and communication skills. This has started autumn term 2017. Early trials this term indicate good outcomes for pupils.</li> <li>• Some PP funding this year is used to fund a Reading Recovery Teacher. Impact of this has already been seen through analysis of provision.</li> <li>• Interventions will continue for pupils. Current evidence demonstrates good value for and effective use of funds to narrow the gap for these children. Providing targeted and specific support in this way has enabled pupils to 'catch up'.</li> <li>• Subsidising trips and residential visits will continue. Supporting pupils in this way facilitates inclusion and provides children with valuable extra-curricular experiences.</li> </ul>	
<p>Baseline, qualitative data has been collected by the teacher involved and pupil views will be sought as to the impact it has had on them.</p>	
<b>Desired outcomes</b>	<b>Success criteria</b>
Identify barriers with staff and put strategies into place	Pupil Progress meetings held with staff.
Pupils will have opportunities to broaden their experience – school and life.	Pupils will have participated in activities. Pupils will provide qualitative data on their experiences. Pupils will have broader experiences.
Staff trained to meet the needs of PPG pupils	Staff training identified. Programme of training established and initiated. Improved outcomes/accelerated progress for pupils.
<b>Overview</b>	<p>Introduced in April 2011, the <b>pupil premium</b> is allocated to children who are looked after by the local authority, those who have been eligible for FSM at any point in the last six years (also known as Ever 6 FSM) and for children whose parents are currently serving in the armed forces. From April 2014 children who are looked after will attract a higher rate of funding than children from low-income families - the '<b>Pupil Premium Plus</b>'.</p>

**Total amount for the year 2017-2018**

**£ 49,460.** Current funding September 2017 to March 2018.  
(Spend from March onwards: £18,917).

**Areas identified for expenditure 2017-2018**

Action	Cost	Details & Impact
<p>Cost of teacher to run Social Capital group trips to the farm over the year, music lessons (recorder)</p> <p>Transport and costs for Social Capital Group</p> <p>Cost of Teacher to run Social Capital group TA support for group</p>	<p><b>£1743</b></p> <p><b>£1300</b></p>	<p>Additional farm visits proved popular. From the cohort of pupils who went last year it has been noted by teachers that their social and communication skills have continued to improve.</p> <p>Detailed analysis of data is yet to be looked at.</p> <p>It is suggested that further music lessons continue.</p> <p>One particular child asked if he could carry on with recorder lessons. Additional music tuition is planned for pupils next academic year.</p>
<p>Subsidised school trips and visitors to school;</p> <p>Subsidising School trips</p> <p>To subsidise children to attend the residential visits;</p> <p>Burwell Y4</p> <p>Hilltop Y6</p> <p>Pantomime</p>	<p><b>£488</b></p> <p><b>£180</b></p>	<p>This subsidy enabled pupils from across the school to take part in the activities and which families may not otherwise be able to afford.</p> <p>They were therefore included in all trips and visits.</p> <p>Providing support to enrich pupils' cultural experiences in school. Children report that they love going to the pantomime. Attending as a whole school means there is a sense of community and belonging that pupils experience. They also enjoy the experience of going to the panto.</p> <p>This enabled pupils to take part in Y4 Burwell and Y6 Hilltop residential visits. Subsidy supported those families who were not able to cover the full cost of the trip. Inclusive approach which has meant all children could take part in activities they would not usually experience. Impact was noticed by staff on certain pupils' self-confidence.</p>
<p>SENCo &amp; other staff to support high need children</p> <p>Harley &amp; Braydon</p> <p>Meetings, release time, time to create bespoke curric RW, DH, SE, SE, JW, KV,</p> <p>Plans etc</p>	<p><b>£2500</b></p>	<p>In class/1:1/small group support for SENCo to work with individual and groups of pupils. Impact has been improved reading ability and confidence in reading. De-escalation of potential problems for those children with behaviour issues.</p> <p>There has been a significant amount of time invested this year for two pupils in particular to support their social, emotional and mental health needs, with varying degrees of success.</p>

