

Website – Pupil Premium spending choices 2017-2018 Spending Plan

General information

Pupil Premium funding is provided to address the needs of particular groups at risk of underachieving. There are currently 75 children in receipt of PP. Estimated income = £91,000. Projected spend = £91,000

Impact in standards of prior spending: Overall, compared to 2015 - 2016, children at Littletown made better progress from Key Stage 1 to the end of Key Stage 2, during 2016 – 2017.

The gap in attainment (between our children receiving Pupil Premium (PP) and those (Nationally) not in receipt of PP) decreases, by the end of Key Stage 2, in Reading and Maths (See Pupil Premium Impact Report)

Predicted impact on standards for end of 2016

Through ongoing evaluation and development of our teaching, support and interventions, as set out below, we aim to reduce further, or eradicate the gap between our Pupil Premium groups and non-Pupil Premium children, in terms of attainment and progress, year on year. We aim for *at least* 80% of this group to reach age-related expectation.

In **EYFS**, through ongoing support, we aim to accelerate the progress of this group, particularly in early Reading and Maths, so that they can reach a good level of development, even where there are lower starting points.

In **KS1** we aim to narrow the gap in attainment between our PP children and others in Reading and Maths, so that increasing numbers of this group reach age-related standards and we will continue to close the gap in writing.

In **KS2** we aim to continue to narrow the gap in attainment of our PP children with national others in reading and Maths, and accelerating the progress of this group in writing, so that increasing numbers of this group reach age-related standards.

Strategy	Action	Budgeted income = £91,000	Impact
Quality of Teaching in class	INSET and support to improve teaching of children showing Auditory Processing Difficulties (APD); EP training for: Support Staff in Precision teaching approach for maths and literacy skills; Accelerated reading approach; ASPIRE support for Pedagogy and Curriculum development ; Peer Coaching to develop learning of target groups (Achievement Teams) Learning Forums to enable children to reflect on their own learning (metacognition) Assessment and analysis of data for focus groups	£15,000	Children able to listen to and understand instructions; Children better able to retain information. Children's gaps in learning identified and addressed. Children able to decode text - reading more effectively and fluently; Reading comprehension levels improved and progress increased. My plan and curriculum targets achieved and progress overall improved.
Small group support	Teaching Assistant class support, 1-1 TAS 1-1 teaching Interventions to support children with APD Speech and Language interventions (Black Sheep) Early Reading training and teaching time Mighty Maths (Early maths skills) training and teaching time Reading and Y1 Phonics booster sessions Code X reading scheme Writing groups for Y6 Funky Fingers - fine motor skill development sessions Fun Fit – gross motor skill development sessions	30,000	Children able to listen to and understand instructions; Children able to retain information for longer. Children able to communicate effectively E.g: speaking clearly, asking questions Children able to manipulate writing and drawing tools effectively; Children's gaps in learning identified and addressed. Children able to decode text - reading more effectively and fluently; Reading comprehension levels improved and progress increased. Children beginning to apply skills in the classroom. My plan and curriculum targets achieved and progress overall improved.
Family Support	After school and holiday club (subsidy); Student and Family Support (SAFS) Team Parent Drop In facility; Skills for Life (emotional support programme) for school and home; Parent workshops	£13,500	Parental engagement improved; Support for children improved; Attendance and punctuality improved. Relationships between school and family developed and improved. Attendance and punctuality improved, through engagement. Behaviour and emotional responses improved.

Emotional support	Pastoral Support Team Key staff trained to provide and monitor: Skills for Life programme Attachment Based Mentoring Therapeutic interventions for identified children Nurture club at lunch times	£13,000	Children are able to name and manage their emotions; Children show improved social interaction; Children more resilient, ready to learn; Fewer behaviour incidents in class Behaviour and emotional responses improved Fewer behaviour incidents during Lunchtime play..
Aspirations	Day and residential visits E.g: Dartmoor; Jurassic Coast. Additional enrichment E.g: Music lessons Wider opportunities E.g: Art gallery workshops, visits from theatre groups, visits to a range of workplaces.	£2000	Children have access to a wider range of extra-curricular opportunities; Attendance and punctuality improved, through engagement. Behaviour and emotional responses improved.
Attendance	SAFS Assistant monitors attendance and works with parents and wider agencies. Extended schools provision for targeted families	£7,500	Attendance and punctuality improved. Access to education improved. Better results for those under-achieving due to poor attendance.
External Agency Support	Multi-agency liaison by SAFS Team via meetings and referrals e.g: Educational Psychology training, visits and support Behaviour Support Team advice and visits	£10,000	Attendance improved due to better health; Physical and mental health overall improved, therefore enabling better access to learning.
Total projected £91,000			