

## Planning outline 2017 2018 Pupil Premium Upton Heath C of E Primary

**Funding** for this academic year 2017/18 will be £57,600 based on 41 pupils.

**Rationale: The main barriers to educational achievement** faced by eligible pupils at Upton Heath C of E Primary School are social and emotional, attention and listening and attachment. **We aim to address these barriers by placing the children's wellbeing and involvement at the heart of our strategy**, offering a range of nurturing and enrichment opportunities and targeted support for learning, much of which is delivered in our Forest School. **Impact will be measured** using pre- and post- assessment scales of wellbeing and involvement alongside achievement of specific learning objectives.

**AIM:** to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. The principles of each approach are also used to support other pupils in school who would benefit from these strategies.

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
<p><b>A full time Learning Mentor to support the emotional well being of children, support with social skills and anxiety. Delivery of 'Kidsafe' across the school.</b></p> <p><b>Support for Team around the Family: CP meetings and Children in Need meetings.</b></p>	£14,000	Continued.  HT attendance at CP conferences	Response to need.  Cases are open which support our Pupil Premium families.	Support children and families with attendance punctuality, emotional well-being, management of feelings and behaviour.  Support emotional well-being.	By class teachers and SLT at termly pupil progress meetings.	4 TAFs 1 CIN Social skill/friendship groups for children in Y4. Y3 child – weekly intervention for social skills/self-esteem/attachment Y6 child – support from LM for emotional/anger/friendship issues. These sessions 'have definitely improved her well-being immediately afterwards and overall there has been improvement through the year. Weekly SALT.
<p><b>Teaching Assistant nurture groups</b></p>	£9,000	continued	Emotional Literacy Support groups.		By class teachers and SLT at termly	

<b>(supporting LM in afternoons.)</b>					pupil progress meetings.	
<b>Lunchtime club to support pupils</b>	£1000	Continued	Supporting children at lunchtime giving them opportunities to discuss anxieties and concerns.	Improved self esteem, behaviours for learning, attainment and progress.	Quarterly pupil progress and attainment meeting with SLT.	Club is made available to any child who needs a quiet space and the opportunity to talk. Impact is evident as the children can then transition to their afternoon lessons well.
<b>Enrichment Club</b>	£1000	continued	Led by 'Passion for Learning.' Careful consideration given to which children will be invited to attend. Currently children from Foundation Stage to Y5 access the Club.	Provide children with enrichment activities to which they otherwise may not have access. To improve personal social and emotional wellbeing.	Bi-annual reports to AHT and shared with SLT.	A highly successful club which has this year involved our children in a Science, Technology, Engineering and Maths event, engaging our children in a 'human bookworm' transferring children's book from the old library to the new, along with the opportunity to participate in a variety of creative/dramatic/artistic opportunities and a theatre visit – all held at the Storyhouse Theatre. The children have also participated in a Science event led by one of our volunteers. The confidence, independence and personal and social development of these children has benefitted enormously.
<b>Enrichment activities/offers:£50 worth of products/services for every FSM/CIC/AFC Contributions to residential/school visits.</b>	£3,000	continued	Subsidies for families requiring additional funding with the intention that all pupil premium children attend.	Improved self esteem, behaviours for learning, attainment and progress. All pupils will be on track to achieve or exceed their end of year target.	Quarterly pupil progress and attainment meeting with SLT	There has been good uptake of these offers which ensure that these children can participate in everything the school has to offer. One child with significant additional needs excelled on a specially tailored residential outdoor education visit. This

						also impacted significantly on his self-esteem.
<b>Forest School class teacher support</b>	£13,000 for 41 children £317 per child	Continued	Developing respectful, positive relationships through the Forest School Curriculum, and capitalising on these special opportunities to focus on our PP children, discuss their learning and offer extra support.	Improved self esteem, behaviours for learning, attainment and progress.	Quarterly pupil progress and attainment meeting with SLT. Use of the Leuvens Scales of Well Being and Involvement.	Staff comments – ‘by far one of the most valuable times spent with the children,’ ‘all have loved the Forest school sessions and have worked really well in groups,’ ‘brilliant for self-esteem,’ ‘grown in confidence, taken on challenges and behaved really well,’ ‘Forest school is a great opportunity for me to be more sociable with them – it’s good to see them in a different environment and have the time to chat about their interests’ and ‘the children were really knuckling down and focussed.’ Evidence of the impact on the children is reflected in the Leuvens Scales of Wellbeing and Involvement which can be provided.
<b>1-1 tuition/coaching from Teaching Assistants.</b>	£11,400	new	To review marking/targets, to discuss next steps, to revise identified learning objectives	Close the gap in attainment; raise confidence	Quarterly pupil progress and attainment meeting with SLT.	TA 1-1 support has not been regular as they are often called to cover classes. Y6 maths skills and basic arithmetic – the children were ‘much more confident about their arithmetic papers.’ Y5 – ‘attitude and engagement is good and reflected in attainment. Y4 – the children have worked hard on their handwriting and are proud of the improvement and improved independence. Y3 – ‘clear signs of progress

						<p>beginning to happen – one child in particular is now much more independent and able to organise himself and has started to try things for himself in the classroom. Good progress in formation and presentation of his writing.</p> <p>Y2 – some progress – more willing to start conversations and contribute ideas in class. Good progress from maths intervention.</p> <p>Y1 – one child is on track to achieve ARE in maths, reading and writing and asks to pass the Phonic Screen. Another has made more progress in his phonic group than the others, due to the extra support. This is particularly evident in his recognition of digraphs and common exception words. For another child the sessions have helped with PHSE issues. Staff would appreciate more than one session a week.</p> <p>EYFS – significant improvement in confidence to talk to adults – two children are expected to achieve ELGs, with some exceeding statements.</p> <p>Two other children have improved their recognition of phonemes, writing of letters and CVC words independently.</p>
<b>Indirect Dyslexia learning (IDL) purchased and</b>	£350 annual subscription	continued	Each child is assessed for	Close the gap in attainment.	SH and ZA on a monthly basis.	Results available. Good progress by all children.

<b>delivered to 20 children from Years 3-5.</b>	£200 TA administrative time. £3,500 working with the children		reading and spelling ages then introduced to the programme at an individually appropriate level. 1-1 support from ZA to familiarise each child with the programme. Teaching Assistant CG leads groups of children for three 20 minute sessions weekly.	Improve reading and spelling scores.	Reassessment after 6 months.	
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