

# ST THOMAS' LEESFIELD CE PRIMARY SCHOOL

'To Be The Best We Can In The Sight Of God'

## EVER SIX PUPIL PREMIUM: 2016/2017

77 pupils identified for Pupil Premium funding. Below is the breakdown of the funding for our PP children.

In the last three years we have been pleased with the positive impact re our carefully planned spend of this additional money.

<p><b>PLANNED SPEND ALLOCATION For 2016/17</b></p>	<p><b>ALLOCATION in £ 2016/17</b></p>	<p><b>POSITIVE IMPACT 2016/2017</b></p>
<p><b>Group Tuition Y3,4,5,and 6 - to be taught by Retired Ex Deputy head</b></p> <p><b>Barriers</b> – Specific Non-Negotiable statements for Maths &amp; Writing that individual children find challenging. The small group work will also help particular children build up their self esteem –</p> <p>PP children '<b>more able</b>' - 6xY6, Y5, Y4 and Y3 pupils in Autumn Term 45 mins x2 additional support weekly.</p> <p>PP children '<b>Catch up....Emerging to Expected</b>' 6x Y6, Y5, Y4 ,Y3 Spring Term 45 mins x2 additional support weekly.</p> <p>PP children '<b>Further refined Catch up'</b>..... Emerging to Expected aim' 6 x Y6, Y5, Y4, Y3 Summer Term 45 mins x2 additional support weekly.</p>	<p><b>£11,580</b></p>	<p>Retired Ex Deputy Head of the school taught specifically identified non-negotiable statements (in liaison with the year group class teacher) that the 'catch up' children had struggled to fully grasp and the 'more able' children quickly attained so that they moved rapidly onto 'deeper learning' statements.</p> <p>The 'Fix it/Catch up' children's confidence in their own capabilities dramatically improved under the care, experience, guidance and support from the retired and well respected ex Dep. Head. (Case study file evidence available upon request). It was fantastic to see/hear the children recognising and measuring their individual success and appreciating their efforts and learning from the groups in Y3, 4, 5 and 6.</p> <p>Strategy/Approach - The 45 minutes for a group of 6 children has been developed into a very successful approach...optimum concentration time for each group of identified PP children linked to the non-negotiable statements that each child aimed to achieve. The Y6 children always attended their session at 8:15-9am so was always additional to other school learning time. Success measured by number of non-negotiable statements achieved beyond the usual classroom lessons. (see PC file for evidence).</p> <p>In house cohort data (available on request) also illustrates favourable 'closing the gap or better' between PP and NPP children in writing and maths for the 'Exp' and 'Exceed' % (apart from Y3 writing....investigating new ideas for this group of writers as they enter Y4 in Autumn 2017)</p>
<p><b>Learning Mentor</b></p>	<p><b>£22,570</b></p>	<p>Learning Mentor constantly guiding/supporting our high expectations re attendance and punctuality. Supported vulnerable families in a caring</p>

Supporting Vulnerable Families. Dealing with outside agencies/support when needed, 77 x Ever 6 FSM pupils/families/pastoral care.		and practical way. Attendance and punctuality was carefully monitored (daily) to <b>ensure that each and every child achieved as much learning time in school</b> as was possible. All year group attendance within the 95.9% and 96.9% in 2016/17. Identified individuals causing concern parents attended panel meetings to agree further positive strategy (case studies available upon request)
<b>Headteacher Additional Revision support for Y6 PP in Spring Term—maths and writing (12 wks x 2hrs)</b>  Head in Y6 supporting Y6 teacher colleague with additional strategies with smaller group work.	<b>£1,400</b>	One part time Head supported a maths group in Y6 and one part time Head supported a writing group in Y6. One hour lesson x 12 sessions.  Strategy employed was favourable (and manageable over a short focussed period) as children taught in much smaller groups and thus misconception and consolidation revision was more pertinent to individual needs and thus effective)  Favourable KS2 SATs (81% Maths and SPaG) & Teacher Assessment results. PP & NPP gap is only up to 8% difference for GLD & Exceed grps
<b>Teacher Assistant –Y1/Rec (0.6 post)</b> Specific role to ensure PP achievement.	<b>£10,005</b>	See in-house data for success with small identified group of children. RC constantly ensuring that the PP children received additional support with specific EY curriculum areas and daily phonics. Careful guided liaison with parents (workshops) re how to continue to support their child's reading.
<b>Teacher Assistant – Y5/6 –</b> Specific role to ensure PP achievement.	<b>£16,415</b>	Big push on trying to narrow the gap between PP and NPP children in writing and maths. Additional after school challenges re specific non negotiables and parent workshops offered on how to support parents also. Only a 7% gap for 2016/17....previously 28% (2015/16)
<b>Counselling Service for vulnerable children</b> -Emotional Wellbeing 1 day per week x 38	<b>£5,770</b>	Many of our children have been able to access school learning more regularly and with self-belief...because of the tailored strategies taught by our bought in counsellor. Identified children typically access 30 mins weekly session x half term (Anonymised success data available upon request)
<b>Group Tuition for PP children Y1,Y2 (and summer term Rec)</b> Additional Maths and writing support for small groups with PP children. Weekly. 4 x 30mins sessions weekly delivered by our part	<b>£6,450</b>	Not as successful to deliver as we had planned due to staff absence/change in Y5. We were therefore unable to implement group tuition for Y1, Y2 and Reception as regularly as we would have liked in 2016/17...concentrating upon consistent teaching for Y5 instead.  Particular success for Y2 narrowing the gap between PP and NPP in 2016/17 with additional small group work from staff...NPP only 2-7%

time Y5 teacher and an experienced TA.		better in writing and maths.
<b>Lunchtime Nurture Groups</b> - 11 TAs – 30 mins per day x 38 weeks £11.74 per hour	<b>£12,265</b>	Identified children given daily support through play and thus improvement and development in many areas e.g. fine and gross motor skills, speech and communication support, specific support re reading/dyslexia, fitness, social stories time etc. See SENCo/Learning Mentor for evidence of barriers being broken....evidence of improved confidence, fitness, improved communication and developing aspiration etc!  Additional to the above, the Nurture groups also ensure a calm and safe preparation to after lunch learning time.
<b>Y6 Residential</b> - supports the building of confidence and other personal qualities etc.	<b>£1,600</b>	Financial support towards the Y6 residential from which the children further built on their confidence and appreciated learning new skills...just outside their comfort zone! (See Y6 teacher to hear individual and specific evidence)
<b>Uniform/P.E. kit/book bags</b> ...we want our children to feel that they belong!	<b>£350</b>	Sense of pride and belonging. Occasional financial support for children.
<b>Visits/trips (Rec-Y6) relating to topic work—contribution from PP money to help ease cost to parents</b>	<b>£2,100</b>	Day trips subsidised to enable affordability for the 'Awe and Wonder' experience that our children deserve. Speak to individual teachers/children to hear about what they learnt away from the classroom.
<b>FAB Family Activity Bags</b> – TA x 2 hour per week x 38 weeks (£11.74 per hour)	<b>£890</b>	Family Activity Bag (one per class) taken home for adults/older siblings to 'play' with. Barriers broken down include: Improved imagination, sense of fair play, enjoyment fun and creativity, family members genuinely giving each other time away from computer games/mobile phones and the TV. The children enjoy hearing/seeing the games they have played with their families via feedback in celebration Assembly. See MH for evidence.

**Planned allocation for 2016/17 is: £91,380**

**Planned spend £91,395**