



## 2016-17 Pupil Premium strategy plan

	Total attracting PPG	FSM	Ever 6	Post LAC	Service Children	Total Funding 2016-17
<b>Total</b>	38	16	15	1	6	<b>£43000</b>

### Barriers to learning at Stockham School

We have identified that some of the pupil premium children's barriers to learning are:

- Access to extra-curricular activities - educational experiences such as trips, music lessons and participation in physical activities
- Attendance
- Parental engagement with 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

This year we intend to use the money for:

<b>Actions taken Target pupil group – pupils eligible for Pupil premium funding</b>	<b>Why we are taking these actions</b>
<ul style="list-style-type: none"> <li>• <b>Breakfast club</b> 2 x TA supervising the club, food and running costs.</li> </ul>	<p>To promote good attendance and punctuality. PP children attended on a regular basis throughout the year. To improved behavior/transition from home school life.</p>
<ul style="list-style-type: none"> <li>• <b>Easter school –Year 6 SATs support</b></li> </ul>	<p>To raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally.</p>
<ul style="list-style-type: none"> <li>• <b>1:1 TA tuition in Maths and English</b></li> </ul>	<p>To raise the attainment and progress of pupil premium children by the end of Year 6 and close the gap compared to nationally.</p>
<ul style="list-style-type: none"> <li>• <b>AFA Programme</b></li> </ul>	<p>To work with the SENCo to provide effective monitoring and support of pupil premium children who can be SEND, disadvantaged or vulnerable and raise outcomes for these children.</p>
<ul style="list-style-type: none"> <li>• <b>Phonics resources and training</b></li> </ul>	<p>To provide continued phonics training in order to ensure that all new staff are equipped with the skills to effectively</p>

	teach and support the pupil children across key stage 1 and 2
<ul style="list-style-type: none"> <li>• <b>Maths training – Bar model</b></li> </ul>	To provide the children with a tool which will enable them to understand how to solve mathematical problems and raise progress and attainment.
<ul style="list-style-type: none"> <li>• <b>Less able and Gifted and Talented workshops to include PP children</b></li> </ul>	<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>
<ul style="list-style-type: none"> <li>• <b>Additional Yr 6 TA Support</b></li> </ul>	To raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally.
<p><b>Whole school resources-</b></p> <ul style="list-style-type: none"> <li>• <b>Mathletics</b></li> <li>• <b>Espresso</b></li> </ul>	<p>Pupils different learning styles are catered for, encouraging enjoyment and participation in class.</p> <p>Pupils are able to access online quality learning while at home.</p> <p>Pupils enjoy using games to consolidate their learning.</p>
<ul style="list-style-type: none"> <li>• <b>Trip/experiences/after school club financial contribution</b></li> </ul>	<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 overnight stays on residential.</p>
<p><b>Therapeutic play skills, Talk to Draw and ELSA</b></p> <ul style="list-style-type: none"> <li>• <b>Additional Teaching Assistants to work with vulnerable pupils including those attracting Pupil Premium.</b></li> </ul>	<p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p>
<ul style="list-style-type: none"> <li>• <b>Arch Reader to work with selected pupils to improve reading skills and phonics.</b></li> </ul>	To raise the attainment and progress to close the gap of pupil premium children by the end of Year 6 compared to nationally.
<ul style="list-style-type: none"> <li>• <b>Clear skies play therapy bus</b></li> </ul>	<p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development.</p> <p>To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom</p>
<ul style="list-style-type: none"> <li>• <b>Home-school link worker</b></li> </ul>	Employing a Home School Link worker enables the most vulnerable children in our school to discuss problems and issues in confidence, enables them to develop their confidence, build their self-esteem and strengthen links between school and home.

<ul style="list-style-type: none"> <li>• <b>Educational Psychologist support</b></li> </ul>	Employing an Educational Psychologist enables the school to have high quality advice and support for individual Pupil Premium and other children.
<ul style="list-style-type: none"> <li>• <b>SNAST support</b></li> </ul>	Employing a SNAST enables the school to receive high quality support and guidance to help the pupil premium and others to make accelerated progress.
<ul style="list-style-type: none"> <li>• <b>Forest School</b></li> </ul>	<p>Pupil premium children and others are able to enjoy learning outside of the classroom, learning new skills and have shown increased confidence when taking on new challenges such as fire lighting.</p> <p>Children have had the opportunity to learn outside of their comfort zone.</p> <p>Improved team building and sharing skills.</p>
<ul style="list-style-type: none"> <li>• <b>Opportunity to attend paid after school clubs through school funding</b></li> </ul>	<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 overnight stays on residential</p>
<ul style="list-style-type: none"> <li>• <b>Supply teacher to release staff to conduct lesson studies focusing on quality first teaching and closing the gap with PP children.</b></li> </ul>	Staff are able to have quality time to work together, sharing best practise to improve outcomes for pupil premium and other groups.
<ul style="list-style-type: none"> <li>• <b>Additional resources to support individual needs.</b></li> </ul>	This has been clothing, games, books enabling children to feel fully supported

At Stockham 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. Staff will have pupil progress meetings with the pupil manager and HT to ensure appropriate progress is being made.

Date of next review – February 2017