

**St. Thomas Church of England Primary School
Proposed spend of Pupil Premium 2017 – 2018**

The pupil premium provides funding for children:

- Who have been in receipt of free school meals at any point during the last 6 years (£1320)
- Who have been previously looked after, subject to a special guardianship order and/or adopted from care (£1900 per child)
- Pupil premium plus children currently being looked after or are in care (£1900 per child per academic year held by the LA Virtual School Head accessed via PEP meetings)
- Whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for spending these funds, performance tables will capture the achievement of children covered by Pupil Premium.

Our school is committed to providing effective resources and ensuring support is in place for our disadvantaged children to improve their academic outcomes.

Anticipated funds for 2017/18 is £112,200

Our key objectives are

- To improve outcomes in Literacy and Maths for FSM children
- To have a focussed early language intervention and support for FSM pupils in Foundation Stage, KS1 and KS2.
- To improve curriculum engagement and academic achievement for FSM and CIOC children.

Objective 1 To improve outcomes in Literacy and Maths for FSM children

ATTAINMENT: To narrow the gap and improve the outcomes for PP/PP+ -FSM children in phonics, literacy and mathematics through delivery of interventions programmes. The programme will benefit all children as most are delivered in small groups. Children not eligible for PP/CIOC funding but who are in need of such programmes will be able to access these throughout the year.

Action: To deploy additional teachers and teaching assistants to provide small group 1:1 interventions for FSM /CIOC who are working below year group expectations and or at risk of falling below 100 in standardised scores in English and Maths

Rational:

Sutton document 'One-to-one tutoring +5 months moderate impact'

'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve a Level 4 at KS2 and make two levels of progress than those who did not receive tuition. ([Secondary ready with a scaled score of at least 100 and making at least expected progress](#))

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP

Success Criteria:

A reduction in the attainment gap and FSM and non FSM across the year groups in July 2017 in reading, writing and mathematics

Date	Person Responsible	Monitoring and evaluation	Cost
Sept 2017	<p>YA – assessment and tracking</p> <p>KB SENCo/PP</p> <p>JM Every Child a Counter (EEC)</p> <p>LN AHT Maths</p> <p>DB Phonics/Reading Lead</p> <p>CD/LM Writing Lead</p> <p>TAs and Class teachers responsible for the following interventions for each year group</p>	<p>Tracking and monitoring of data for FSM children</p> <p>Entry and exit data analysed for intervention programmes</p> <p>Increased target support from TAs for phonics, reading and maths</p> <p>Focussed ‘narrowing the gap’ support including: , Numbers Count, Better Reading, Guided Reading, Ready for Sounds, Pre teaching Vocabulary, Inference, Talk Boost, Write Dance, Pattern Running, Fast Track Phonics, Additional Teacher support for children who are currently working below age related expectation</p>	£60000

Early Years Foundation Stage

Interventions to all FSM and PP pupils
as well as additional pupils

- Derbyshire Language Scheme
- Funky Fingers
- PTV
- Narrative Programme
- Reading
- Phonics
- Apple Educator
- Early Talk Boost

Year 1

Interventions to all FSM and PP pupils
as well as additional pupils

- Phonics
- PTV
- Write Dance
- Better Reading
- Guided Reading
- Talk Boost

Class Teachers

Specifically trained TAs

Specialist Teacher

Class Teachers

Specifically Trained TAs

- Public Speaking workshops
- ECC support- Numbers Count
- PWBC (pupil well being coordinator)
- Apple Educator
- Funky Fingers

Year 2

Interventions to all FSM and PP pupils as well as additional pupils

- Reading Fluency
- Reading Comprehension
- PTV
- Public Speaking workshops
- ECC support- Numbers Count
- Apple Educator
- Write Dance
- Better Reading
- Guided Reading
- Fast Track Phonics

SENCo

Specialist Teacher

Class Teacher

Specifically trained TAs

Specialist Teachers

	<p>Year 3</p> <p><u>Interventions to all FSM and PP pupils as well as additional pupils</u></p> <ul style="list-style-type: none"> ● Better Reading ● Inference ● PTV ● Guided Reading ● In class interventions. ● Public Speaking workshops ● ELSA ● PWBC ● Apple Educator ● Phonics 	<p>Class Teacher</p> <p>Specifically trained TA s</p> <p>Specialist Teachers</p>	
	<p>Year 4</p> <p><u>Interventions to all FSM and PP pupils as well as additional pupils</u></p> <ul style="list-style-type: none"> ● PTV ● Guided Reading ● Better Reading ● Public Speaking workshops ● Apple Educator ● Phonics 	<p>Class Teachers</p> <p>Specifically trained TAs</p> <p>Specialist teachers</p> <p>Specialist Teacher</p>	

	<p>Year 5</p> <p><u>Interventions to all FSM and PP pupils as well as additional pupils</u></p> <ul style="list-style-type: none"> ● Better Reading ● PTV ● Daily Reading ● Drama debating and poetry. ● Curriculum Maths. ● Apple Educator ● Inferencing 	<p>Class Teachers</p> <p>Specialist Teachers</p> <p>Specifically trained TAs</p>	
	<p>Year 6</p> <p><u>Interventions to all FSM and PP pupils as well as additional pupils</u></p> <ul style="list-style-type: none"> ● Better Reading ● Daily Reading ● PTV Maths ● Easter School ● Inference ● Drama/debating/poetry ● Maths Target Group (AHT) ● PWBC ● Apple Educator 	<p>Specialist Teachers</p> <p>Specifically Trained TAs</p>	

