

Number of pupils and Pupil Premium (PPG) received in 2016/2017

Total number of pupils on roll April 2016:	136
Number of pupils benefitting from PPG:	17
Free School Meals/Ever 6:	14
Service children:	3
Looked after children:	0
Total Pupil Premium received:	£21,280

Identified barriers to educational achievement

- Whimple Primary has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:
- Poor communication skills due to speech and language problems and level of vocabulary.
- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with school - especially regarding attendance at information and workshop evenings and completion of homework
- Access to support from home.
- The number of pupils who are in receipt of Pupil Premium and also have other specific social and emotional needs.

Rationale for expenditure

As identified in the 2015-16 impact statement, increased progress is required for some PP pupils in reading, writing and maths. Funding has been allocated to provide TA hours to classes with specific needs and to implement specific interventions, including speech and language support. Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. Many of the PP pupils' parents are unable to afford to pay for school trips, residential and music tuition. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year.

Key Expenditure – how the allocation will be spent

Area of spend	Focus	Cost
TA support in classes and focused interventions	English and maths	£16,000
Staff training/External agency support	English, maths and specific needs, i.e. speech and language	£1800
DAF/TAC meetings	All areas as required	£1080
Additional learning resources (iPads, Trugs, Apps)	English and maths	£500
Funding for extra-curricular music lessons/clubs	Personal and social	£1,000
Funding for school trips and residential	Personal and social	£900

Area of spend	Intended outcomes – why these approaches were taken	Actions
TA support in classes and focused interventions	<p>1 to 1 and/or small group interventions planned to cater for individual needs (spelling, reading, handwriting, SPaG and mental maths)</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 practise and application of skills.</p> <p>Careful tracking of homework to include reading journals to ensure regular reading takes place.</p> <p>Priority reading with TAs if pupils are unable to read at home.</p> <p>Specific tracking of pupils who are also on the SEN register or of lower ability – teaching tailored to needs of pupils linked to their individual targets.</p> <p>Pupils on the SEN register or of lower ability and in receipt of PP have their individual targets reviewed regularly and aspirational targets are set for their progress.</p>	<p>Weekly TA meetings with class teacher – review of intentions, re-shaping of groupings and focuses, sharing of ideas and resources.</p> <p>Teachers meet with SENDCo and AHT – review and carefully plan interventions; to be completed each half-term.</p> <p>Clear communication between teachers and TAs – expectations within lessons.</p> <p>TA timetables carefully planned – making best use of morning work and registration times.</p> <p>Close communication between teachers, TAs and HT to track pupils with concerning attendance and/or punctuality. HT to address concerns with parents and develop an action plan as necessary.</p>

Staff training and external agency support	Pupils are fully supported by staff who have up-to-date skills and training. Trained staff support other staff members.	HT to identify specific training for individuals and book. Staff meeting time allocated for sharing good practise.
DAF/TAC meetings	Pupils are fully supported by all adults involved with them. Pupils on the SEN register or of lower ability and in receipt of PP have their needs and individual targets reviewed regularly. Pupils and staff receive support and guidance from professional in areas required, e.g. educational psychologist , parents support advisor.	DAF forms are completed by SENDCo with support from parents and HT. HT/SENDCo coordinate regular TAC meetings where required. Teacher's time covered to attend TAC meetings. HT/SENDCo request and buy in support where required.
Additional learning resources (iPads, Trugs, Apps)	Pupils are fully supported by learning resources being made available to them. Pupils enjoy using resources such as iPads to complete games/tasks that consolidate learning. A range of learning styles can be catered for.	Pupils asked for ideas about how to spend funding – School Council. Teachers and TAs made aware of apps available to support different areas of need (i.e. spelling, mental maths)
Funding for extra-curricular music lessons/clubs	Social skills are developed through participation in a range of clubs provided by the school or external providers. Pupils enjoy the experience of being at school and are keen to stay later to participate in chosen activities. Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.	Annual analysis of number of pupils who have taken part in clubs. Staff to talk to children/parents about possible interests and available clubs. HT to arrange funding (as appropriate)for clubs and resources required (i.e. musical instruments)
Funding for school trips and residential	Pupils are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Participation in trips/residential promotes and develops the schools 6 R's of learning – Reasoning, Respect, Responsibility, Resilience, Reflection and Resourcefulness.	HT to liaise with parents regarding specific requests for funding. Teachers made aware of funding available – can approach parents if appropriate.

How will the school measure the impact of Pupil Premium?

Termly data collection will be used to inform and monitor both progress and attainment. This will enable the early identification of need, support and appropriate intervention. Review meetings will take place at each milestone between the intervention teacher, class teachers and the assistant headteacher.

At each milestone, the school will review the impact of the actions taken and will plan for how the funding will be specifically allocated over the next phase. When selecting pupils for the 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 on the governors' teaching and learning agenda.

Designated staff member in charge: Mrs Carole Shilston

Nominated governor: Mrs Kate Mackay

Date of next Pupil Premium Strategy Reviews:

6th December 2016, 7th February, 16th May and 11th July 2016 (FGB meetings)