

Endon Hall Primary & Nursery School



Pupil Premium (PP) strategy (2018-2019)

Our Pupil Premium Grant Allocation for 2018-2019 is £10,790

Pupil Premium Overall focus and Pupil specific focus (main barriers to educational achievement) for 2018/2019:

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

Individual focus:

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.

Child G:

- To improve attainment in Reading and Writing;
- To provide emotional support;
- To improve attendance;
- 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/intervention | Why this approach? |
|---|-------------------------------|--|---|
| Child 1: 2 hrs and 20 minutes per week for academic interventions and 1 hour for social/relationship building | £635 | Child 1: Raise attainment in Reading, Writing and Maths through 1:1 daily, targeted intervention focusing on: <ul style="list-style-type: none"> - Sight words - Spelling - Multi-sensory activities in Maths. - Weekly opportunities to apply reading skills through Cross Peer Tutoring - Better Reading Programme to target the specific development of comprehension skills 1 hour per week spent working with Bee Active coaches to organise activities and following their direction on how to support others. | Not attaining age related expectations in Reading, Writing and Maths (also on the SEN register). To provide male role models who can impact positively on attitude outside of the classroom. |
| Child 2: 1 hr per week | £146 | Child 2: Raise attainment in Writing; maintain mastery in Reading and Maths through use of : <ul style="list-style-type: none"> - Completed IDP checklist to identify any further areas of need - Brain breaks to support concentration - Additional writing time - Use of a reading ruler - Additional reading opportunities – The Better Reading Programme (x10 weeks) | Despite attaining in line with or above National expectations, Writing is the weaker area and Reading needs to remain a focus to maintain strengths. |

| | | | |
|---|--|---|--|
| Child C: 2 hrs per week | £574 | Child C: Promote continued progress in Reading and Writing through 1:1 weekly reading and daily targeted intervention focusing on: <ul style="list-style-type: none"> - Sight words - Spelling Access to the weekly Emotional Intelligence intervention. | Not attaining age related expectations in Writing. Continue to support spelling development and use of language through interventions. Maintain Reading and Maths to ensure age related expectations continue to be met. LAC with Safeguarding/Emotional intelligence concerns. |
| Child D: 1 hr per week | £246 | Child D: Raise attainment in Writing and Maths through: <ul style="list-style-type: none"> - multi-sensory strategies and opportunities to practise, apply and embed skills. | Not attaining age related expectations in Writing and Maths. |
| Child E: 2 hrs and 30 minutes per week | £597 | Child E: Raise attainment in Reading, Writing and Maths through 1:1 daily, targeted intervention focusing on: <ul style="list-style-type: none"> - Sight words - Spelling - Multi-sensory activities in Maths. - Weekly opportunities to apply reading skills through Cross Peer Tutoring. | Not attaining age related expectations in Reading, Writing and Maths (also on the SEN register). |
| Child F: 1.5 hrs (for 10 weeks only Better Reading programme) | £184 | Child F: Raise attainment further in Reading and Writing through: <ul style="list-style-type: none"> - additional opportunities to develop language 1:1 using the Better Reading Programme. - A variety of multi-sensory strategies to support development in Maths. | Despite attaining in line with National expectations in Reading and Writing, vocabulary is still an area which requires development. Not attaining national expectations in Maths. |
| Child G: 2 hours and 30 minutes | £697 | Child G: Raise attainment in Reading and Writing through 1:1 daily, targeted intervention focusing on: <ul style="list-style-type: none"> - Sight words - Spelling Emotional support will be provided through the small group interventions Brain Gym and Emotional Intelligence. | Not attaining age related expectations in Reading and Writing. LAC with Emotional intelligence concerns. |
| | TOTAL: £3, 079.00 | | |
| Key SEN roles | Middle leader SENCo/PP role: TOTAL: £2393.60 (notional amount) | Middle leader as SENCo/PP/Medical Conditions role to include coordinating intervention timetables, tracking of SEN, monitoring of Medical Conditions and organisation of Care Plans and monitoring of impact for Pupil Premium and undertaking Early Help as and where appropriate. | |

| | | | |
|--|---|---|---|
| Residentials <i>Child 1:</i> 3 nights <i>Child 2:</i> 4 nights <i>Child C:</i> 2 nights <i>Child E:</i> 2 nights <i>Child F:</i> 4 nights <i>Child G:</i> 1 night TOTAL: £988 | £170 £230 £150 £150 £230 £58 TOTAL: £988 | <i>Child 1:</i> Residential visit to Stanley Head (Physical/Team building) <i>Child 2:</i> Residential visit to Cumbria (Physical/Team building) <i>Child C:</i> Residential visit to Stratford (History/Geography) <i>Child E:</i> Residential visit to Stratford (History/Geography) <i>Child F:</i> Residential visit to Cumbria (Physical/Team building) <i>Child G:</i> Residential visit to Tattenhall (Creative Arts – Dance & Art) | 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, F and G:</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> <i>Child G</i> | £22.50 £79.25 £626 £22.50 £106 TOTAL: £856.25 | Term 1: Football Club (£22.50) Term 1 only: Orchestra (free), Keep Calm and Colour (£22.50), and Mindfulness (£22.50) Phoenix after school club (£496 full year) and Term 1: Cross Country (£21), Kabaddi (£45), Football Club (£22.50) and Boxercise (£42) Term 1: Choir (£22.50) Term 1: Keep Calm and Colour (£22.50) and Kiddy Cook (£84) | To further curriculum opportunities, develop their confidence, support relationship building, foster first hand experiences, encourage trying new things. |
| GRAND TOTAL: | Autumn term spend: £8,441.85 Estimated figure for the year: £10,154.35 (includes estimate of Spring & Summer term after school activity costs) | | |

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