

# Pupil Premium 2016-17

**Last year's allocation of £59 663 was spent on the following:**

## **Improving the quality of teaching and learning**

- Training staff in Restorative Practices and Mediated Learning strategies
- Maths and English CPD for teachers and TA
- Participating in the Maximising Impact of Teaching Assistants project

## **Targeted support**

- Learning Mentor time
- Structured play provision for lunchtimes
- TA support and training for LAC pupil/s
- Teacher-led booster sessions for Y6 and Y5 pupils

## **Other approaches**

- Introduction of Kagan structures across school to support participation and thinking skills in all lessons

## **Impact**

Many pupils benefitted from the funding last year either directly through targeted work or indirectly through CPD and increased staffing.

There is evidence that the gap for some pupils is closing/has closed although there is still a gap between the overall attainment of pupils in receipt of the funding and their peers both in school and nationally. We therefore commissioned a Pupil Premium Review to help us evaluate our practice and use the funding to greatest effect.

The Review outcomes were very positive and provision for pupils in school was highly praised. Our new Pupil Premium action plan takes into account any recommendations made by the Reviewers.

**Our Pupil Premium allocation is: £56 222**

## **Main barriers for pupils' learning are:**

- Improve learning behaviours particularly around independence and resilience
- Improve attainment and progress in maths from individual's starting points

## **Funding allocated to:**

### **Improving the quality of teaching and learning**

- Maths CPD for teachers and TA
- Continued participation in the Maximising Impact of Teaching Assistants project
- Training around the development of independence and resilience
- Resources and training to support improved handwriting and presentation

### **Targeted support**

- Learning Mentor time
- Structured play provision for lunchtimes
- TA support for targeted pupils including LAC pupil/s
- Specialist TA to deliver targeted interventions
- Teacher-led booster sessions for Y6

### **Other approaches**

- Philosophy for Children
- Further develop parental involvement to support learning
- Refining the tracking of individuals' progress

### **Reasons for the approach**

In reviewing the actions and data from 2016-17, the following outcomes have informed the next steps in improving teaching and learning for pupils in receipt of Pupil Premium funding:

- Pupils displayed improved learning behaviours. To build on this, we will further develop independence, resilience, and an attitude to hard work and achieving 'Excellence in Everything, Every time'. This includes a focus on handwriting and presentation, developing pride in their work.
- Analysis of school and national data shows a need for a further focus on the teaching and learning of maths across the school.
- The audit and subsequent actions for the 'Maximising the Impact of Teaching Assistants' project last year will be continued into this year. This involves using specialised Teaching Assistants for targeted interventions, sharing good practice across the pyramid schools, and the continued training programme to build on the expertise in the team.
- We developed the role of the Parent Link Worker and this will continue this year, developing links with parents in ways to support their child's learning.
- In light of the new curriculum and assessment at Key Stage Two, we continue to refine our internal assessment and tracking systems.

### **Evaluation of Impact**

A comparison will be made between national and school data for the achievement of those pupil in receipt of Pupil Premium funding to assess if the gap is closing.

- Analysis of End of KS2 outcomes
- Analysis of internal tracking data
- Work scrutiny outcomes
- Pupil interviews
- Lesson observations