

Written September 2016 for academic year 2016-17
 To be reviewed September 2017

Pupil Premium Strategy 2016-17

Summary of Pupil Premium Funding 2016-17

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| Number of children on roll | 333 |
| Number of pupils in receipt of Pupil Premium | 160 |
| Percentage of pupils in receipt of pupil Premium | 48% |

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|----------------------------|---------------------|
| Pupil Premium Funding | £211,200.00 |
| EYFS Pupil Premium | £2583.75 (estimate) |
| Service Children | £600 |
| Looked After Children | £3200.00 |
| Total | £217,583.75 |
| Planned Expenditure | £218,000 |

| Barrier | How and why? | Expenditure (£) | Expected Impact and how it will be measured | Impact |
|---|---|-----------------|---|--------|
| Parents unable to support their children at home. | Family learning (literacy and numeracy) in EYFS, 'Solihul parenting' parents coffee mornings and 'cooking on a budget' so that parents know how to support their children | £800 | <ul style="list-style-type: none"> Number of parents attending will be monitored and questionnaires given to parents to assess the impact. | |

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| | physically, behaviourally and academically at home | | <ul style="list-style-type: none">• Improved parental engagement measured through attendance at meetings, parents' evenings and assemblies/ workshops. | |
| | Study club for parents and pupils so that pupils can receive support if parents can't support them alone. | £1000 | <ul style="list-style-type: none">• Number of parents attending will be monitored and questionnaires given to parents to assess the impact. | |
| | Parents' Handbook so parents aware of school's high expectations. | £200 | <ul style="list-style-type: none">• Improved parental engagement measured through attendance at meetings, parents' evenings and assemblies/ workshops.• Number of children completing homework increases• Number of children reading at home increases. | |

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| Pupils have low starting points and need to make accelerated progress to achieve in line with age-related expectation. | Teacher Training to improve standards of teaching in core subjects | £8000 | <ul style="list-style-type: none">• 100% of teaching good or outstanding• Pupils make better than the expected rate of progress from their starting points• Progress and attainment are above national expectations for our disadvantaged pupils.• There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils.• Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements | |
| | TA Training in social and emotional interventions, marking and feedback, maths, guided reading, writing and phonics. | £1300 | <ul style="list-style-type: none">• 100% of teaching assistants support children at a good level. | |

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| | | | <ul style="list-style-type: none">• Pupils make better than the expected rate of progress from their starting points• Progress and attainment are above national expectations for our disadvantaged pupils.• There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils.• Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements | |
| | Boosters, Homework Club, writing and maths clubs to support accelerated learning outside of the classroom. | £12,000 | <ul style="list-style-type: none">• Pupils make better than the expected rate of progress from their starting points• Progress and attainment are above | |

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| | | | <p>national expectations for our disadvantaged pupils.</p> <ul style="list-style-type: none">• There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils.• Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements | |
| | <p>1:1 tuition for Year 6 Pupil Premium children in maths and literacy to accelerate learning out of timetabled time.</p> | <p>£2000</p> | <ul style="list-style-type: none">• Pupils make better than the expected rate of progress from their starting points• Progress and attainment are above national expectations for our disadvantaged pupils.• There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils.• Evidenced through reading, spelling and | |

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| | | | <p>maths ages as well as Best-Fit Judgements</p> | |
| | <p>Additional teaching assistant support. Increase in the TAs/ Senior EYFS Staff available to support targeted learning needs of pupils.</p> | <p>£82,000</p> | <ul style="list-style-type: none"> • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements | |
| <p>Some pupils have a chaotic start to the morning with no breakfast, late and worrying about home issues, low self-esteem therefore not ready to learn.</p> | <p>Therapeutic Circle Time to ensure children are socially and emotionally ready to learn.</p> | <p>£200</p> | <ul style="list-style-type: none"> • Pupil questionnaire • Less children requiring THRIVE intervention | |
| | <p>Thrive intervention and resources so children are socially and emotionally ready to learn.</p> | <p>£2000</p> | <ul style="list-style-type: none"> • Improved THRIVE scores so children are more prepared for learning | |

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| | <p>Fund some of the cost of Breakfast Club provision to ensure children have a calm and settled start to the day, are fed and punctual.</p> | <p>£6000</p> | <ul style="list-style-type: none"> • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance and punctuality of disadvantaged children and non-disadvantaged children. | |
| | <ul style="list-style-type: none"> • Inclusion Team to support parents requiring additional support, ensure additional behaviour / SEN needs don't affect learning, provide social and emotional support during structured and unstructured parts of the day and to provide alternative learning opportunities. | <p>£74500</p> | <ul style="list-style-type: none"> • Number of children participating in Children's university increases • Evidence of good/ outstanding provision for disadvantaged children including those with SEN • Reduction in behaviour incidents | |

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| | <ul style="list-style-type: none"> • Monitor provision mapping and impact for disadvantaged children. • Monitor lessons/ work scrutiny/ data analysis of disadvantaged children • Discuss disadvantaged children in Pupil Progress meetings • Update and monitor impact of interventions through case studies for disadvantaged children. • Monitor and encourage disadvantaged children to attend Children’s University | | <ul style="list-style-type: none"> • Clear case studies detailing intervention and impact. • Pupils make better than the expected rate of progress from their starting points • Progress and attainment are above national expectations for our disadvantaged pupils. • There is a reduced gap or no gap between disadvantaged and non-disadvantaged pupils. • Evidenced through reading, spelling and maths ages as well as Best-Fit Judgements | |
| Attendance of disadvantaged children is low. | Contribution towards the cost of the Attendance and ? | £15.000 | <ul style="list-style-type: none"> • Attendance at least in line with Doncaster and national average | |

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| | <p>Pupil Premium Admin support to implement support and systems to diminish difference between disadvantaged children and non-disadvantaged children.</p> | | <ul style="list-style-type: none"> • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance and punctuality of disadvantaged children and non-disadvantaged children. | |
| | <p>Attendance Rewards to support diminishing difference between disadvantaged children and non-disadvantaged children.</p> | <p>£1000</p> | <ul style="list-style-type: none"> • Attendance at least in line with Doncaster and national average • Reduced number of lates recorded in class registers. • Reduced behaviour incidents at transition time • Increase in attendance • Diminished difference between attendance and punctuality of disadvantaged children and non- | |

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| | | | disadvantaged children. | |
| Partnership with York St John's University, involving Y6 and additional KS2 pupils undertaking activities to raise self-esteem and aspiration around higher education. | Aiming Higher project to improve aspirations, opportunity and choice in the future and raise expectations | £7000 | <ul style="list-style-type: none">• Increased understanding of chances and opportunities available in life.• Qualitative evidence from the project. | |
| Children lack first hand experiences to enhance their learning | Fund some visits and residential visits to ensure disadvantaged children can develop. | £5000 | <ul style="list-style-type: none">• Evidence in work scrutiny of children using the first-hand experiences in their learning. | |