

Totternhoe Lower School - Pupil Premium Grant (PPG)



Action Plan 2017 – 2018

PPG received for financial year 2012/13 for FSM and Ever 6	£3,738
PPG received for financial year 2013/14 for FSM and Ever 6	£6,300
PPG received for financial year 2014/15 for FSM and Ever 6	£9,100
PPG received for financial year 2015/16 for FSM and Ever 6	£10,560
PPG received for financial year 2016/17 for FSM and Ever 6	£13,980
PPG Allocation 2017/ 18	£13,040

2016 - 2017

Number on roll: 89 (Jan 17 census)

Number of PP children: 7 = 8% + 2 SGO = 10.1%

Year R – 1

Year 1 – 1

Year 2 – 1

Year 3 – 2

Year 4 – 2

PPG from LA = £13,040

At Totternhoe Lower School we are committed to closing any gaps and aim to use the PP fund to ensure that gaps that appear will indeed be closed. We have 4 key objectives.

Barriers to Future Attainment

Baseline scores for PP children who are new to reception class and have not accessed our preschool.

Nurture- Vulnerable child(ren) with Early Help Assessment will need continued self-esteem and confidence boosting, before accelerated learning can begin.

Parental engagement with school and learning can be a barrier in some cases.

Key objectives:

1. ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress
2. Continue to improve baseline scores for PP pupils (that attended TLS pre school)
3. To ensure that 100% of PP children pass the Year 1 Phonics Check along with their peers.
4. To continue to provide a nurture provision for children with the most need in school. Drop in support – short term or longer term care.
5. Positive emotional wellbeing
6. Parental support at home
7. 100% achieving reading, writing and Maths at EXS at end of Key Stage 1 and year 4

Provision

- For the PP Champion to meet daily with children listen to them and intervene if necessary.
- To hear them read daily and provide support as needed guided by the class teacher.
- Providing short term intervention programmes for underachieving pupils
- Additional teaching support targeted at vulnerable children
- Assessments, advice and support for specific issues and difficulties
- Therapeutic and nurture provision
- Continued Phonics investment
- Transport provision
- Classroom Environment and provision
- Deeper learning interventions
- Educational visits
- One to one tuition
- Support with uniform/ visits/ music lessons etc if requested.

Action Plan 2017 - 2018

Desired Outcome	Chosen Actions	Success criteria	Estimated costs	Staff Lead Key Dates	Monitoring and Evaluation
<p>ARE (Age Related Expectations): to improve progress of all PP pupils to ensure progress is in line with or exceeding expected levels of progress.</p> <p>Rationale: Extra support and small group work gives young children the time to discuss ideas, build vocabulary and</p>	<p>Tracking using (SPT) School pupil tracker.</p> <p>1 TA to be nominated PP Champion, to hear readers daily and have specific time to work on key areas of need as</p>	<p>PP children will maintain progress with no gap between them and their peers.</p> <p>They will meet and exceed their ARE.</p>	<p>TA PP Champion £15.13 per hour X 1 hour a day X 190 days = £2874.70</p> <p>TA classroom interventions (Lit & maths) years R – 4. £15.13 X 4 hours per day X 190 days = £11,498</p>	<p>OB TB Class teacher s</p>	<p>Tracking and monitoring data of PP cohort via SPT, pupil feedback (from intervention groups) entry and exit data to intervention, class</p>

<p>develop deeper thinking.</p>	<p>prescribed by the class teacher.</p> <p>Focus TA's to work with PP child in class and early identification of pupils that need to be added to intervention groups.</p> <p>TA timetables to be adjusted to support intervention.</p> <p>Intervention teachers to remove barriers to learning, engage parents and enhance academic progress, working with children who are below ARE of attainment for reading, writing and maths.</p>				<p>teacher data analysis.</p> <p>Lesson observation schedule of intervention lessons as part of PM.</p>
<p>Continue to improve baseline scores for PP pupils</p> <p>Rationale: Children should enter YR at ARE, early intervention is key to ensuring gaps are closed at the earliest opportunity.</p>	<p>School readiness promoted on website under Blossom and Cherry class.</p> <p>Pre School staff to promote LA school readiness documents focussing on PP children.</p> <p>Work with pre-school to target parents for early intervention</p> <p>PP training for new pre school SEND Coordinator.</p>	<p>Children enter at age related expectations in prime and specific areas.</p> <p>Children are targeted in pre School to close gaps as part of early intervention.</p>	<p>£100 PP training for Pre School staff</p>	<p>AON SN CHa</p>	<p>Tracking and monitoring data of PP cohort via SPT.</p> <p>Pre School leader report to include tracking of EYPP children.</p>
<p>To ensure that 100% of PP children achieve</p>	<p>High quality phonics</p>	<p>Achieve ARE in</p>	<p>New pre school assistant to</p>	<p>CHa</p>	<p>Half Termly (School</p>

