



## **Pupil Premium Action Plan 2016/17 & Impact Statement**

The pupil premium provides additional funding on top of the main funding the school receives. It is targeted at pupils from disadvantaged backgrounds to ensure that they benefit from the same opportunities as pupils from other families. From September 2015, the premium will be worth £1,300 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM) or Pupil Premium Funding; £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At St. Giles' CE primary School, we pride ourselves on using the Pupil Premium to support our students with a specific focus on engagement in school life, curriculum support and developing and improving social skills.

### **Objectives for Pupil Premium in this School**

- ✿ We will use the Pupil Premium to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- ✿ We will use the funding to narrow and close the gap between the achievements of these pupils and their peers.
- ✿ As far as our powers allow we will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.
- ✿ We will ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

### **Accountability**

The Headteacher and leadership team regularly and rigorously monitor, evaluate and review the strategies we have put into place for Pupil Premium and report to the governing body on its progress and impact.

The governors regularly and rigorously scrutinise the impact of our pupil premium spend to ensure that it is being put to best use.

## Statistics

<b>Number of pupils and amount of Pupil Premium Grant received:</b>					
	<b>2012-2013</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>
<b>Total number of pupils on roll</b>	<b>321</b>	<b>326</b>	<b>326</b>	<b>327</b>	<b>326</b>
<b>Total number of pupils eligible for Pupil Premium Grant</b>	<b>29 FSM 3 Service</b>	<b>21 FSM 4 Service</b>	<b>21 FSM 2 Service 3 Post LAC</b>	<b>20 FSM 3 Service 3 post LAC</b>	<b>20 FSM 3 Service 3 post LAC</b>
<b>Amount of Pupil Premium Grant received per pupil</b>	<b>FSM £600 Service £250</b>	<b>FSM £900 Service £300</b>	<b>Ever 6* FSM £1300 Service £300 Post LAC £1900</b>	<b>Ever 6*FSM £1300 Service £300 Post LAC £1900</b>	<b>Ever 6*FSM £1300 Service £300 Post LAC £1900</b>
<b>Total amount received</b>	<b>£18,071</b>	<b>£19,960</b>	<b>£34,083</b>	<b>£33,000</b>	<b>£36,140</b>

**\*Ever 6 FSM – if children have been recorded as eligible for FSM at any time over the last 6 years they will get Pupil Premium funding even if they are no longer eligible for FSM**

**Research:** The action plan is based on some of the higher impact strategies identified by Sutton Trust so that we can be confident that we are using interventions and approaches with a track record of success. The Sutton Trust Teaching and Learning Toolkit considers a wide variety of common approaches and strategies to raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications

### Strategy for using the funding

The school has looked carefully at the needs of each pupil and we have decided to use the following intervention strategies:

### School Life

Planned spend	Aim & <i>Supporting research</i>	Impact
Funding places on school trips/visits/visitors (£1000)	<p>To enhance the curriculum, ensure the children are able to participate and to give children the opportunity to experience new and challenging activities</p> <p><i>Outdoor adventure learning</i></p> <ul style="list-style-type: none"> <li>✿ <i>A wide range of adventure activities are linked with increased academic achievement</i></li> <li>✿ <i>Residential experiences tend to have a greater impact and tend to produce effects of a longer duration</i></li> <li>✿ <i>The main effects tend to be self-confidence, self-efficacy and motivation</i></li> </ul>	All children within the school have participated in school trips and workshops from visiting organisations. This has enabled the children to work confidently when undertaking follow up work within the classroom.
Funding clubs and extra-curricular activities (£2625)	<p>To ensure the children are able to participate and to give children the opportunity to experience new and challenge activities.</p> <p><i>Sports Participation</i></p> <ul style="list-style-type: none"> <li>✿ <i>Being involved in extracurricular sporting activities</i></li> </ul> <p><i>Arts participation</i></p> <ul style="list-style-type: none"> <li>✿ <i>Benefits for learning appear to be more achievable with primary learners, with some promising evidence supporting the academic impact of these programmes</i></li> <li>✿ <i>Arts-based approaches may offer a route to re-engage older learners in school</i></li> </ul>	All PPG children who wished to participate in clubs were given this opportunity. These clubs were both sport and arts based, allowing the children to develop their knowledge and love of both. Some children who have participated in sports clubs have gone on to represent the school in competitions which has had a visible positive impact in their self-confidence.
Funding for annual	To ensure that all children have access to the learning opportunities on	All PPG children in the school, who were of an

residential visit (£1350)	<p>offer at the outdoor centre</p> <p><i>Outdoor adventure learning</i></p> <ul style="list-style-type: none"> <li>✿ <i>A wide range of adventure activities are linked with increased academic achievement</i></li> <li>✿ <i>Residential experiences tend to have a greater impact and tend to produce effects of a longer duration</i></li> <li>✿ <i>The main effects tend to be self-confidence, self-efficacy and motivation</i></li> </ul>	age to attend the residential visit, did so. This allowed the children to participate in a wide range of activities, some of which they had not done before. When the children returned to school, there had been a visible positive impact on the self-confidence and independence.
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### Curriculum Support

