

Endon Hall Primary & Nursery School



Pupil Premium (PP) strategy (2017-2018)

Our Pupil Premium Grant Allocation for 2017-18 is £7,180

Pupil Premium Overall focus and Pupil specific focus (main barriers to educational achievement) for 2017/2018:

- Overall focus:**
1. To improve attainment in Reading, Writing and Maths
 2. To improve access to enrichment opportunities and experiences
 3. To develop emotional and communication support and development

Child 1:

- To improve attainment in Reading, Writing and Maths in order to meet National expectations;
- To further children's curriculum opportunities, develop confidence, support relationship building, foster first hand experiences, encourage trying new things.

Child 2:

- To further improve attainment in Writing in order to exceed National expectations;
- To provide emotional support;
- To further children's curriculum opportunities, develop confidence, support development of communication skills and relationship building and foster first hand experiences.

Child C:

- To improve attainment in Reading and Writing;
- To provide emotional support;
- To improve attendance and punctuality
- To further children's curriculum opportunities, develop confidence, support relationship building, foster first hand experiences, encourage trying new things.

Child D:

- To improve attainment in Reading and Maths
- To further children's curriculum opportunities, develop confidence, support relationship building, foster first hand experiences, encourage trying new things.

Child E:

- To improve attainment in Reading, Writing and Maths in order to meet National expectations;
- To further children's curriculum opportunities, develop confidence, support relationship building, foster first hand experiences, encourage trying new things.

Child F:

- To further improve attainment in Reading, Writing and Maths.
- To further children's curriculum opportunities, develop confidence, support relationship building, foster first hand experiences, encourage trying new things.

How the allocation will be spent to address the barriers and why these approaches were taken...

Approach/Resource/Provision	Total Allocation Spent	Specifics of the approach	Why this approach?
<p>TA/Adult Intervention</p> <p><i>Child 1:</i> 8.5 hrs per week Plus 1.5 hrs for 10 weeks only (Better Reading programme)</p> <p><i>Child 2:</i> 1 hr per week</p> <p><i>Child C:</i> 3 hrs per week</p> <p><i>Child D:</i> 1 hr per week</p> <p><i>Child E:</i> 6 hrs</p> <p><i>Child F:</i> 1.5 hrs (for 10 weeks only (Better Reading programme))</p> <p>TOTAL: £1730.20</p>	<p>£700.70</p> <p>£77.80</p> <p>£167.40</p> <p>£194.50</p> <p>£443.80</p> <p>£146</p>	<p><i>Child 1:</i> Raise attainment in Reading, Writing and Maths through daily, targeted intervention focusing on sight words, spelling and multi-sensory activities in Maths. Weekly opportunities to apply reading skills through Cross Peer Tutoring and the Better Reading Programme.</p> <p><i>Child 2:</i> Raise attainment in Writing; maintain mastery in Reading and Maths. Increase ability to communicate positively in a variety of situations through accessing the Emotional Intelligence programme.</p> <p><i>Child C:</i> Promote continued progress in Reading and Writing through 1:1 weekly reading and daily, targeted intervention in spelling. Access to the weekly Emotional Intelligence intervention.</p> <p><i>Child D:</i> Raise attainment in Writing and Maths through multi-sensory strategies and opportunities to practise, apply and embed skills.</p> <p><i>Child E:</i> Raise attainment in Reading, Writing and Maths through daily, targeted intervention focusing on sight words, spelling and multi-sensory activities in Maths. Weekly opportunities to apply reading skills through Cross Peer Tutoring.</p> <p><i>Child F:</i> Raise attainment further in Reading, Writing and Maths.</p>	<p>Not attaining age related expectations in Reading, Writing and Maths (also on the SEN register).</p> <p>Despite attaining in line with or above National expectations, Writing is the weaker area and Reading needs to remain a focus to maintain strengths. This child sometimes finds it difficult to communicate positively with others when things are not going as they would like.</p> <p>Maintain Reading, Writing and Maths to ensure age related expectations continue to be met. LAC with Safeguarding/Emotional intelligence concerns.</p> <p>Not attaining age related expectations in Writing and Maths</p> <p>Not attaining age related expectations in Reading, Writing and Maths (also on the SEN register).</p> <p>Despite attaining in line with National expectations, Reading, and in particular vocabulary, is an area which requires development.</p>
<p>Key SEN roles</p>	<p>Assistant SENCo role: £4247 (10hrs per week)</p> <p>Middle leader SENCo role: £4507 (6.5hrs per week)</p> <p>TOTAL: £8754</p> <p>PP contribution £4377 (50%)</p>	<p>Middle leader as SENCo role and continuation of Assistant SENCo role – to include coordinating intervention timetables, tracking of SEN, monitoring impact for Pupil Premium</p>	

