

Pupil Premium Strategy 2016-17

Amount of Pupil Premium Funding received 2016-17

Number of eligible pupils	35
Total PP received	£19,993

Identified barriers to educational achievement

Rauceby C of E Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Speech and Language and vocabulary development and access to language from books
- Progress made to be in line with are related expectations
- Children may have low aspirations, low expectations and narrow experiences outside school
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning

Key expenditure – how the allocation will be spent

Area of spend	Focus	Total allocation
Additional TA support in classes for focused interventions	English and Maths	£8903
Booster groups for Y6 classes	English and Maths, Personal and Social	£540
Funding for extra- curricular music lessons and clubs such as Magical Maths, Forest School	Personal and Social	£634
Additional learning resources , laptops, iPads, subscription to Bug club and books	English and Maths	£6060
Funding for school trips and residential visits	Personal and Social	£714
Funding for emotional, social and behavior support	Personal and Social	£1100
Funding for external partners to support children and families e.g psychologist, family support work, grief and loss	Personal and Social	£750
Funding for CPD	Staff expertise	£750
Travel	Regular attendance	£342
Uniform		£200

Area of Spend	Intended outcomes – why these approaches were taken	Actions
Additional TA support in classes for focused interventions	<p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling, reading, handwriting)</p> <p>Support within lessons to improve understanding of learning in reading, writing and maths</p> <p>Consolidation of learning completed in classes – time for practice and application of skills</p> <p>Pre-teaching to prepare pupils for future learning in order to build confidence and give higher level starting points to learning. Pre-teaching to include pre-reading of texts in English, research for writing units, key vocabulary, concepts in SPAG and maths calculation strategies and terminology</p> <p>Careful tracking of homework to include reading diaries – ensure regular reading takes place</p> <p>Priority reading with TAs if pupils are unable to read at home</p> <p>Tracking of pupils who are also on SEN register – teaching tailored to needs of pupils in specific areas</p> <p>Pupils who are on SEN register and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress</p>	<p>Regular TA meetings with SENCO and DHT– review of interventions, re-shaping of groupings and focuses, sharing of ideas and resources</p> <p>Teacher and SENCO review – careful planning of interventions to be completed each half term/phase</p> <p>TAs complete impact statements to provide evidence of outcomes and plan for next steps</p> <p>SENCO observe interventions and provide feedback regarding strategies, next steps, resources</p> <p>Clear communication between teachers and TAs – expectations within lessons</p> <p>TA timetables carefully planned – making best use of morning work, registration and afternoon intervention time for pre-teaching and consolidation of learning</p> <p>Close communication between TAs, teachers and DHT/HT to track pupils with concerning attendance and/or punctuality. Teacher and HT to address concerns with parents and develop action plans</p> <p>Teachers and TAs liaise with SENCO and PP lead (SM) closely and regularly update tracking for pupils with SEN</p>
Funding for extra curricular music lessons and clubs	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers</p> <p>Pupils enjoy the experience of being at school and are keen to come before/stay later to participate in chosen activities</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence</p> <p>Progress in Maths to build pupils engagement, confidence and ability in maths</p>	<p>Annual analysis of number of pupils who have taken part in clubs</p> <p>Staff to talk to children/parents about possible interests and available clubs</p> <p>Office staff to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)</p>
Additional learning resources (kindles, spell – checkers ,	<p>Pupils are fully supported by learning resources being made available to them</p> <p>Pupils enjoy using resources such as iPads to complete games/tasks that</p>	<p>Pupils regularly asked for ideas about how to spend funding – School Council</p> <p>Teachers and TAs made aware of apps available to</p>

iPads)	<p>consolidate learning</p> <p>A range of learning styles can be catered for</p>	support different areas of need (i.e. spelling, memory, times tables)
Funding for school trips and residential trips	<p>Pupils are able to participate fully in school trips and residential trips</p> <p>Learning is supported by trips that are carefully planned to enhance the school's curriculum</p> <p>Social skills, independence, perseverance and team-work are developed through participation in group activities and over-night stays on residential trips.</p>	<p>Initial letters to include information for parents about available funding</p> <p>Bursar to liaise with parents and HT regarding specific requests for funding</p> <p>Teachers made aware of funding available</p>
Funding for CPD	<p>To improve the knowledge and quality of provision and therefore the ability of the staff to break down the barriers for learning.</p> <p>To improve SENCO knowledge and understanding of current SEN issues and to research new technologies and resources to support pupils with SEN.</p>	<p>SB to attend Local Authority SEN termly briefings</p> <p>SB to attend Nasen Live in summer term.</p>
Funding for 1:1 support time for children with a parent on deployment	<p>To provide dedicated time (1:1 and group) to help support pupils emotional development and boost self-esteem.</p> <p>To maintain regular contact with the parent, reducing the potential disruption that deployment can cause. This will lead to increased confidence and attainment in the classroom.</p>	<p>Clear protocols in place to ensure pupils are referred for correct support</p> <p>Regular opportunities for KP to feedback to relevant staff, inclusion team and parents</p> <p>KP to meet weekly with CT</p> <p>Pastoral meetings with SLT and office staff</p>
Funding for external partners to support children and families e.g psychologist, family support work, behaviour support team	<p>To identify specific barriers to learning and needs of identified children through interviews and classroom observation</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p> <p>To enable parents to support children and develop positive relationships in the home</p>	<p>Clear protocols in place to ensure pupils are referred for correct support</p> <p>Identified pupils discussed at weekly pastoral meetings</p> <p>Inclusion team and partners to liaise / report to class teachers on required actions</p>
Booster groups for Y6 children	<p>To improve the self-esteem of pupils leading to increased confidence and accelerated attainment in the classroom.</p>	<p>For the children to reach above ARE. CT to liaise with SLT</p>

How will the school measure the impact of the Pupil Premium

To monitor progress on attainment, new measures have been included in the performance tables that will capture the achievement of pupils covered by the Pupil Premium. At Rauceby C of E Primary School, the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform pupil progress and enable the early identification of need, support and appropriate intervention. Review meetings will take place at each pupil progress meeting (PPM) and will include a member of Senior Management, teachers and where appropriate TAs.

At each PPM, the school will review the impact of actions taken and will plan for how the funding will be specifically allocated over the next phase.

When selecting pupils for Pupil Premium target groups, the school will look at all pupils across the school. There are some pupils who are not eligible for PP who will benefit from these groups if their needs are similar and we believe progress can be made towards individual targets.

Pupil Premium Funding and the impact of this is a regular item at governors' meetings.

Designated staff member in charge: Mrs. Sarah Marshall

Nominated governor: Mrs. Angela Naylor

Dates of next Pupil Premium Strategy Reviews:

July 2017