		<p>Significant time invested into meetings and allocating TA support to pupils. Bespoke plans implemented for both pupils. For one, there have been encouraging and successful outcomes.</p> <p>Impact of this is that earlier intervention is key to address issues early for pupils. The intention for 2018-19 is that staff training is implemented around SEMH so that needs can be identified early to allow intervention to be more successful before behaviours escalate.</p>
<p><b><u>Staff Training and interventions</u></b>            Better Reading Potential            Expanded Rehearsal Technique            Child protection/domestic abuse            Fischer Family Trust Training – Teachers &amp; TAs</p> <p>INSET</p> <p>To provide additional small group tuition programmes for those who need a boost to their learning in order to their potential in Year 6</p> <p>Spelling with Specialist RR Teacher</p> <p>Specialist RR Teacher working with pupils R-Y6</p> <p>BRP/RR principles with a Teacher</p> <p>Talk Boost</p> <p>Interventions Workshop</p> <p>A-Z Literacy support (Y1)</p> <p>Speech and language support from trained Elkland TA for identified pupils 3x weekly</p>	<p><b>£1300</b></p>	<p>Use of SENCo time for delivering training in screening and diagnostic tests. This continues for this year but SENCo has identified the need for additional assessments that do not just measure academic progress alone. This is evident from the Social Capital group. Having a wider range of assessment options will enable us to have a clear profile of pupils' needs.</p> <p>Fischer Family Trust training has just been completed. FFT training for staff to address issues of reading and writing for those between RR and BRP. SENCo has seen this in place at another school. Impact can be significant and is for the lowest achieving pupils in terms of their ability to understand print. Assessment for this intervention is rigorous and would support the comments above for the need for a more detailed picture of what the pupil can do.</p> <p>Pupils identified through provision mapping and management process and with class teachers have worked with RR Teacher over the year.</p> <p>Analysis of pupils who have worked with the RR Teacher from previous years indicates a need for the work to be embedded more effectively in the classroom. Several of the pupils who made progress in the intervention have not sustained the progress expected. Implications are that the RR Teacher should spend time embedding skills and strategies into class and work with the pupil and class teacher. This would enable better metacognition skills to develop for the pupil, which has been evidenced to boost progress.</p>
	<p><b>£17260</b></p>	<p>The running records taken with pupils is enabling more accurate picture of a child's reading ability.</p>
	<p><b>£4200 £105</b></p>	<p>Talk Boost has been successful in providing baselines for pupils speech and language skills and identifying areas of particular need. This has enabled more success in referring pupils to Speech and language therapy. Funding for Elkland support has meant that some pupils no longer need speech therapy or follow up support as they move through the school.</p>
	<p><b>£1,200 £240</b></p>	
<p>Extra TA intervention for identified Pupil Premium children (and others) who had specific gaps in their Maths knowledge Y6</p>	<p><b>£4,600</b></p>	<p>Interventions to support Y3. Gains in self-confidence and attitude to self and learning in some pupils.</p>

<p>1:1 Tuition</p> <p>Inclusion worker specialist support. Provide small group or additional individual support through catch up programmes to narrow the gap.</p> <p>To support children's learning in the classroom by providing extra TA support hours; Y6 Maths after school booster group Maths support 1:1 reading with TA</p> <p>1:1 support for access to learning for a child without an EHCPlan.</p>	<p><b>£5,500</b></p>	<p>Pupil Premium families in need supported by Inclusion Worker with long term specialist support. Class provision maps and subsequent analysis indicate progress made for the targeted groups and individuals. Gaps narrowed.</p> <p>TA support continues to effective across all year groups to provide additional support for children in lessons. Further bespoke responses to need are proving to be successful.</p> <p>The 1:1 support has meant that a more bespoke curriculum was put into place and behaviour managed. Limited success with engaging the pupil in learning but some degree of success achieved in providing alternative activities. One of the key aims here was to keep this child safe.</p>
<p><b><u>Purchase additional resources</u></b> <b><u>Purchase of additional digital equipment;</u></b></p> <p>Accessories Purchase of APPS and ICT software &amp; resources to support specific needs in learning particular focus on spelling, reading and basic maths skills</p> <p>Extra Phonic Fairy resources (storytime phonics) BRP Books High Interest Low Ability books Maths resources</p>	<p><b>£1,200</b></p> <p><b>£720</b></p> <p><b>£750</b></p>	<p>Investment into further resources to support training courses attended by TAs. Specially differentiated books and resources have been purchased to support children's learning on interventions. Pupils report they like the range of non-fiction books available. Staff report significant impact for certain pupils in improving their reading age, ability and interest in a wider range of books/genres.</p> <p>Equipment has been given to pupils to support their learning which can continue at home. Specific apps are used to provide support in areas of learning like reading and maths. On-going purchase of Apps for Ipads to provide another dimension to learning and engage learners.</p>
<p><b><u>Individual support from the Inclusion Worker</u></b></p> <p>Continued support pupils to overcome barriers to learning resulting from their behaviour / social issues / deprivation;</p>	<p><b>£3700</b></p>	<p>Pupils have responded well to having someone to talk to about their feelings and social/emotional issues and have commented that they have put into place the strategies Sue has suggested for them. Parents have found support from Inclusion worker invaluable as someone to talk to and have noted that it is good for their children to have someone to talk to at school. Having an Inclusion Worker to support pupils with issues helps class teachers focus on learning. Teachers know their pupils are having the support they need from the Inclusion Worker.</p>
<p><b><u>Attendance at after-school clubs/extra-curricular;</u></b></p> <p>After school maths booster for Y5 Y6 Maths Booster for SATS Guitar lessons</p>	<p><b>£1200</b></p> <p><b>£143</b></p>	<p>Y5 pupils have attended to close gaps in understanding in preparation for Y6. Early intervention will address gaps now boosting potential in Y6.</p> <p>Extra-curricular music lessons for a child</p>

<p><b><u>Support for LAC-</u></b>  Release time to attend review meetings, planning meetings, to complete documentation and to meet with outside agencies  Time for assessments.  TA support</p>	<p><b>£1,200</b></p>	<p>Small group work.  1:1 with Inclusion Worker.</p> <p>Time to attend meetings for Inclusion Worker and Class Teacher.  Planning interventions and class support has resulted in more pro-social behaviour from this child. There are less incidences of poor behaviour choices.</p>
<p>Total:</p>	<p><b>£49,529</b></p>	