

## **Pupil Premium Grant Plan 2017/18**

### **What is Pupil Premium?**

Pupil Premium is an allocation of funding that is given to us by the government to support children who may be vulnerable to under-achievement. The amount we receive is based on the number of children who are entitled to Free School Meals (FSM) or who are 'Children in Care' (CIC). We receive the equivalent of £1300 for every child who is currently in receipt of Free School Meals or have had Free School Meals in the past 6 years but are no longer eligible. As a school, we have a responsibility to report on the progress of children receiving pupil premium; demonstrate how we are using the Pupil Premium Grant (PPG) and the impact that it is having on children from disadvantaged backgrounds.

### **How much Pupil Premium Money do we get?**

In the academic year 2017/18 our Pupil Premium Funding will be approximately £319,244

### **What do we use this money for?**

At Old Park Primary School we use this pupil premium money to fund some important roles within our school. These roles are focused on raising academic standards, especially in English and Mathematics, as well as supporting children's emotional and behavioural needs to enable children to learn more effectively. Whilst we work closely with other agencies, we also use the money to fund some services so that we can offer our children and their families support quickly. We recognise that there are a significant percentage of our families whose household income is just above the threshold for free school meals. Therefore, in order to maximise inclusion, we use our PPG funding to support as many children as possible.

A more in-depth breakdown of how we will spend our Pupil Premium Grant this year is below.

Barriers to Learning	Planned actions	How we will measure the spending
<p>Large number of Special Educational Needs in the Pupil Premium group affects their attainment.</p> <p><b>Total Cost £127,183</b></p>	<p><b>Employment of Intervention Manager to;</b></p> <ul style="list-style-type: none"> <li>• Analyse data and report findings to senior managers and SEN Governor.</li> <li>• Co-ordinate additional support, monitoring effectiveness of provision and measuring impact</li> <li>• Organise 1:1 work with pupils with complex needs</li> <li>• Tracking PPG pupils across the school</li> <li>• TAs in class every afternoon to run intervention groups directed by class teachers.</li> </ul>	<p>Teaching assistants effectively deliver interventions across school.</p> <p>All children make at least expected progress from their starting point.</p> <p>Gaps in attainment between PPG and all pupil are closed further, particularly in KS1.</p>
	<ul style="list-style-type: none"> <li>• Half termly SEN reviews involving all staff discussing and allocating teaching assistants to support children</li> <li>• Individual provision maps monitored for SEND children.</li> <li>• Applications for EHC plans written and submitted to LA</li> <li>• Meetings with parents of SEND/PPG</li> <li>• Educational Psychologist Gold Package – 24 sessions of support or assessment</li> <li>• Learning Support Advisory Teacher – 25 sessions or assessment or reviews</li> <li>• Outreach behaviour support.</li> <li>• Training SENCO, teachers and TAs.</li> </ul>	<p>Tracking data will show that SEN children make at appropriate progress from their starting point.</p>
	<p><b>After school and holiday booster groups</b></p> <ul style="list-style-type: none"> <li>• Supports pupils after school and during holidays</li> <li>• Weekly Homework clubs are provided for Y3/4 and Y5/6</li> <li>• SAT revision books are provided for all Y6 pupils.</li> </ul>	<p>85% children meet the expected standard for their age by the end of Y6.</p> <p>100% children make at least expected progress from their starting point.</p>
	<p><b>Teaching Assistants to support Speech and Language;</b></p> <ul style="list-style-type: none"> <li>• 7.5 TA hours in YR</li> <li>• 17.5 TA hours implementing therapist advice with children identified with speech and language difficulties.</li> </ul>	<p>Children with identified speech difficulties make at least expected progress from their starting point.</p> <p>Children’s vocabulary will have increased.</p>
	<p><b>Resources for SEN</b></p> <ul style="list-style-type: none"> <li>• Sit and move cushions</li> <li>• Pencil grips</li> <li>• Coloured exercise books</li> <li>• Coloured overlays</li> <li>• Writing slopes</li> <li>• Individual Road Safety Awareness training</li> </ul>	<p>Tracking data will show that SEN children make at appropriate progress from their starting point.</p>