<p>the expected standards in the Year 1 Phonics check.</p> <p>For PP children to attain the same love of reading as other children in the school.</p> <p>Rationale: Our core purpose is to teach every child to read – and to keep them reading. We know that this changes everything; readers have access to new words, new worlds and new ideas. They build an extensive vocabulary and gain new knowledge everyday for themselves. Children who read a lot do well at school – whatever their background. We have adopted a consistent whole-school approach to teaching reading, writing and spelling. Fidelity to the teaching programme, rigorous assessment, tracking and tutoring ensures progress for every child. This starts in Pre School with a sound a week and progresses to a sound a day in reception until they are reading confidently at an age appropriate level.</p>	<p>teaching starting in pre school through to Y1.</p> <p>Phonics intervention throughout year 1 for focus group.</p>	<p>reading and WA on phonics screening check</p> <p>To be checking reading books out of the library for reading for pleasure.</p> <p>Engagement of parents in reading with children in the library after school or at home.</p>	<p>attend RWI training £250.</p>	<p>CHo OB</p>	<p>Pupil Tracker) reports.</p> <p>Phonics observations</p> <p>Entry and half termly data from RWI assessments and monitoring of group movement.</p> <p>Swift intervention to Keep up, not catch up if any child fails to make expected progress.</p>
<p>To foster nurture provision for children with the most need in school. Drop in support – short term or longer term care.</p> <p>Positive emotional wellbeing</p> <p>It has been identified that a small proportion of children in school including those in receipt of the PP benefit from Nurture provision. (This was identified after working closely with Jigsaw behaviour support team in the summer term 15).</p> <p>Rationale: The behaviour support team (Jigsaw) have extensive experience in</p>	<p>To continue with the nurture provision for children with the most need in school.</p> <p>To train staff to accommodate between 6 – 8 children in the nurture group.</p> <p>Nurture support for low self-esteem, confidence building and anger management</p>	<p>PP children will increase progress and attainment towards ARE and in some cases exceed them.</p> <p>Pupils are happy and positive about learning.</p> <p>They feel confident in their abilities and achieve well. There are fewer disruptions</p>	<p>Staffing TA3 2 £446.27 TA4 £446.27</p> <p>Training for support staff in nurture provision £500</p>	<p>OB to coordinate</p> <p>RA LW</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>

<p>working with children that are from deprived areas and come from backgrounds of neglect or when children experience a trauma, like bereavement and are in need of nurture support. This is something we can provide in school and have the expertise in our current staff in order to provide it following from Jigsaws support.</p>		<p>to learning.</p>			
<p>Parental support at home</p> <p>Rationale: It has been proven that children learn best in a supportive environment where they can talk about their learning with parents and carers. To promote parental engagement would boost learning potential for our PP and Non PP children.</p>	<p>Target parents to attend school information sessions Staff to support parents with resources to help with home learning</p> <p>Staff to monitor regular reading at home</p> <p>Phonics and maths workshop for parents.</p> <p>Parental attendance at meet the teacher and consultation evenings.</p>	<p>Children are regularly heard to read at home.</p> <p>Parents are confident to help their children with homework.</p> <p>Parents attend 'Watch me Learn' sessions to engage with their children's learning.</p>		<p>CHa AON TB</p>	<p>Registers of attendance at consultation and workshops.</p>
<p>100% achieving reading and writing at EXS at end of Key Stage 1 and year 4</p> <p>Rationale: All children regardless of background have the right to high quality teaching in the first instance. Children for which there are addition I needs such at PP have the right to intervention to close gaps and keep them closed to ensure they are performing equally at and above there are along with their peers.</p>	<p>Handwriting resources purchased.</p> <p>Small group support daily</p> <p>To support vulnerable learners with reading and writing key stage 2</p> <p>Additional TA support in this class</p>	<p>Handwriting improves to a level acceptable for expected standard</p> <p>There is additional targeted support for PP children in the classroom which has an impact on their progress (scrutiny of work)</p> <p>100% achieve ARE in reading, Writing and maths</p>		<p>CH TB</p>	<p>Data analysis (SPT) monitor children entry and exit data half termly.</p>

Additional costs may include school visits, Dell farm, Attendance at school and external clubs. These may come up through the year.