<b>Planned spend</b>	<b>Supporting research</b>	<b>Impact</b>
Targeted Teaching Assistant intervention (£20,000)	<p>Additional teaching and learning opportunities for pupils entitled to Pupil Premium funding through trained TAs to help them make improved progress and to raise their standards of achievement.</p> <p>All our work through the pupil premium will be aimed at accelerating progress moving pupils entitled to Pupil Premium funding to at least age related expectations. Initially this will be in literacy and numeracy.</p> <p><i>1:1 Tuition</i></p> <ul style="list-style-type: none"> <li>✿ <i>One to one tuition is very effective in helping learners catch up</i></li> <li>✿ <i>Other groupings such as 1:3 can also be effective</i></li> <li>✿ <i>Short periods (5-10 weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact</i></li> </ul> <p><i>Small group tuition</i></p> <ul style="list-style-type: none"> <li>✿ <i>Intensive tuition in small groups is very effective</i></li> <li>✿ <i>Pupils are grouped according to specific level or need</i></li> <li>✿ <i>Pupils' needs are accurately assessed and targeted</i></li> </ul> <p><i>Feedback</i></p> <ul style="list-style-type: none"> <li>✿ <i>Feedback studies tend to show very high effects on learning</i></li> <li>✿ <i>Feedback has effects on all types of learning across all age groups learning</i></li> <li>✿ <i>Feedback should be specific, accurate and clear</i></li> </ul>	<p>At the end of year 2016/2017, 43% of PP children were expected or above in reading and writing and 48% in maths.</p> <p>All children who are below expected standards have received and will continue to receive targeted intervention from both teachers and teaching assistants, in addition to normal classroom learning, with a view to reducing the gap between PP and non-PP children. As a result of the intervention, all PP children made progress through the year.</p> <p>Of those children who are not at expected standards, 38% are on the SEN register and receive targeted support in relation to their PCPs. They are also making progress.</p>

## Social and Emotional Support

Planned spend	Supporting research	Impact
<p>Targeted Learning Mentor support to provide pastoral support for children who are more vulnerable (£8970 – 20 LM hours per week)</p>	<p>Children will have an adult who is available to support with any friendship issues and thus reduces the level of behaviour issues reaching the classroom.</p> <p><i>Social and emotional learning</i></p> <p>✿ <i>On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself</i></p>	<p>All PP children are able to access the support of the learning mentors. Currently, 76% if them take advantage of this to address specific emotional issues. This has enabled them to access their learning more effectively which is evident in the progress they are making academically.</p>
<p>Targeted social skills works across the school throughout the year. (£3588 – 8 hours per week)</p>	<p>Children will have opportunities to develop and practice social skills including turn taking, rules of the games, hygiene linked to cookery &amp; food preparation, charity work, gardening and drama which they may not have otherwise. Children have small group input which allow discussion and positive social interaction</p> <p><i>Social and emotional learning</i></p> <p>✿ <i>On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself</i></p>	<p>Friendship groups, Anger Management, ‘No Worries’ and ‘Self-Esteem Garden’ have been accessed by PP children in response to their individual needs. PP children have also been given priority access to our cookery club.</p> <p>As a result, our PP children feel supported, are able to develop and maintain friendships which has a positive impact on their wellbeing.</p>
<p>1:1 Reach for the Top programme and small group Relax group delivered by Learning Mentors trained through the TAMHS programme, to develop confidence, improve self-esteem and reduce anxiety (£1346 – 2.5 hours per week)</p>	<p>To develop confidence and improve self-esteem for children who find this difficult. To involve parents in programme, sharing skills and methods to support children. To demonstrate and develop relaxation techniques for vulnerable children which will help reduce anxieties and improve ability to learn in class.</p> <p><i>Social and emotional learning</i></p> <p>✿ <i>On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself</i></p>	<p>All PP children are equipped with relaxation techniques which enables them to deal with anxiety more effectively. Year 6 children practise Relax Kids techniques before their SATs which enables them to perform to the best of their abilities.</p> <p>The Reach for the Top programme has had a significant impact on PP children, developing their confidence and enabling them to deal with difficult situations with resilience.</p>