

# White Court Primary School



## Pupil Premium Provision Map 2015-2016

**This document details the proposed spend of the Pupil Premium funding 2015 - 2016 at White Court, committed to closing the gap of the children entitled to Pupil Premium.**

Our expected Pupil Premium allocation for the year 2015 - 2016 is £88,560.

This funding has been split into six key outcomes:

- **Well-being support**  
To support children to develop their emotional well-being in order to become ready to learn.
- **Targeted support**  
Small group and one to one sessions aimed at closing the particular needs of children.
- **Enriching the curriculum**  
To provide a range of opportunities for all children, regardless of their background.  
To develop the children's environment into a rich learning environment.
- **Staff training**  
To raise the profile of PP amongst staff.  
To develop the High Quality teaching of staff.
- **Extending school support**  
To offer support for the disadvantaged children in receipt of Pupil Premium funding.
- **Parental engagement**  
To raise the profile of PP amongst parents and carers.  
To develop the skills of parents and carers in order to support their children.

\*On school website for parent/carer information

### Pupil Premium Statement

#### What is Pupil Premium?

Pupil Premium is a Government initiative which was introduced in 2011 to provide funding in schools, to support low income children and help narrow the gap in attainment. In the school year 2014 – 2015, the Pupil Premium for eligible children was £1300, which rose in the following academic year to £1320. Children eligible for Pupil Premium are classed as ‘Ever 6’, those who are, or have been Free School Meals within the past six years. Children in Care (CIC) and those in adoptive families are entitled to a grant of £1900 and Service children a grant of £300.

#### How Pupil Premium is used:

Schools may spend Pupil Premium grants however they feel will best support the individual, in order to make progress and close the gap. This may include helping towards the cost of trips and residential visits, one to one support, mentoring or purchasing resources and interventions. As a school, we are required to keep track of Pupil Premium spending, on a per child basis.

#### How to help:

Currently, all children in Foundation Stage and Key Stage One are entitled to free school meals. However, as this is now automatic, they are not ‘Ever 6’, and school does not receive Pupil Premium. It is therefore important to apply for free school meals if you are eligible, to ensure school receives the Pupil Premium grant, as it will have a positive effect on your child’s time in school.

Your child may be able to get free school meals if you receive any of the following:

- Income Support
- Income-based Jobseekers Allowance
- Income-related Employment and Support Allowance
- Support under Part VI of the Immigration and Asylum Act 1999
- the guaranteed element of State Pension Credit
- Child Tax Credit (provided you’re not also entitled to Working Tax Credit and have an annual gross income of no more than £16,190)
- Working Tax Credit run-on paid for 4 weeks after you stop qualifying for Working Tax Credit
- Universal Credit

### Key Outcome 1 – Well-being Support

This outcome will be met by the following means:

1. Social groups, for those children identified as having social and emotional needs with Assistant SENCo.
2. Active Kids  
All PP children are invited to attend Active Kids sessions during the week, before school to begin their day in a positive way.
3. Emotional Support  
Two LSAs are trained in Emotional support, available to support those children from disadvantaged backgrounds.

**Action 1:**

Social groups, for those children identified as having social and emotional needs with Assistant SENCo.

Social and emotional learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.

- Strategies to manage feelings
- Develop ways to manage social situations

**Action 2:**

Children to develop social skills in a small group using a sporting context, including:

- Turn taking
- Fair play
- Increased confidence

**Rationale:**

Children are not ready to become learners if they are not equipped with the social skills needed for school. This use of PP funding is aimed to prepare the children for learning, from their emotional entry points. EEF suggest a +2 month acceleration for Sports participation and +4 for Social and Emotional learning.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	SSh MB	Soft data:  Decrease of friendship issues.  Readiness for learning.  Liaison at PEP and LAC reviews.	Action 1 - £6,500  Action 2 - £3,000	Children to improve their social and emotional skills, in both peer and 1:1 situations.

**Action 3:**  
Two LSAs are trained in Emotional support, available to support those children from disadvantaged backgrounds.

