

White Court Primary School



Pupil Premium Provision Map 2016-2017

This document details the proposed spend of the Pupil Premium funding 2016 - 2017 at White Court, committed to closing the gap of the children entitled to Pupil Premium Grant (PPG).

Our expected Pupil Premium allocation for the year 2016 - 2017 is £90,631

Number of pupils and pupil premium grant (PPG) received last year (2015-2016)	
Total number of pupils on roll	599
Number of pupils eligible for PPG support	65
PPG received Autumn 2015	£29,520 £1,298
PPG received Spring 2016	£22,140
PPG received Summer 2016	£33,167
Total amount of PPG received academic year 15-16 (£)	£86,125

Number of pupils and estimation of pupil premium grant (PPG) likely to be received this year	
Total number of pupils on roll	589
Number of pupils eligible for PPG	66
PPG received Autumn 2016	
PPG received Spring 2017	
PPG received Summer 2017	
Total amount of PPG received academic year 16-17 (£)	

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. Children eligible for Pupil Premium are classed as 'Ever 6', those who are, or have been Free School Meals within the past six years, are entitled to a PPG of £1320. Children in Care (CIC) and those in adoptive families are entitled to a PPG of £1900 and Service children a PPG 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 in English and Maths. 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 and its impact.

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 'FSM' or 'Ever 6', and school does not receive Pupil Premium grant. 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, for at least the next six years (Ever 6).

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 Adventures
PP children are invited to attend Active Adventures 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, progressing from their emotional entry points. EEF suggest a +2 month acceleration for Sports participation and +4 month acceleration for Social and Emotional learning. Although this spending may not show quick academic acceleration, it will give potential for academic gaps to be closed in the future.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	SSh MB	Soft data: Decrease of friendship issues. Readiness for learning.	Action 1 - £6,500 Action 2 - £1,850	Children to improve their social and emotional skills, in both peer and 1:1 situations.

		Liaison at PEP and LAC reviews.		
<p>Action 3: Trained LSAs are available on an ad-hoc basis when pupils need emotional support.</p>				
<p>Rationale: Home life situations may impinge on children’s readiness to learn, becoming a barrier to learning. The support these LSAs offered last year was an important step for pupils to become ready to learn, knowing they would have a timetabled opportunity to discuss any concerns about school or home.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	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. KS2 Homework Club.
5. KS1 Maths 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.

Last year’s data shows equal or exceeded progress by most PP cohorts within school, compared to their Non-PP cohort. This accelerated progress has made an impact towards closing the gap of these children, and staff opinion is that the acceleration is due to the bespoke Prime Time sessions.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	EB Class teachers Prime Time teachers	Prime Time book, moderated by EB and SLT. Prime Time Logs.	Teachers - £28,000 LSAs - £14,000	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.

Engage parents by sending resources home to support pupil's learning at home.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	EB Class teachers SENCo	Photographic evidence in Prime Time books of children using their specific resources. Parent and Carer perception questionnaire.	£12,000	Children to have a more concrete understanding of mathematical concepts, accelerating progress in Numeracy. Accelerated progress in Reading, using comprehension resources. Increased engagement with learning at home.
<p>Action 4 and 5: Weekly homework club session for KS2 PP pupils to attend to complete their homework, with a teacher to guide learning. Offering I.C.T. facilities for any PP pupils who do not have access at home. Weekly KS1 Maths sessions to focus on the resources available to children at home, e.g. MyMaths, Interactive Resources and MyLearning in order to encourage the children's independent participation, to secure work completed in school.</p>				
<p>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. Last year, there was a large uptake of these sessions, and teachers felt it was a beneficial way to ensure pupils were able to complete tasks set, so there was no disadvantage compared to the rest of the cohort.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	CP, ES, RC Class teachers	Do PP children complete their homework? Do they use homework club if not? Do children use resources available to them independently?	£1,850	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.
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Key Outcome 3 – Enriching the curriculum

This outcome will be met by the following means:

1. Nrich roadshow to develop Mastery in Maths.
2. Swimming lessons as part of P.E. curriculum.
3. Residential visits.
4. School trips.

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.

Rationale:

EEF suggests Mastery Learning accelerates progress by +5 months.
Last year, the introduction of Mastery in Maths made a positive impact on the attainment across the school. By holding a Nrich roadshow, we will be able to share the mindset with parents and carers, so help them support at home.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2107 Roadshow – Autumn 2016	EB Maths Co-ordinators.	Mastery investigations in Numeracy books. Increased attainment in Numeracy.	£2,000	Increased attainment in test situations, by applying new skills independently, accelerating progress in Numeracy. Increased parent and carer engagement.

Action 2:

- As part of the New NC, all children are expected to:
- swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
 - perform safe self-rescue in different water-based situations.

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.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	P.E. co-ordinators. NB – swimming teacher.	Children’s progression through term of swimming.	£900	Children to reach the NC expected level for swimming in P.E. curriculum.

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 2016-2017	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

This outcome will be met by the following means:				
1. PP training.				
Action 1: 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. Following increased staff awareness during 2015-2016, the profile of PP has been raised throughout school. This has led staff to ensure this cohort of pupils has been focused on, which has in turn helped to close their individual gaps/areas of need.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016-2017	EB	Held to account by PP governor and governing body.	£2,000	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 and After School 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.

By supplying pupils with resources to support their learning independently, it gave children the opportunity to challenge themselves in preparation for the SATs. The resources also helped the pupils when completing homework tasks, as parents and carers could 'revise' concepts.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016 - 2017	CP	End of year data. Completion of homework tasks.	£66	Accelerated progress in Literacy, Numeracy and Science. Parent and carer support.

Action 2:

Families are able to extend the school day.

Children start the day in a positive way and have had a healthy breakfast.

Children are able to attend Prime Time tuition by attending After School Club.

Rationale:

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

Offering ASC has enabled families to facilitate pupils to attend tuition.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2016 - 2017	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. ASC can facilitate childcare and attendance at Prime Time tuition.
<p>Action 3: Focused SATs preparedness sessions during Easter – Years 2, 5 and 6.</p>				
<p>Rationale: EEF suggest Summer Schools raises progress by +2 months. The sessions will give the children focused revision, at a time poignant to SATs. Feedback by pupils and parents from Easter Camp 2016 suggests a positive impact on pupils learning, to consolidate the curriculum.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Easter 2017	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.

Key Outcome 6 – Parental engagement

This outcome will be met by the following means:				
1. Nrich roadshow.				
2. Curriculum workshops.				
Action 1 and 2: Encourage and educate parents and carers to take a more supportive role with their children’s education.				
Rationale: Feedback to school suggests that many parents and carers want to help their children, but do not feel knowledgeable or confident enough to do so. Inviting the parents and carers to take part in activities with the children will increase parental understanding, enabling them to offer more support at home.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Autumn 2017	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.

Estimated PP funding: £90,631

Proposed spend: £77,466

The remaining PPG will be used to fund actions which arise to the needs of the cohort throughout the year, for example resources which need to be purchased or educational visit funding. By keeping a portion of the PPG available, it will allow us to support PP families ad-hoc during the year, in order to close the gaps of the PP children.