



PUPIL PREMIUM REPORT (2016 – 2017)

<p>Objectives for spending Pupil Premium</p>	<p>When making decisions about using pupil premium funding we take into account the context of our school as well as the needs of our learners. Common barriers for PP children can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”. Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups but also to ensure that all our children are high attaining. As a school we are hoping to develop a track record of ensuring that pupils make good/outstanding progress, but historically levels of attainment have been lower for FSM (eligible for free school meals) – this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations and as they move through the school. We have analysed our data thoroughly and have made use of a range of research, such as, good practice in using pupil premium funding, as well as external reports from such providers as Ofsted and Sutton Trust. In addition to this, we have identified some key principles (outlined below) which we believe will maximise the impact of our pupil premium spending.</p>
<p>Key Principles underpinning PPG spending</p>	<ul style="list-style-type: none"> • Our staff believe in the potential of ALL our children • There are no “excuses” made for underperformance • We will support our children to develop “growth mindsets” towards learning in order to develop resilience, confidence, self-esteem and independence • Teachers (and TA’s) are involved in the analysis of data and attend regular pupil progress meetings so that they are fully aware of the strengths and weaknesses across the school • All staff will identify Pupil Premium (and other vulnerable) children in their planning and assessment to ensure they are making progress in line with their peers • ALL pupil premium children will benefit from the funding – not just those who are under performing; and, where possible, funding will be targeted at as many children throughout the school as possible • Underachievement at all levels will be targeted quickly and purposefully • There will be consistent implementation across the school of “non-negotiables” as outlined in the following policies <ul style="list-style-type: none"> ○ Marking and Feedback ○ Teaching and Learning ○ Behaviour Management ○ Special Educational Needs



For the year 2016 – 2017, Kempsey Primary School was allocated £53,100 for children who attract Pupil Premium funding. This has been allocated as follows:

Initiatives in 2016 - 17	Reason for allocation	Evaluation	Further Action
Release of highly skilled SENCO for non-contact time to track pupils and identify barriers to learning and assist class teachers in implementing strategies and monitoring interventions	Early identification of pupil needs requiring extra support and provision of strategies for support	Through classroom observations and pupil progress meetings to monitor progress of pupils; Discussions with SENCO, HT and SLT	<ul style="list-style-type: none"> Continue release time next academic year Opportunities to liaise with SENCO from MAT schools to share strategies
TA support for intervention groups and small groups in Maths and English, including release time for TA's to plan for designated intervention afternoon	To enhance reading, writing and maths skills for children who attract Pupil Premium funding To develop an increased sense of confidence and independent in these children when attempting tasks To ensure the regular provision of high calibre targeted interventions throughout school so that PP children make progress in line with or better than their peers	Monitoring progress of PP children Classroom observations Discussion with TA's and CT's	<ul style="list-style-type: none"> Continue dedicated intervention afternoon Continue provision of TA's for support in classrooms Implement additional training for TA's (i.e. questioning strategies)
Part funding of resources to support additional learning needs in the classroom as well as social development	To support identified areas of weakness in reading, spelling and maths both as part of classroom practice and for TA intervention support	Class teacher and TA evaluation of usefulness of resources through discussion with SLT	Additional resources to be purchased as identified by staff/SENCO
Provision of specialist mentors to support children's emotional well being	To support the emotional well-being, self-esteem and resilience of identified pupils	The mentors have only just begun their meetings with the identified children so it is too early to fully evaluate impact. However, this is providing	Continue into Summer Term; mentor for some pupils to provide support through transition to high school Support offered to other pupils as identified
Funding for extra-curricular visits, clubs and activities <ul style="list-style-type: none"> Residential trips Curriculum trips Swimming Breakfast Club Holiday Club Music lessons After school clubs (ie Maths) 	To ensure all pupils are given the same opportunities to access and benefit from extra-curricular activities as their peers, without financial constraints	Children are able to access extra-curricular activities along with their peers without financial limitations; this, in turn, impacts on self-esteem and enthusiasm for learning	To continue