**Rationale:**  
Home life situations may impinge on children’s readiness to learn, becoming a barrier to learning.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	AH SH	Soft data: Regular liaison between emotional supporters and class teachers, SENCo, SLT and Safeguarding as necessary.	£600	Children given the opportunity to share barriers from their home life, resulting in increased progress in school, in Literacy and Numeracy.

## Key Outcome 2 – Targeted Support

This outcome will be met by the following means:

1. Prime Time with a qualified teacher, once per week.
2. Prime Time with an LSA, once per week.
3. Resources purchased to support children’s identified areas for progression.
4. Homework Club.

### Action 1 and 2:

One to one tuition (Prime Time) uses a teacher and/or LSA to give a pupil intensive individual support. It may be undertaken outside of normal lessons or as additional teaching.

Class teachers and Prime Time teachers will work closely together (pre and post-teaching liaison) to ensure the intervention is specific to the needs of the child, to close the individual’s gaps, primarily in Literacy and Numeracy.

### Rationale:

EEF toolkit suggests a +5 month acceleration for 1:1 sessions. The areas to be focused on will be decided by the class teacher, based on half termly assessments.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	EB Class teachers Prime Time teachers	Prime Time book, moderated by EB and SLT.	Teachers - £28,000 LSAs - £7,000	Greater confidence completing tasks. Increased engagement in school. Accelerated progress in Literacy and Numeracy.

### Action 3:

Purchase specific resources to support the individual needs of PP children.

### Rationale:

Support the identified physical needs of individuals (OT advised).

Improve Mathematical understanding of concepts using resources to support application in class and at home.

Develop comprehension and social skills.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
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Autumn term 2015	EB Class teachers SENCo	Photographic evidence in Prime Time books of children using their specific resources.	£15,000	Children to have a more concrete understanding of mathematical concepts, accelerating progress in Numeracy. Accelerated progress in Reading, using comprehension resources.
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**Action 4:**  
Weekly homework club session for PP children to attend to complete their homework, with a teacher to guide learning. Offering I.C.T. facilities for any PP children who do not have access at home.

**Rationale:**  
EEF suggest support with homework can accelerate progress by +2 months. Homework club to support children with homework tasks, set to reinforce school work.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	FM Class teachers	Do PP children complete their homework? Do they use homework club if not?	£925	Children accelerate their progress in Literacy and Numeracy, as they can reinforce the work completed in school when completing homework tasks. Children have a teacher available who can help them to complete tasks if needed.

### Key Outcome 3 – Enriching the curriculum

<p>This outcome will be met by the following means:</p> <ol style="list-style-type: none"> <li>1. Nrich roadshow to develop Mastery in Maths.</li> <li>2. Swimming lessons as part of P.E. curriculum.</li> <li>3. Residential visits.</li> <li>4. School trips.</li> </ol>				
<p>Action 1: Use of Nrich in class to develop Mastery in Numeracy. Children and parents will be involved in an interactive mathematical enrichment experience, aimed to develop problem solving and mastery skills.</p>				
<p>Rationale: EEF suggests Mastery Learning accelerates progress by +5 months.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
<p>Academic year 2015-2106</p> <p>Roadshow – Autumn 2016</p>	<p>EB Maths Co-ordinators.</p>	<p>Mastery investigations in Numeracy books.</p> <p>Increased attainment in Numeracy.</p>	<p>£2,000</p>	<p>Increased attainment in test situations, by applying new skills independently, accelerating progress in Numeracy.</p>
<p>Action 2: As part of the New NC, all children are expected to:</p> <ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>• perform safe self-rescue in different water-based situations.</li> </ul>				
<p>Rationale: Swimming is heavily subsidised by school for all children, but to make the requirement manageable for disadvantaged pupils, school will pay for PP children's term of swimming.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
<p>Academic year 2015-2016</p>	<p>P.E. co-ordinators. NB – swimming teacher.</p>	<p>Children's progression through term of swimming.</p>	<p>£900</p>	<p>Children to reach the NC expected level for swimming in P.E. curriculum.</p>



Action 3 and 4:  
All PP children to take part in school trips and residential trips.