Residentials <i>Child 1:</i> 2 nights <i>Child 2:</i> 3 nights <i>Child C:</i> 1 night <i>Child E:</i> 1 night <i>Child F:</i> 3 nights TOTAL: £1 156.15	£226.45 £399.10 £65.75 £65.75 £399.10 TOTAL: £1 156.15	<i>Child 1:</i> Residential visit to Stratford (History/Geography) <i>Child 2:</i> Residential visit to Stanley Head (Physical/Team building) <i>Child C:</i> Residential visit to Tattenhall (Creative Arts – Dance & Art) <i>Child E:</i> Residential visit to Tattenhall (Creative Arts – Dance & Art) <i>Child F:</i> Residential visit to Stanley Head (Physical/Team building)	To further curriculum opportunities, develop their confidence, support relationship building, foster first hand experiences, encourage trying new things.
Educational Visits <i>Child 1, 2, C, D, E and F:</i> 1 educational visit/visitor per term	£20 per visit (approx.) per term TOTAL: £ 360	Termly trips/Visitors in school, linked to termly topic, in each year group	To further curriculum opportunities, develop their confidence, support relationship building, foster first hand experiences, encourage trying new things.
Music Tuition <i>Child 2</i> <i>Child C</i>	£ 510 £ 255 TOTAL: £765	Provided by Staffordshire Performing Arts (£255 per child per instrument; 1 child – piano and violin and a second child- piano)	To further curriculum opportunities, develop their confidence, foster first hand experiences, encourage trying new things.
After school activities <i>Child 1</i> <i>Child 2</i> <i>Child C</i> <i>Child D</i>	£2090 £90 £882 £2 090 TOTAL: £ 5152	Phoenix after school club IT Club & Colouring Club Phoenix after school club (£777) and Multi-Sports (£105) Phoenix after school club	To further curriculum opportunities, develop their confidence, support relationship building, foster first hand experiences, encourage trying new things.
Teacher/TA staff meetings re Developing Dyslexia Friendly Status from Level 1 to Full <i>Child 1, 2, C, D,E and F plus Other children not eligible for PP:</i>	Whole school staff Entrust training TOTAL: £99	Whole school staff knowledge and skills in Dyslexia Friendly approaches and strategies will be developed further.	Developing whole school staff knowledge and skills further in Dyslexia Friendly approaches and strategies will enhance the teaching of Reading, Writing and Maths for all children.
GRAND TOTAL:	£13, 639.35		

How the use of PP will benefit children who are not eligible for PP funding:

Utilising some Pupil Premium funding to support our overall areas of focus in SEN, Reading and Writing will benefit all children.

How we will measure the impact of Pupil Premium funding:

Some funding is being utilised for experiences and opportunities and the impact of this cannot be measured in the same way that impact in curriculum areas can. Where impact can be measured it will be measured in the following ways:

- Through the school monitoring cycle e.g. learning walks, observations, book scrutinies, pupil conversations
- Data review meetings
- Whole school data analysis
- SEN standardised scores
- Attendance analysis

Date of next PP strategy review:

- Ongoing monitoring will support continual review of impact.
- Termly data review meetings will be used to ascertain impact to date.
- A full data review is carried out termly following data submission.
- The Governing Board will be updated termly regarding the strategy and impact to date.