



Summary of Pupil Premium Grant Spending, 2016-17

The Staff at Horsley C of E (VA) Primary C of E are committed to ensuring that all children achieve their potential. We are all aware of the research showing disadvantaged children often fall behind their peers, achieving lower grades throughout their education. This is known as an 'attainment gap' and the purpose of the Pupil Premium (PP) is to 'narrow the gap'. As a result of the evidence, the government introduced the PP in April 2011. Pupil Premium is paid directly to schools.

Objectives in spending Pupil Premium Grant:

- To ensure that children in receipt of Pupil Premium Grant and Free School Meals are fit to learn both academically and emotionally.
- To narrow the gap in terms of attainment for children in receipt of Free School Meals.
- To accelerate progress for children in receipt of FSM.
- To ensure that of Pupil Premium Grant and Free School Meals are able to access all learning opportunities in the school curriculum including life experiences they may experience as part of clubs and education visits.

Who is eligible for the Pupil Premium?

- Those who have been eligible for Free School Meals at any point in the last six years (also known as Ever 6 FSM)
- Children whose parents are currently serving in the armed forces (or have served in the last 4 years also known as Ever 4)

Who is eligible for Pupil Premium Plus?

- From April 2014 children who are looked after will attract a higher rate of funding than children from low-income families. These are children that;
- Left care under a Residential Order on or after 14 October 1991 (under the Children's Act 1989)
- Left care under a Special Guardianship Order on or after 30 December 2005 (under the Children's Act 1989)
- Were adopted from care on or after 30 December 2005 (and are in R to Year 11)
- Have a parent who self-declares their child's status to the school, providing supporting evidence (e.g. adoption order); and where the school records on the October School Census that they have a child who meets the above criteria
- From April 2014 children who are looked after will attract a higher rate of funding than children from low-income families.

2016-17 Total Premium Grant: £13, 200

This was to meet the needs of 8 pupils

We reflected on our spending, its impact on children's learning and the school progress and attainment data when considering our spending for this forthcoming academic year.

Interventions for 2016/17 included:

- ***Self Esteem, Social skills and Nurture Groups run by a qualified Emotional Literacy Support Assistant (ELSA)***
- ***Emotional Support through Lego interventions***
- ***Targeted Maths and Literacy interventions (1:1 or small group sessions)***
- ***After-school Clubs and activities (e.g. horse riding, circus skills) to build self-esteem and the resilience needed to learn.***
- ***Additional Phonics/spelling and support for children with Specific Literacy Difficulties/Dyslexia (e.g. Dancing Bears).***
- ***Music tuition lessons (e.g. violin) provided by visiting peripatetic music teachers***

Summary of the Spending for the Year 2016/17

Target 1: To ensure that all the pupils in receipt of Pupil Premium are fit to learn and their social and emotional needs are met so that barriers to learning are removed or significantly reduced

Rationale	Action	Cost	Staff	Success Criteria	Impact
<p>It has been found that these children:</p> <ul style="list-style-type: none"> • May have experienced challenges and interruptions to their social and emotional development which impact on their well-being and on their achievement • May find it harder to manage and maintain friendships in and out of school • May find it more challenging to regulate their behaviour and follow the school values 	<ul style="list-style-type: none"> • Train and support the ongoing CPD of a TA in emotional literacy so that she can to support children with their well being • Train a TA to deliver Lego interventions to facilitate children exploring and expressing their emotions • Provide 1:1 or small group social skill interventions for PP (and, where relevant, non-PP) children 	<p>£2280 17%</p>	<p>ST/AG</p> <p>Weekly sessions or short course (e.g. 6 sessions per term)</p>	<ul style="list-style-type: none"> • Children are emotionally resilient, they manage their emotions and friendships in and out of school 	<ul style="list-style-type: none"> • All children successfully progressed through the intervention programme showing progress in key area identified • Where relevant, Pupil/teacher Self-evaluation measures showed impact • Parental feedback shows children's emotional needs of the children are valued and are being met by the school

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Target 2: To narrow the gap between those children in receipt of PP with national expectations and make progress at least in line with their peers

Rationale	Action	Cost	Staff	Success Criteria	Impact
<p>It has been found that these children:</p> <ul style="list-style-type: none"> • May have not achieve outcomes in line with National averages or their peers • Children with PP/LAC and SEND identified needs are likely to make less accelerated progress than other vulnerable children 	<ul style="list-style-type: none"> • Provide regular targeted 1:1 interventions by a qualified teacher (QTS) to support individual needs in English and/or Maths • Provide 1:1 booster sessions for PP children leading up to SATs • To purchase additional resources for teaching English/Maths for LAC children 	<p>£7,850 60% of PP grant</p> <p>£631 5% of PP grant</p>	<p>EC/AG</p> <p>Weekly sessions for LAC/PP children</p>	<ul style="list-style-type: none"> • The majority of pupils will achieve at least national age-related expectations. • Rates of progress for vulnerable children will be at least in line with their peers as evidenced in PIRA/PUMA tests and external assessments • The attainment gap against the national expectation will narrow • The in-school attainment gap at the end of year 6 will narrow for identified PP/LAC children 	<ul style="list-style-type: none"> • Note: full impact to be ascertained in July, 2017 following external/internal data analysis

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Target 3: To enable all children to take part in the whole curriculum and learning opportunities that enhance and develop their life experiences and skills

Rationale	Action	Cost	Staff	Success Criteria	Impact
<p>It has been found that these children:</p> <ul style="list-style-type: none"> • Have financial restraints that can impact on a pupil's opportunity to access educational visits and offsite learning activities • Are often underequipped for activities or for life at school, including having a healthy breakfast 	<ul style="list-style-type: none"> • Use of financial provision in place to ensure all pupils have equal access to visits and residential trips as and receive a significant reduction in costs • Use of financial provision in place to ensure all pupils have equal access to clubs, music tuition, activities, and educational opportunities both in and out of school • Use of financial provision in place so children have equal access to visits and experiences and extend their life experiences 	<p>£2400 %18 of pp grant</p>	<p>Visiting external specialists</p>	<ul style="list-style-type: none"> • All children will have access to learning outside of the classroom and gain greater life experiences • Children will have experiences that other children have with their families and this will boost their self-esteem and worth with their peers • Levels of self-esteem will increase and children will have a sense of self-worth and be valued in the school community 	<ul style="list-style-type: none"> • Pupils show high levels of motivation in their learning, are happy to come to school and take part in a range of enrichment opportunities in and out of school

Next review of PP strategy/spending Date: July, 2017