Rationale:  
At White Court, all trips are based on a curriculum area. Failure to attend due to disadvantage would mean children have gaps in their curriculum knowledge and experiences.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	EB Finance manager SLT	Ensure trips are an essential part of the curriculum.	£700 trips  £4,500 residential.	Disadvantaged children to share the same experiences as the rest of their cohort.

**Key Outcome 4 – Staff training**

<p>This outcome will be met by the following means:</p> <ol style="list-style-type: none"> <li>1. Outstanding marking and feedback course.</li> <li>2. Attachment Course.</li> <li>3. PP training.</li> </ol>				
<p><b>Action 1:</b> The course looks at how teachers can use their time most effectively to use marking and feedback to gain trust, confidence and build the capacity to improve for all students.</p>				
<p><b>Rationale:</b> Feedback has been identified as one of the most important factors in raising student attainment levels and closing the gap in performance – EEF +8 months. Marking and feedback is an integral part of our action plan for development.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Summer 2016	RP All staff to apply concepts to own teaching	Is feedback and marking consistent across school?	£3,600	Teachers to give feed forward and effective feedback, building towards High Quality Teaching. In turn, PP children will make accelerated progress in Literacy and Numeracy, as well as other subjects.
<p><b>Action 2:</b> Attachment training.</p>				
<p><b>Rationale:</b> A growing number of our PP children are LAC. Further training is needed to ensure their needs are being met, and the best ways to support them in school.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	SSh MB SH	Are the pastoral needs of the LAC being met?	£1,100	Improved support of LAC children, leading to

		LAC and PEP reviews.		attainment and progress.
Action 3: Training, conferences and release of PP co-ordinator.				
Rationale: Increase understanding of PP within school, and the parameters for spending. Raise profile amongst all staff.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	EB	Held to account by PP governor and governing body.	£4,000	Staff have a wider knowledge and understanding of areas affected by Pupil Premium at White Court, which ultimately raises attainment of the children and staff knowledge.

**Key Outcome 5 – Extending school support**

This outcome will be met by the following means:

1. SATs resources (year 6).
2. Breakfast Club.
3. Easter Camp

**Linked to Homework club and Residential trips.**

**Action 1:**  
Children can support their own learning at home, raising attainment against cohort.

**Rationale:**  
EEF suggest Meta Cognition and Self-Regulation can raise attainment by +8 months.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	LT	End of year data.	£66	Accelerated progress in Literacy, Numeracy and Science.

**Action 2:**  
Families are able to extend the school day.  
Children start the day in a positive way and have had a healthy breakfast.

**Rationale:**  
EEF suggest extending the school day can increase attainment by +3 months.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2015-2016	SLT SENCo	SLT SENCo	Up to £555 per child, per year.	Calmer start to the day, children more prepared and ready to learn, positively impacting on progress in Literacy and Numeracy.

**Action 3:**  
Focused SATs preparedness sessions during Easter – Years 2, 5 and 6.

**Rationale:**  
EEF suggest Summer Schools raises progress by +2 months. The sessions will give the children focused revision, at a time poignant to SATs.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
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Easter 2016	EB	Pupil Survey End of year data.	£2,500	Children will grow in confidence in Literacy and Numeracy, revising what they have learnt in the year, and addressing misconceptions. Leading to accelerated progress and increased child motivation.
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**Key Outcome 6 – Parental engagement**

This outcome will be met by the following means:				
1. Nrich roadshow.				
Action 1: Encourage and educate parents to take a more supportive role with their children’s education.				
Rationale:				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Summer 2016	Maths co-ordinators	Mastery investigations in Numeracy books.  Increased attainment in Numeracy.	£2,000 (as above)	Parents taking a greater interest, and supporting their children at home, leading to accelerated progress in Literacy and Maths in school.

Total PP funding: £88,560

Proposed spend: £75,791