Objective 2:

To provide early language intervention and support for PP children in FS and KS1 and to provide oracy support in KS2 through intervention programmes

Action:

Early intervention through access to specialist Level 3 TA in FS (NN)
 Employment of Level 2 TA to deliver intervention programmes in Foundation Stage and KS1
 Language for Life- Pip St John
 Training by ICAN –Early Talk Boost (FF NP KB)
 Employment of a speech development drama specialist (PS)
 Continuation of Speaker of the week and Drama Stars of the week initiative

Rationale: Primary National Curriculum: Teachers should develop pupils’ spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject

Success Criteria: Language acquisition of PP children in line with national expectations

Date	Person responsible	Monitoring and evaluation	Cost £30000
Sept 2017	KB SENCo /PP	Tracking and monitoring of data for FSM children	
	DW – FS Leader	Entry and exit data analysed - Baseline, BPVS, DLS	
	PS – Drama Specialist	Focussed ‘narrowing the gap’ support	

P St J Language For Life Specialist	Training staff in PTV, delivering assessment tools	
Objective 3 To improve curriculum engagement and academic achievement for PP children		
Action 1 Implement subsidies for FSM pupils to allow them to fully access the curriculum and contribute to “Narrowing the gap”. Identify and provide support for children who have barriers to learning related to delayed behavioural, emotional and social development. Employment of PWC and Family Support Worker (FSW)		
Rationale Sutton document: “ the choices that schools make in allocating the money will be so vital so that funding can help raise pupils’ attainment”		
Success Criteria A reduction in the attainment gap of FSM and non FSM across year groups in July 2017		

Date	Person Responsible	Monitoring and evaluation	Cost
Sept 2017	VB – Pupil Well being Coordinator (PWC) RA Family Support Worker KB SENCo PW –ELSA YA Assessment /Tracking	Children identified for family support and ELSA support in place Liaison with AP- The Heights and placement sought as appropriate Children with delayed behavioural needs and identified and provision in place Assessment data	£5000

Action 2: To provide PP pupils with access to Breakfast club, Walking bus and Homework club, particularly those who are not meeting national standards and /or those for whom attendance and punctuality is a cause for concern.

Rationale:

To provide PP children with a free breakfast for children a) not meeting the year group national standards b) attendance and punctuality are causing concern

Success criteria: Offer of breakfast club/ walking bus/ homework club taken up and improved attendance, punctuality and children getting closer to the national standards

Date	Person Responsible	Monitor and Evaluation	Costs
September 2017	YA-assessment and tracking LN- attendance and punctuality Breakfast club staff Homework club staff Office staff	Attainment data and attendance and punctuality data of PP Breakfast/Homework club children monitored	20000 £4000 £2000

Action 3 To ensure CIOC entitlement is met and attainment is monitored

Rationale:

CIOC make academic and social progress in line with peers

Success Criteria: CIOC children make academic progress in line with expectations

Date	Person Responsible	Monitoring and Evaluation	Costs
Sept 17	KB –Designated Teacher VB –PWC PW – ELSA RA Family Support Worker	Progress of CIOC to be monitored CIOC evaluation of spend via PEP report Attendance at LAC reviews Report to Virtual School Head- Charlotte Hesketh	£1500

Action 4: To provide free/subsidized access to out of school learning opportunities for FSM pupils (including competition) and to provide free/subsidised educational visits.

Rationale: To provide PP children with opportunities to develop their confidence and self esteem

Date	Person responsible	Monitoring and Evaluation	Costs
Sept 17	Class Teachers LN- AHT VB-PWC DD -HLTA	Monitor attendance at Out of School Clubs and competition Monitor attendance at school visits Evaluate impact on confidence and self esteem through attendance data and pupil well being logs	£6000

Objective 4: To improve the parental engagement of FSM children and non FSM children with school, giving them opportunities to engage with their children keeping them safe and improving their academic outcomes.

Action 1: Parents invited to school as part of our stay safe week

Rationale: Sutton document: the more we learn about how to engage parents, the greater our chance of changing children's lives for the better..... it is widely accepted that school success is largely influenced by what mothers and fathers do at home with their children before school, and continue to do at home during the primary school years.

Date	Person Responsible	Monitor and Evaluation	Costs
Nov 2017	VB- Stay Safe week- time table of events for parents and children throughout the week beginning 20 th November Class Teachers	Parental response- Monitor attendance of parents at these events Work in class and throughout the week Evaluations filled in by parents and children	£500
	VB – contact Maralyn Hawes EAUK (Enough Abuse UK)	Parental Support Evaluations filled in by parents Afternoon and evening sessions held	£500

Sept 17	Parent work shop on Monday Morning with Family Support Worker RA 6 week Urdu speaking course 6 week English Speaking Course	Morning sessions- 10 mums invited Discuss good parenting-toileting/eating/language Sanctions Routines	£500
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Oct 17	Parent Workshop with Jackie Wicks (Parent Support Teacher)	Maths Workshop for year 5+6 parents. (Two hours) Working with both Key stages EYFS/KS1 Reading, phonics (6 weeks/ 2hrs)	£500
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To be reviewed July 2018