Visits £100

Dell Farm residential £175

Music lessons £250

Total Spend curriculum: 16,115.24

Additional activities: £525

= £16,640.24

Out of: £13,040 – The additional £3600.24 will come from budgeted curriculum expenses.

BACKGROUND AND PURPOSE OF THE PUPIL PREMIUM

Introduced in April 2011, the Pupil Premium is a Government initiative that provides additional funding aimed at pupils from deprived backgrounds. Research shows that pupils from deprived backgrounds underachieve compared to their non-deprived peers. The Pupil Premium is provided in order to support these pupils in reaching their potential by accelerating their progress.

The Government has used pupils entitled to Free School Meals and those who are looked after as an indicator for deprivation. They have given a fixed amount of money to schools per pupil, based on the number of pupils registered for Free School Meals (and for six years after - the Ever 6), and for those who are looked after by the local authority. A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well being of these pupils.

All members of staff and governors accept responsibility for those pupils recognised as 'disadvantaged' and are committed to meeting their pastoral, social and academic needs in a caring environment. As with every child in our care, a child who is considered to be 'disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage/need.

We believe that all children are entitled to achieve their full potential and should be given the opportunity to acquire the knowledge and skills relevant to adult life in a rapidly changing world. They should be encouraged to develop their independence and self-respect together with a positive approach to learning.

HOW WE WILL ENSURE EFFECTIVE USE OF THE PUPIL PREMIUM:

- The Pupil Premium will be clearly identifiable within the budget.

- The Head teacher in consultation with the governors and staff will decide how the Pupil Premium is spent for the benefit of the entitled pupils. Funding will be allocated following a needs analysis, which will identify priority groups or individuals.
- In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged or underachieving. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We therefore reserve the right to allocate the Pupil Premium funding to support any groups of pupils the individual school has legitimately identified as being socially disadvantaged.
- We will assess what additional provision should be made for individual pupils.
- We will be accountable for how the additional funding has been used to support the achievement of those pupils covered by the Pupil Premium.
- The Head will report to the governing body and parents on how effective the intervention has been in achieving its aims.
- We will track the impact of the strategies put into place through the funding to ensure that we can show the value that has been added to the education of the entitled children.
- We will monitor, evaluate and review the success of the impact of the Pupil Premium funding.

PROVISION

We will regularly seek to further develop strategies and interventions, which can improve the progress and attainment of these pupils. Examples of the range of provision we may put in place include:

- Having a whole school approach (we offer subsidies for school trips)
- Early intervention and support for socially disadvantaged pupils
- Providing small group or 1:1 support with skilled members of staff to focus on overcoming barriers to learning
- Have an effective system for identifying; assessing and monitoring pupils with the expectation that socially disadvantaged pupils will meet their individual targets.
- Access to nurture group to support emotional difficulties led by trained Teaching Assistants

REPORTING OUTCOMES

It will be the responsibility of the Headteacher to report to the Governing Body that will include:

- The progress made by pupils towards meeting their targets
- The progress made towards closing the gap, by year group, for disadvantaged pupils.
- An outline of the provision made during the term since the last report.

Funding

In the 2017 to 2018 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,320 for pupils in reception year to year 6

Schools will also receive £1,900 for each pupil who has left local-authority care because of 1 of the following:

- adoption
- a special guardianship order

- a child arrangements order
- a residence order

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate.

Children who have been in local-authority care for 1 day or more also attract £1,900 of Pupil Premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing Pupil Premium funding for looked-after children.

[Funding allocations](#)

Our funding will be based on the January 2017 school census data.

[Payments](#)

The local authority pay the school in quarterly installments