

Stanford in the Vale CE Primary School
USE OF PUPIL PREMIUM
(July 2017)

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The Pupil Premium is an element of school funding aimed at narrowing the gap in attainment between certain disadvantaged groups of pupils and those who are more fortunate. In 2016-17 funding was calculated on the basis of £1320 for each pupil who had been eligible for free school meals in the past six years, and for looked after children in care for more than six months. There was a related Service premium of £300 for children of families in the armed services.

The funding is provided to schools, which decide how best to spend this according to local needs.

Last year our school budget included a total Pupil and Service Premium of £23040.00 (3% of our overall revenue budget), and below is a summary of how we used this funding to support our pupils' learning.

This report shows generic trends in the impact of PP Spending. For a more detailed report please see the Governor's report for impact of PP Spending.

Actions to be taken(2016/17) Target Pupil group	Impact on learning outcomes	Evidence: Pupil attainment and progress.
Use of partnership HSCLW to help develop emotional needs. <i>Free School Meals (FSM) children</i>	The HSCLW provides immediate support for children and their families and helps to fill the gap in service, by offering provision while children sit on long waiting lists (eg PCAMHS) in need of vital support for mental health and well-being issues. The HSCLW helps children to recognise/identify and begin to manage emotional issues.	Children have received support and intervention for emotional and social needs to help improve behaviours for learning. The majority of children working with the HSCLW met their NC target for Reading, Writing and Maths. All children made progress in Reading and Maths. A majority of children made progress in Writing.
Emotional Literacy Support Assistant (ELSA) training <i>Pupil Premium (PP) Children.</i>	Specialist training to support the children with significant emotional needs to develop the skills to identify, regulate and communicate their emotions and feelings.	Children with significant social and emotional needs are developing strategies and approaches to identify, understand and manage their emotional reactions to situations. 100% of PP children achieved above the expected standard in SATS.
Trips, Swimming and Residentials <i>PP Children</i>	Residential Y6 Residential was a great success. All PP children were able to attend. The children developed in maturity, confidence and emotional resilience. Trips provide an enriched opportunity to develop firsthand knowledge of a topic, which then impacts on their understanding and recording of key elements.	PP children have received financial support for school residential trips, class trips, swimming, top up swimming and school clothing. Being able to take part in school trips has helped to enhance the children's learning and enjoyment of a topic.
Family Links Training on developing emotional resilience. Common language and approach throughout the school. Resources to aid approach <i>FSM children</i>	Helps all staff to understand and support key issues with mental health and well being issues that are ever increasing within children as the pressure on home life and school life continues to increase. Involved all staff across the school in order to develop a holistic empathetic approach to maximise the impact on T&L.	All children on the PP Register have received emotional support and nurturing following whole school Family Links training. Staff have a better understanding of factors that may influence behaviour and are more able to adapt their approach in response to emotional needs.
Team Teach Training To ensure that staff members who may need to use positive handling techniques have undertaken the appropriate training <i>FSM Children</i>	Where staff are required to handle a child they are able to use appropriate techniques/feel confident to use 'holds' to ensure the safest outcome for the indiv child; the other children in the class and the staff involved. Helps to maintain a safe, calm working environment.	Individual Behaviour plans are in place for key children. Further training for staff has been completed. The TT training has ensured that staff are following the right protocol when supporting children with specific needs.

<p>Play Therapist (to offer specialist support for children with significant (traumatic) emotional support needs) <i>PP Children</i></p>	<p>Children will be more able to understand and possible causes of their emotions. Children will become more able to manage their emotional reactions and reduce the effects as a barrier to learning. Staff will gain more understanding about possible causes of child's emotional behaviour and feel more confident to help support their needs. Children have access to specialist support.</p>	<p>Staff have gained more knowledge about how to identify and manage emotional responses to a situation.</p> <p>Children are supported to remain in school – less need for exclusions.</p> <p>Observations and feedback from Mbox – regarding specific strategies and support.</p>
<p>Small group intervention work on writing <i>FSM children</i></p>	<p>Children's confidence has improved. Staff are more able to recognise and identify different support needs and develop effective strategies to support and address them. Also provides opportunities for children to develop independent strategies to approach and complete written tasks.</p>	<p>Nearly half the PP children met or exceeded their NC target for the year. 100% made progress in Writing during the year.</p>
<p>Small group intervention work on comprehension <i>FSM children</i></p>	<p>Children's confidence has improved. Staff are more able to recognise and identify different support needs and develop effective strategies to support and address them. Also provides opportunities for children to develop independent strategies to approach and complete written tasks.</p>	<p>Two thirds of the PP Children met or exceeded their NC target for the year. 100% made progress in Reading during the year. Over half the PP Ch in Y6 achieved above the expected standard in SATS.</p>
<p>Small group intervention work on Maths <i>FSM children</i></p>	<p>Children's confidence has improved. Staff are more able to recognise and identify different support needs and develop effective strategies to support and address them. Also provides opportunities for children to develop independent strategies to approach and complete written tasks.</p>	<p>Two thirds of the PP Children met or exceeded their NC target for the year. 100% made progress in Maths during the year. 80% of the PP Ch in Y6 achieved above the expected standard in Maths.</p>
<p>Staff member employed to allow HT to teach a small maths group in Y6 on a daily basis. <i>FSM children</i></p>	<p>Last years Y6 results showed that this approach had a significant impact on the learning outcomes in Maths for a target group of pupils. This year – already the children are more able to understand and apply mathematical concepts. In particular this support helps children to develop the ability to solve word problems.</p>	<p>All PP children developed the confidence to attempt and complete maths activities with understanding. 80% PP Children in Y6 met or exceeded their NC target for the year. 100% PP Children in Y6 made progress with their maths learning. 80% achieved above the expected standard for Maths in their SATS.</p>
<p>Daily 1:1 Reading <i>FSM children</i></p>	<p>The impact of reading 1:1 is significant. Children's confidence to tackle new words improves and they develop a wider range of reading strategies.</p>	<p>Two thirds of the PP Children met or exceeded their NC target for the year. 100% made progress in Reading during the year.</p>
<p>Clicker 7 programme and training purchased to offer support in writing and help to remove barriers to learning. <i>FSM children</i></p>	<p>Practical resource to support children with writing support needs. All children benefit from the support provided in the programme to record work independently.</p>	<p>Clicker 7 is being introduced and used in the classroom for individual children and also as a resource for supporting writing in groups. Some families (not all PP) have taken up the opportunity to use the resource at home with their children.</p>
<p>Phonics support to provide focused intervention in phonics and support those who did not pass the phonics screening test <i>PP Children</i></p>	<p>Children will be more able to use their phonological knowledge to make plausible attempts at spelling. Children will pass the Phonics screening check.</p>	<p>Half of the PP Children in Y2 passed the Phonics screening check.</p>