



## Pupil Premium Strategy 2016/2017

Number of Pupils and Pupil Premium Grant Received (2016/2017)	
Total number of pupils on roll.	419
Total number of pupils eligible for pupil premium grant.	96
Amount of pupil premium grant received per pupil.	£1326
Total amount of pupil premium grant received.	£159,200

The main barriers to learning for children receiving pupil premium are:

- Access to language – especially from books
- Parental engagement with school – especially regarding attendance at information and workshop evenings.
- Access to extra curricula activities – e.g. residential trips, educational visits, music lessons
- Behaviour – children with specific social and emotional needs which affect their learning.

Area of Spend	Focus	Total Allocation
Employ three HLTAs to support teaching of phonics and reading across KS1 and LKS2	Phonics, reading and writing	£40,000
Employ a Read, Write Inc Lead (4 0.5 Days a week)	Phonics, reading and writing	£27,000
Employ TAs to work with targeted groups in the afternoons.	Phonics, reading, writing, maths and speaking and listening	£24,000
Employ a Learning Mentor and Pastoral Manager	Personal and Social	£60,000
Funding for After School Provision	Personal and social	£3,000
Funding for school trips and residential trips	Personal and social	£5,000

Area of Spend	Intended Outcomes	Actions
Employ three HLTAs to support teaching of phonics and reading across KS1 and LKS2	Improved learning outcomes in phonics, reading and writing Improved confidence for pupils in specified areas Learning tasks tailored to meet specific needs of children – closing gaps in understanding. Consolidation of learning completed in class – time for practise and application of skills	Regular assessment of children on RML program. Half termly progress review meetings with DHT. HLTAs to be deployed in the afternoon to provide additional 1:1 support in year 1 and additional small group work for children in year 2 and 3. Clear timetable of HLTA time to ensure time is maximised.
Employ a Read, Write Inc Lead (4 Days a Week)	Improved learning outcomes in phonics, reading and writing Improve quality of teaching provision Better use of assessment data to group and target additional support Greater capacity to deliver professional development. Greater capacity to deliver 1-1 interventions for those with greatest need. Greater home support from parent / carers.	RML lead to attend RL Lead training RML Lead to ensure regular assessments take place and children are moved into new groups as soon as they are ready. Half termly progress review meetings with staff delivering RML. Regular learning walks to ensure

		<p>high quality of provision is maintained.</p> <p>RML lead to deliver parent workshops.</p> <p>RML lead to deliver regular CPD to staff.</p>
<p>Employ TAs to work with targeted groups in the afternoons. (Yrs1 and 2)</p>	<p>Improved learning outcomes in phonics, reading, writing and maths</p> <p>Improved confidence for pupils in specified areas</p> <p>Learning tasks tailored to meet specific needs of children – closing gaps in understanding.</p> <p>Consolidation of learning completed in class – time for practise and application of skills</p> <p>1:1 and/or small group interventions planned to cater for individual needs (i.e. spelling reading, handwriting, phonics, maths number skills)</p> <p>Careful tracking of homework including reading journals – ensure regular reading takes place.</p> <p>Children who are on SEN register and in receipt of pupil premium have their individual targets reviewed regularly and aspirational targets are set for their progress.</p> <p>Priority reading with TAs if children are unable to read at home.</p>	<p>Half termly meetings with Inclusion Manager to review progress of children on specific interventions e.g. Talk Boost.</p> <p>Inclusion Manager to observe interventions and provide feedback and professional development where appropriate.</p> <p>Clear communication between year group teachers so TAs time is maximised focusing on specific needs of children across year group.</p> <p>Clear timetable of TA time to ensure time is maximised.</p>
<p>Employ a Learning Mentor and Pastoral Manager</p>	<p>To provide dedicated time and support (1:1 and group) to help build children’s emotional development.</p> <p>To improve the self-esteem, social skills and behaviour of identified children leading to increased confidence and attainment in the classroom.</p> <p>Increased attendance and improved punctuality ensuring children are benefit from school provision.</p>	<p>Clear procedures for staff to refer children for support from pastoral team.</p> <p>Half termly meetings between pastoral team, inclusion manager and deputy and head to review progress being made with children.</p>
<p>Funding for After School Provision</p>	<p>Social skills are developed through participation in a range of clubs provided by the school or external providers.</p> <p>Children enjoy the experience of being at school and are keen to come before / stay later to participate in chosen activities.</p> <p>Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence.</p>	<p>Annual analysis of number of pupils who have taken part in clubs and whether they receive pupil premium funding.</p> <p>Staff to talk to children / parents about possible interests and available clubs.</p>
<p>Funding for school trips and residential trips</p>	<p>Children are able to participate fully in school trips and residential trips.</p> <p>Learning is supported by trips that are carefully planned to enhance the school’s curriculum.</p> <p>Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays on residential trips.</p>	<p>Initial letters to include information for parents receiving pupil premium about additional funding.</p> <p>Pastoral team / DHT / teachers to liaise with parents to raise awareness of additional funding.</p>

**How the school is to measure the impact and effect of its expenditure of the pupil premium allocation?**

At Campsbourne the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform progress and enable the early identification of need, support and appropriate intervention.

Teachers are constantly assessing children's learning and adapting provision to meet their changing needs. We have half termly review meetings to discuss progress of children causing concern including children receiving pupil premium funding with the class teacher and SLT and we complete summative assessments each term (3x a year) so that progress can be tracked.

**When will the Pupil Premium Strategy be Reviewed?**

Pupil Premium strategy will be reviewed each half term by the SLT to ensure that all children are making progress.

17<sup>th</sup> Sep

12<sup>th</sup> Dec

6<sup>th</sup> Feb

27<sup>th</sup> Mar

22<sup>nd</sup> May

17<sup>th</sup> July

The governors review the Pupil Premium strategy at Curriculum Committee Meetings.