

Norton Free C of E Primary School - Pupil Premium
(1st September 2018- 31st August 2019)



Objectives of Pupil Premium Spending:

*Pupil Premium funding was introduced in April 2011 to address the underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers, it is there to provide additional support for children from low income families. It is also used to support children who have been adopted, who are 'looked-after' or children who has a parent in the armed forces. At **Norton Free** this funding is used to support spending which benefits eligible children within their cohorts, rather than create individual budgets for each child. This funding enhances our capacity to support children who have barriers to their learning. Our aim is to provide a personalised programme of support in order to allow each child to progress and reach their full potential.*

Pupil Premium Grant		
Total number of pupils on roll	September 2018	213
Total number of pupils eligible for PPG	September 2017	31
Amount of PPG received	(Projected from Jan 2018 Census)	£47, 780
Amount of PPG received per pupil	(Ever 6 - £1,320)	
Adopted from care per pupil	£2,300	
Additional Funding supplied by school	£10,000	£10,000

Our Pupil Premium Grant is directed towards 4 key areas.

1) Teaching and Learning

2) Inclusion

3) Additional support

4) Social and Emotional support

Priorities:

Key Area	Objective
Teaching and Learning	• Ensure pupils have access to the best teachers and support staff and provide every classroom with both a Teacher and Teaching Assistant throughout the day. • Support pupils through a range of learning opportunities (before, during or after school) and resources that enable them to make better progress and continue to learn at home. • Raise standards for eligible pupils to close the gap on national outcomes. • To provide small group teaching with an HLTA and TA for vulnerable children during the afternoon. • To provide additional support for learning through pre and post teaching (1:1 or small group work) in class by the teacher or TA.
Inclusion	• Increase the attendance of FSM pupils through a range of attendance initiatives and awards with a focus on improving persistent absence. • Strengthen parent partnerships further by supporting families through interventions, specialist support where necessary (e.g through Attendance Officer or MAST) and offering breakfast club provision/attendance at Wake Up, Shake Up or other initiatives as available. • Ensure disadvantaged pupils can participate in school trips, music lessons (guitar, keyboard, piano and recorder) and residential trips.
Additional Support	• Support vulnerable pupils that require a specialised programme (e.g nurture provision) in order to be successful, with a particular focus on those who are disadvantaged. • To provide 1:1 support in lessons or at other times (as required- especially CLA or children who have been adopted) to address any misconceptions).
Social and emotional support	▪ To provide lunchtime nurture provision (5 days per week) for disadvantaged/vulnerable pupils in the library. (12:15pm – 12:45pm) thus maximising engagement and readiness to learn in afternoon lessons. ▪ To provide 1:1 support in lessons or at other times (as required- especially CLA or children who have been adopted) to address any misconceptions. ▪ To provide enjoyable, engaging sporting opportunities for disadvantaged/vulnerable pupils through a Friday Lunchtime Bench Ball club.

Pupil Premium Action Plan 2018 - 2019

	<u>Actions</u>	<u>Spending area</u>	<u>Approximate Cost</u>	<u>Impact</u>
Priority area 1 Teaching and Learning	Every class to have additional support from a TA to support learning- providing pre and post teaching.	Staffing costs for 7 TAs, class based, at least every morning throughout the week to provide pre teaching and support.	Contribution to staffing costs. £20,000	Results in KS1 and KS2 have improved overall this year. Many children received pre and post teaching to back up QFT. Phonics tracking shows that children all made progress.
	TAs support by running early morning groups 3 days x 20 mins and after school groups targeting specific children.	Provision for specific children to attend small groups before school to close the gap between them and their peers...supporting phonics, handwriting, reading, maths for example.	Contribution to staffing costs. £3,500	All children attending the groups made documented progress. Maths for Y2 children resulted in them meeting the standard. Y6 children reached the standard in reading and maths.
	Small group teaching with HLTA and TA for two afternoons per week – skills group.	Skills groups for 6 children on two afternoons per week. Monday for Y5/6 and Tuesday for Y3/4. Focus on life skills and supporting learning and relationships.	Contribution to staffing costs. £5,000	Impact documented in school, increased confidence seen and improved attendance. Good progress for all children (in class) and improved relationships/ improved behaviour logged.
Priority Area 2 Inclusion - Improving attendance of disadvantaged	Breakfast Club staffing.	To ensure all children have access to a nutritious breakfast each morning.	Contribution to staffing costs. £4,000	Numbers of children attending B/F club has increased. Many PPG children who attend have 100% attendance. Additional member of staff employed.

	Wake up Shake Up	To engage children through a fun, active morning session before school – 4 mornings per week.	A contribution to costs along with Sports Premium. £1,000	Children who attend B/F club may also attend this club. Children are happier and are ready for learning as reported by class teachers.
	Extended learning and engagement activities – trips, music activities, residential activities	To support extended learning opportunities, including the reduction of residential visit costs for pupils eligible for Pupil Premium. Children's University contribution Focus days/weeks budget	£1,500	Increase in the number of children taking up a musical instrument and receiving awards from the CU. All targeted children attended residential activities.
Priority area – 3 Additional support	To provide 1:1 support for children who have been adopted from care,	20 hours per week additional support from L3 TAs working 1:1 with children identified through Pupil Progress Meetings.	£10,000	1:1 support has been very beneficial to the children involved with good progress made by all children in all subject areas.
	To provide lunchtime nurture provision for vulnerable children	Half an hour lunch time club headed by HLTA at lunchtime in the library for children who have been identified through Pupil Progress Meetings.	£2,000	Children have made good use of this provision and the number of children wanting to attend has increased. Attendance has improved and we will be looking to increase staffing moving forward.

Priority area 4 Social / emotional support	Targeted support to support Y6s in preparation for National Curriculum Tests	A contribution towards the cost of providing additional support for Pupil Premium children in Y6. Groups or 1:1 support provided by either class teacher or TA/HLTA depending on need. Groups before and after school and during the school day.	Contribution to Staff Costs £3,000	Pupil Premium children were well supported in the lead up to SATs with positive outcomes seen. 75% achieved the standard in reading, 75% achieved the standard in spag (25% at Greater Depth), 75% achieved the standard in maths with 50% achieving Greater Depth and 50% achieved the standard in writing. 50% of the children achieved combined.
	To provide targeted support for children who identify themselves as having low self-esteem/ low mood.	Class teachers monitor how pupils are feeling via a 5 point scale at the beginning of each session (am and pm). Teachers/TAs intervene if a child's score is low and support is provided if necessary. The HLTA (Mental Health Lead) will provide further support if necessary depending on the level of intervention needed.	£3,000	Early intervention made possible by logging children's feeling. Better awareness amongst staff about barriers to learning that children face. Children share with staff issues that are affecting them and this has resulted in resilience being shown. Documented through outcomes of tracking of these children.
	Total spent		£53,000	