

White Court Primary School



Pupil Premium Provision Map 2017-2018

This document details the proposed spend of the Pupil Premium funding 2017 - 2018 at White Court, committed to diminishing the difference of the children entitled to Pupil Premium Grant (PPG).

Our expected Pupil Premium allocation for the year 2017 - 2018 is £86,617

Number of pupils and pupil premium grant (PPG) received last year (2016-2017)	
Total number of pupils on roll	599
Number of pupils eligible for PPG support	65
PPG received Autumn 2016	£26,533
PPG received Spring 2017	£19,900
PPG received Summer 2017	£34,392
Total amount of PPG received academic year 16-17 (£)	£80,825

Number of pupils and estimation of pupil premium grant (PPG) likely to be received this year	
Total number of pupils on roll	595
Number of pupils eligible for PPG	61
PPG received Autumn 2017	
PPG received Spring 2018	
PPG received Summer 2018	
Total amount of PPG received academic year 17-18 (£)	£86, 617 (estimated)

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
LSA trained in Emotional support, available to support those children from disadvantaged backgrounds for three afternoons per week.

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 2017-2018	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: Emotional Support LSA trained in Emotional support, available to support those children from disadvantaged backgrounds for three afternoons per week.</p>				
<p>Rationale: Home life situations may impinge on children’s readiness to learn, becoming a barrier to learning. The support our trained LSAs have offered previously 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. In the past year a number of PP children have experienced bereavements or family difficulties and have needed extra emotional support.</p>				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017-2018	SH SS	Soft data: Regular liaison between emotional supporters and class teachers, SENCo, SLT and Safeguarding as necessary.	£1,600	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 teacher or LSA at least once per week.
2. Resources purchased to support children’s identified areas for progression.
3. KS2 Homework Club.
4. KS1 Maths Club.

Action 1:

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 diminish the difference, 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 many areas of accelerated progress by the PP group. This accelerated progress has made an impact towards diminishing the difference of these children, and staff and parent/carer opinion is that the acceleration is due to the bespoke Prime Time sessions.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017-2018	EB Class teachers Prime Time staff	Prime Time book, moderated by EB and SLT. Prime Time Logs.	Teachers - £27,700 PT LSAs - £6,000 LSAs - £5,000	Greater confidence completing tasks. Increased engagement in school. Accelerated progress in Literacy and Numeracy.

Action 2:

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 2017-2018	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.

Action 3 and 4:
 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.

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.
 Previously, there has been 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.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017-2018	CS, 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. Enrichment activities through school providers.
2. Swimming lessons as part of P.E. curriculum.
3. Residential visits.
4. School trips.

Action 1:

Fund enrichment activities for the children to develop their understanding of the world, for example French, Music and Sporting activities.

Rationale:

EEF suggests Arts and Sports participation accelerates progress, each by +2 months.

By offering extra-curricular enrichment activities, it allows children to participate, which parents and carers may otherwise not be able to provide.

Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017-2108	EB	Discuss with children the impact of enrichment activities on their learning.	£2,000	Children are able to develop their knowledge and understanding of the world as well as honing talents. Children are then able to apply this knowledge to school work.

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 2017-2018	P.E. co-ordinators. NB – swimming teacher.	Children’s progression through term of swimming.	£1,650	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 2017-2018	EB Finance manager SLT	Ensure trips are an essential part of the curriculum.	£700 trips £3,895 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, particularly NQTs and RQTs. Following increased staff awareness since 2015, 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. Participation of PP co-ordinator in local cluster.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017-2018	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 2017 - 2018	CS/FM	End of year data. Completion of homework tasks.	£63	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 2017 - 2018	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.
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. Feedback by pupils and parents from Easter Camp 2016 and 2017 suggests a positive impact on pupils learning, to consolidate the curriculum.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Easter 2018	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. Curriculum workshops.				
2. Attendance monitoring.				
Action 1: 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. The whole school have moved away from ‘Class Assemblies’ in order to use the time for parent/carer events.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017 - 2018	Year Managers	Regularly planned events by all year groups to invite family into school. Increased involvement and understanding of parents and carers.	£2,000	Parents taking a greater interest, and supporting their children at home, leading to accelerated progress in Literacy and Maths in school.
Action 2: To monitor the attendance of the PP group, particularly those who are persistent absentees.				
Rationale: Previously, our PP cohort’s attendance was not as good as our non-PP children. As a result we have put in place rigorous tracking for both PP and vulnerable groups, in line with our new attendance policy.				
Dates	Person Responsible	Monitoring and Evaluation	Cost	Expected Outcome
Academic year 2017 - 2018	EB, DD, office staff	Follow new attendance policy to ensure PP children are followed up fully if absent. SLT to make	£2,000	Attendance will improve across the PP cohort, especially persistent absentees.

		supportive home visit if necessary. Use of reward system for persistent absentees.		
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Estimated PP funding: £86,617

Proposed spend: £79,308

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.