



2017-18 Pupil Premium strategy plan

Estimated figures based on Sept 17 intake	Total attracting PPG	FSM/Ever 6	Post LAC	Service Children	Total Funding 2017-18
Total	34	26	1	7	£38,320

Barriers to learning at Stockham School

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

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

Actions taken Target pupil group – pupils eligible for Pupil premium funding	Why we are taking these actions
<ul style="list-style-type: none"> • Playful parents course through Clear skies play therapy - 12 week course to attract over 16 families 	To further improve relationships with families who need additional support To build up trust between school and home life. To provide a caring and supportive environment within school for parents to meet other parents and talk openly. To provide long term advice and lifestyle changes to promote positive family life.
<ul style="list-style-type: none"> • SENCO qualification 	To provide further support and knowledge for our school SENCO in order to complete her role.
<ul style="list-style-type: none"> • 3rd Space learning 	12 sessions of 3 rd space learning. 1:1 online maths tuition for individual children. 45 minute session per week. To ensure vulnerable children make good progress in maths and reach expected national level.
<ul style="list-style-type: none"> • Gooseberry Planet online ICT safety 	To provide additional protection for all children and parents regarding online safety. Children will be better informed about areas of safety such as Grooming, sexual exploitation, radicalisation and social networking.

<ul style="list-style-type: none"> • Family learning/play sacks 	<p>Early Years and KS1 sacks to include resources and activities to increase both academic and social skills. Sacks include playdough, writing equipment, maths games, reading books and story puppets.</p> <p>To provide resources to homes in order to allow parents and children to better interact, taking the pressure off parents to prepare resources.</p> <p>To improve communication between school and home for families where children are underachieving in writing and spoken English.</p>
<ul style="list-style-type: none"> • Breakfast club 2 x TA supervising the club, food and running costs. 	<p>To promote good attendance and punctuality.</p> <p>PP children attended on a regular basis throughout the year.</p> <p>To improved behavior/transition from home school life.</p>
<ul style="list-style-type: none"> • Easter school –Year 6 SATs support 	<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"> • 1:1 TA tuition in Maths and English 	<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"> • AFA Programme 	<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"> • Phonics resources and training 	<p>To provide continued phonics training in order to ensure that all new staff are equipped with the skills to effectively teach and support the pupil children across key stage 1 and 2</p>
<ul style="list-style-type: none"> • Less able and Gifted and Talented workshops to include PP children 	<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"> • Additional Yr 6 TA Support 	<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"> • Trip/experiences/after school club financial contribution 	<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>Therapeutic play skills, Talk to Draw and ELSA</p> <ul style="list-style-type: none"> • Additional Teaching Assistants to work with vulnerable 	<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>

<p>pupils including those attracting Pupil Premium.</p>	
<ul style="list-style-type: none"> • Arch Reader to work with selected pupils to improve reading skills and phonics. 	<p>To raise the attainment and progress in reading to close the gap of pupil premium children by the end of Year 2 compared to nationally.</p>
<ul style="list-style-type: none"> • Clear skies play therapy bus 	<p>To provide dedicated time and support (1:1 and group) to help build pupils emotional development. 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"> • Home-school link worker 	<p>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.</p>
<ul style="list-style-type: none"> • Educational Psychologist support 	<p>Employing an Educational Psychologist enables the school to have high quality advice and support for individual Pupil Premium and other children.</p>
<ul style="list-style-type: none"> • SNAST support 	<p>Employing a SNAST enables the school to receive high quality support and guidance to help the pupil premium and others to make accelerated progress.</p>
<ul style="list-style-type: none"> • Forest School 	<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>To provide clothing and equipment for vulnerable families.</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"> • Opportunity to attend paid after school clubs through school funding 	<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"> • Additional teacher/cover supervisor to release staff to conduct lesson studies focusing on quality first teaching and closing the gap with PP children. 	<p>Staff are able to have quality time to work together, sharing best practise to improve outcomes for pupil premium and other groups.</p>

<ul style="list-style-type: none">• Additional resources to support individual needs.	This has been clothing, games, books enabling children to feel fully supported
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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 – Dec 17