Allocation 2016-17

**Estimated Total £57, 480**

Funding

**Looked After Children**

**Number of Pupils Funding Allocated to:** 3

**Funding** = £1900

= £5,700

**Service Children**

**Number of Pupils Funding Allocated to:** 1

**Funding** =£300

**Free School Meals (6ever)**

**Total Number of Pupils: 39**

**Funding** = £1320

= £51,480

Aim

To raise the attainment of all pupils who are eligible for Pupil Premium by accelerating progress so that it is in line with or better than national expectations.

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|  | Initiative | Rationale (EEF Toolkit Research) | Target Group | Purpose | Pupil Premium Contribution |
| Social, Mental and Emotional Wellbeing | **Parent Support Advisor**  Provision of SEAL Group Interventions, Star Time, Lego Therapy, home visits and the ‘Positive Parenting Programme.’ | **Behaviour interventions (+4 months)**  Evidence suggests that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours, though estimated benefits vary widely across programmes. Effect sizes are larger for targeted interventions matched to specific students with particular needs or behavioural issues, than for universal interventions or whole school strategies.  **Social and Emotional Learning (+4 months)**  On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average). | All pupils | * Support pupils with behavioural and emotional difficulties. * Provide support for the families of eligible pupils. * Improve pupil’s attitudes towards self and school. * Improve academic outcomes for eligible pupils | **£13,500** |
| **Attendance Officer**  Administration tasks relating to attendance, e.g. monthly meetings, attendance reports, certificates and rewards.  (Approx. 1.5 hours per wk) |  | Eligible pupils with low attendance. | * Respond to attendance data which indicates that Pupil Premium attendance is currently lower than any other vulnerable group within school. | **£1,000** |
| **Breakfast Club Provision**  The school pays for eligible pupils to attend Breakfast Club during term time. | **Extending School Time (+2 months)**  Overall, the evidence indicates that, on average, pupils make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit disproportionately, making approximately two and a half months’ additional progress. There are also often wider benefits for low-income students in terms of attendance at school, behaviour and relationships with peers. | All eligible pupils | * Provide a nourishing breakfast and activities prior to the school day. * Respond to attendance data which indicates that Pupil Premium attendance is currently lower than any other vulnerable group within school. * Support and promote regular school attendance and punctuality for all eligible pupils. * Improve academic outcomes for eligible pupils | **£8,200** |

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| English and Maths | **Personalised Learning- Targeted LAC Support**  Eligible pupils to receive regular, one-to-one support from TA. | **One-to-One Tuition (+5 months)**  Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. | Looked After Pupils | * Improve academic outcomes for eligible pupils * Support LAC pupils to achieve SMART targets identified within PEPs. | 3 x 30mins per week with TA = £855 p/ch  **=£3,000** |
| **Small Group Tuition**  Provide small group work support delivering programmes of intervention. | **Small Group Tuition (+4 months)**  Overall, the pattern is that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. | All eligible pupils | * Improve academic outcomes for eligible pupils. | Approx. £2,500  Cost at regular intervals throughout year using provision software.  Annual subscription of £600 to Edukey Provision and Learning Plan Writer software.  **= £3,100** |
| **Early Phonics Intervention**  Targeted intervention groups delivered by a Senior Teaching Assistant. | **Phonics (+4)**  Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. | Eligible pupils in FS2 and KS1. | * Improve academic outcomes for eligible pupils * Increase the percentage of eligible pupils achieving the threshold for the Year 1 Phonics Screening Check. | 5 hours per week with TA = **£3,000** |

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| Educational Experiences | **Residential Visit Subsidy**  School will subsidise the visit for eligible pupils. |  | Eligible pupils in Y5 | * Raise eligible pupil engagement and aspirations * Raise self-confidence and self-esteem of eligible pupils * Improve academic outcomes for eligible pupils. | | Approx. £177 per pupil = **£885** |
| **Visit Subsidy**  School will subsidise visits for eligible pupils. |  | All eligible pupils | * Raise eligible pupil engagement and aspirations * Raise self-confidence and self-esteem of eligible pupils * Improve academic outcomes for eligible pupils. | | 2 x £10 per eligible pupil per year = **£860** |
| **Music Lessons** | **Arts (+2 months)**  Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary and secondary schools, though on average greater effects have been identified for younger learners. | All eligible pupils in Y5 and Y6. | * Allow vulnerable, eligible pupils to access the wider curriculum through weekly Music lessons | | £ 168 per child per year = £504 ( 3 children this academic year) |
| Teaching and Learning | **Additional Teaching Assistants**  2 full time TAs (September 2016-August 2017) | **Teaching Assistants (+1 month)**  Although EEF Toolkit indicates lower progress measures for additional teaching assistants, teaching assistants will be utilised to deliver more effective intervention advocated by the EEF Toolkit:  **Effective Feedback +8 months)**  Feedback studies tend to show very high effects on learning. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom’s ‘mastery learning’, also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.  **Collaborative Learning (+5 months)**  The impact of collaborative approaches on learning is consistently positive, but it does vary so it is important to get the detail right. Effective collaborative learning requires much more than just sitting pupils together and asking them to work together; structured approaches with well-designed tasks lead to the greatest learning gains.  **Small Group Tuition (+4 months)** | All eligible pupils | * Increase support available to all eligible pupils. * Increase opportunities for targeted interventions- e.g. effective feedback, small group tuition, collaborative work * Raise attainments and increase progress across the curriculum | | **£24,000** |
| **Pupil Progress Meetings**  Half termly meetings with member of the Senior Leadership Team and class teachers. |  | All eligible pupils | * Monitor the attainment and progress of all eligible pupils in order to evaluate existing interventions * Increased monitoring through work scrutiny and focused Learning Walks | | Time Only |
|  |  |  |  |  | **Planned Expenditure =** | **£57,545** |