<p>A significant group of children have social and emotional difficulties which effect their ability to access learning in the classroom.</p> <p><b>Total Cost £106,907</b></p>	<p><b>Safari Inclusion Support</b></p> <ul style="list-style-type: none"> <li>• To provide extra support for vulnerable pupils through 1:1 and group mentoring</li> <li>• Working to implement structured mentoring programme for targeted pupil premium pupils</li> <li>• Nurture provision for YR and KS1.</li> <li>• Staff are deployed to meet the needs of children with behavioural difficulties.</li> <li>• Liaise with LA behavioural support</li> <li>• Applications are made to Fair Access Panel for additional support where necessary.</li> <li>• Work with families on CAFs and support TAC meetings.</li> </ul> <p><b>Relateen counselling for 4 hours per week.</b></p> <p><b>Additional sports coaches.</b></p> <ul style="list-style-type: none"> <li>• Good quality PE lessons for Y1 – 6 Football, running, multi-sport and cheerleading clubs on offer</li> </ul> <p><b>Arthog</b></p> <ul style="list-style-type: none"> <li>• All children in Y5 have the opportunity to attend Arthog outreach for 1 ½ days during the year.</li> <li>• Y6 residential visit to Arthog is subsidised for parents paying.</li> <li>• Arthog hoodies are provided for all children attending.</li> <li>• CiC attend after school Arthog sessions.</li> </ul>	<p>Children are well supported to access learning in the classroom at all times. Classes are not disrupted by poor behaviour. Children with social and emotional needs make expected progress.</p> <p>Obesity rates have decreased.</p> <p>All children have the opportunity to take part in outdoor adventurous activities regardless of their financial circumstances. Children’s ability to co-operate as part of a team will have improved.</p>
<p>Lack of support with reading at home, particularly in KS2 and for phonics in EYFS and KS1.</p> <p>Lack of motivation to read, particularly boys.</p>	<p><b>Purchase Accelerated Reader for all classes in KS2</b></p> <ul style="list-style-type: none"> <li>• All children are assessed online and reading ages tracked</li> <li>• Books are provided for home reading</li> <li>• All Y4/5 children have an individual login to complete quizzes.</li> </ul>	<p>85% children’s reading ages in Y4 and 5 have improved to be at least in line with their chronological age.</p>

<p><b>Total Cost £17,758</b></p>	<p><b>RWI Assistant to;</b></p> <ul style="list-style-type: none"> <li>To track pupil progress in phonics</li> <li>To provide support for members of staff leading RWI groups.</li> <li>To assess all children termly and re-organise groups accordingly.</li> </ul> <p><b>Staff to run after school phonics clubs for Y1 and 2</b> <b>Reading volunteers and Reading Dog</b></p>	<p>% of children passing the Y1 phonic screening remains above the national average. 80% children have completed the RWI programme by the end of Y1. 90% Y2 have passed the phonic screening check. Attainment in reading for Y2 is close to the national average.</p>
<p>7% of children join the school with limited or no English.</p> <p><b>Cost £17,112</b></p>	<ul style="list-style-type: none"> <li>3 hours teacher support from the Multicultural Service</li> <li>20 hours per week EAL teaching assistant.</li> <li>Assessments new children arriving at school who do not speak English</li> <li>Multicultural Resources</li> </ul>	<p>EAL children are assessed within 4 weeks of arriving and receive an appropriate support programme. EAL children make good progress from their starting point.</p>
<p>Attendance of PPG group is well below average.</p> <p><b>Cost £15,000</b></p>	<ul style="list-style-type: none"> <li>Education Welfare Support to monitor attendance and work with families.</li> <li>Trips to enhance the curriculum are subsidised for 'all' pupils so that they remain affordable.</li> </ul>	<p>Attendance of PPG children is 95% or above.</p>
<p>No breakfast/poor routines on the mornings.</p> <p><b>Cost £10,284</b></p>	<ul style="list-style-type: none"> <li>Subsidised breakfast club so that is affordable for all families.</li> </ul>	<p>Children are ready to start the school day. Punctuality has improved for children who regularly arrive late.</p>
<p>Lack of aspirations</p> <p><b>Coat £10,000</b></p>	<ul style="list-style-type: none"> <li>Contribution to In Harmony programme</li> </ul>	<p>All children from Y2 to Y6 have their own instrument to learn. Attainment and progress across the school is good.</p>
<p>Children in Care</p> <p><b>Cost £15,000</b></p>	<ul style="list-style-type: none"> <li>Spending linked to individual children's termly Personal Education Plan.</li> </ul>	<p>Children in Care make at least expected progress. Any gaps in learning are identified and closed as quickly as possible.</p>
<p><b>Total £319,244</b></p>		