

## **PUPIL PREMIUM GRANT 2018-19**

The Pupil Premium is a fixed sum of money allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free school meals (FSM) in both mainstream and non-mainstream settings; to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

Schools are free to spend the Pupil Premium (PP) as they see fit. At Stoneferry we target the funding to support those children who most need additional support and to help them to overcome the barriers they face to their learning. We are held accountable for how we use the additional funding.

In 2017/18 the level of premium is £1320 per pupil who are eligible for Free school meals, £2300 for looked after/post looked after pupils and £300 for children who have a parent in the forces.

The additional support we have identified our pupils need to help them overcome barriers to learning are:

- Social and emotional guidance and support.
- Attendance
- Support with language development
- Additional intervention for reading, writing and maths
- Targeted reading support
- Enrichment activities

The impact of how we allocate this funding is monitored closely.

- We analyse which pupils are underachieving and why this happens: this gives us a realistic view of the barriers to achievement experienced by many pupils and allows us to formulate an appropriate response.
- We place greatest emphasis upon high quality teaching and interventions which are planned in waves to support learning where pupils need to catch up or require additional challenge.
- We use achievement data to check the impact of interventions and to make adjustments where these are necessary.
- The headteacher holds staff to account for progress via termly 'Pupil Progress Meetings'.

- Governors have an understanding of the way that Pupil Premium funding is used to support achievement and demonstrate challenge to leaders around the impact of this additional resource. They ensure that money is spent appropriately and monitor impact.
- The allocation of resources is reviewed on a termly basis and Governors approve the overall spending on an annual basis. This is undertaken in the Summer Term, in order to plan for the new academic year.

This is a breakdown of our current allocation.

<b>Current year allocation 18/19</b>	<b>How the allocation will be spent</b>	<b>Rationale</b>	<b>Intended Impact</b>	<b>Cost</b>
<p><b>£47945</b></p> <p>£51, 880 (2017-18)</p>	Emotional well being worker Training costs ELSA resources Attendance lead	Addressing attendance is a key step to improving attainment of pupils. This has been seen in previous years. Use of EWO to identify specific barriers to learning and to find ways to address these is also critical in ensuring children's needs are met. Proactive approach to implementing ELSA will support pupils and help them progress further in class.	-Reduce persistent absence - Continue to maintain good level of attendance -Engage vulnerable children and families - Educate families on importance of good attendance -vulnerable children receive ELSA support at right moments - All staff trained appropriately with ELSA	£22, 000
	Speech and language lead staff Training Speech and language resources	Speech and language is integral to children's progression in school especially within core subjects. Early identification of pupils to allow best access to Phonics and Early Reading gives children the best possible chance of success	-Children perform well in Phonics screening and KS1 assessments -Higher percentage of pupils reach ELG in Reading and Writing -improved PSED and social interaction through friendship groups and 1:1 work	£5500

	<p>Ensure high quality of the delivery of teaching. Learning and assessment strategies in order to improve outcomes for all children</p> <ul style="list-style-type: none"> <li>- Quality first teaching through Mastery Readiness programme</li> <li>- Continued focus on whole class Reading</li> <li>- Targeted questioning</li> <li>- Greater opportunities to write at length</li> <li>- Training for all staff</li> <li>- 2 staff members to attend Mastery Readiness training</li> <li>- Purchase of resources</li> </ul>	<p>Maximising the amount of direct time being taught by the class teacher, promotes the best progress for pupils and lifts self-esteem. Different approaches to delivery of core subjects, in a more targeted manner allows children to be prepared better and make better progress within the curriculum. Training of all staff in new methodologies and ensuring they are clear on expectations is vital as well as a clear monitoring cycle and focus on all groups of children.</p>	<ul style="list-style-type: none"> <li>- Monitoring of lessons and books shows that PP children make the same rate of progress as their peers in all lessons.</li> <li>- Progress data and PP meetings show that PP children are in line to reach expectations</li> <li>- Teachers fully aware of needs of all pupils</li> <li>- Approaches to teaching are inclusive and build self-esteem</li> </ul>	<p>£7500</p>
	<p>Targeted support for pupils in Reading and Maths in Y5 and 6</p> <ul style="list-style-type: none"> <li>- Inference Reading intervention</li> </ul>	<p>Through Question Level Analysis, it has been found that inference responses are an area of key focus to allow children to succeed in reading. Small group support allows children to recognise the style of response required.</p> <p>Maths attainment was lower than that for Reading and Writing in a number of years. Same day intervention to tackle the causes of misunderstanding will support children and not allow misconceptions to develop</p>	<ul style="list-style-type: none"> <li>- Children make required progress from KS1 to KS2</li> </ul>	<p>£1000</p>

	Targeted support for more able PP children	Progress data shows that in certain classes children achieving GD at	- Ensure that all children working at GD standard maintain this standard and demonstrate this through their work in class	£1000
	1:1 reading input	Reading is a key focus for the school and providing all children with the opportunity to read regularly supports their work in class	- Improved attainment and progress in Reading across school	£1400
	Targeted intervention work for pupils in KS1 and 2 across afternoons	Providing same day intervention for children were needed avoids misconceptions going unchallenged. Identifying children needing additional support and then providing through small group intervention will provide improve rates of progress	- Children do not fall behind and progress at similar rates children making expected progress	£3400
	Additional educational psychologist support	To provide support to a new to post SENCO	- Children receive the correct support where needed	£1000
	Enrichment activities	The Constellation Trust's strategic plan identifies the need to widen opportunities for all children as a key factor in improving life chances. The school values the importance of this and wishes to provide a broad range of experiences within its changing curriculum	Children receive equal opportunities and experiences	£3000
	After school tuition	Such intervention in previous years has supported a number of children to reach	- Progress of all children across the school is as expected	£1600

		the required standard of achievement. For children for whom support with homework is difficult this provides an excellent opportunity to focus on key areas of learning		
	Lexia	This is a valuable resource which has been proven to make a positive impact on standards of reading	- Children receiving LEXIA support make improvements in Reading outcomes.	£800
<b>Total expenditure:</b>				<b>£48200</b>
To review September 2019				