

Pupil Premium Strategy for 2017-2018

Brancaster CEVA Primary.

Funding for the financial year is £18480.

Our priority is to identify specific barriers to achievement on an individual basis and implement appropriate provision to overcome these barriers.

The main barriers to educational achievement that are faced by children at our school are:

- Slower development of language, literacy and numeracy skills
- Social and emotional factors impact on learning
- Lack of aspiration, self-belief and confidence.

Although these barriers are not relevant to all eligible pupils, we are committed to ensuring that all children who are eligible access appropriate provision to enable their educational outcomes to compare favourably with non-eligible pupils.

How we spend our Pupil Premium Funding to address these barriers.

Slower development of language, literacy and numeracy skills

There is TA support with reading, writing and presentation. Daily support is also given for Read Write Inc.

Specific equipment is provided for pupils with special educational needs such as dyslexia friendly resources.

Schemes such as Fresh Start and English Learning Support Assistant (ELSA) are provided.

Regular small group intervention to support literacy and numeracy

Social and emotional factors impact on learning

Some pupils are provided with breakfast when they arrive in school.

Support is given with preparation for transition both at KS1 and KS2. At KS2 weekly visits for a term are supported.

Nurture group is funded to support pupils with emotional needs.

Lack of aspiration, self-belief and confidence

Support with educational visits and workshops were available such as the drumming workshop and working with the Orchestra of the Age of Enlightenment and the persuasive writing workshop at Houghton Hall.

Where a child has a specific area of weakness are provided for them to develop. A range of activities aimed at developing confidence and leadership are funded including acting as an ambassador for the school, leading initiatives such as LELE and attending school council conferences.

Specific support was provided during outdoor learning experiences for example to Titchwell Nature Reserve.

Support with educational visits and workshops were available such as the drumming workshop and working with the Orchestra of the Age of Enlightenment and the persuasive writing workshop at Houghton Hall.

Individual aspirational incentives are provided such as extra cooking opportunities. Children have individualised homework as required including writing tasks based on their interests. Club attendance can be funded to help the development of a positive learning attitude.

Plans for expenditure:

TA hours to provide social, communication and phonics sessions

After school club fees can be covered

Purchase of books related to interests

School council and ambassador activities

TA hours to deliver KS1 and KS2 reading, writing and maths interventions

Supporting the funding of school trips and residential visits

To continue to offer Nurture Group

To provide resources such as breakfast when required

Use of TA hours to offer support with outdoor and educational visit learning experiences

Support with peripatetic music lessons.

Measuring the impact:

We regularly monitor and assess the impact of the support for our pupil premium eligible children throughout the year. This is done through staff discussion and tracking data at our half termly Pupil Progress meetings. The progress of each child is scrutinised and the approach reviewed where needed and adjusted to best meet needs of individuals.

Review of strategy:

This strategy will be reviewed in July 2018