



## Pupil Premium Strategy 2017/2018

Number of Pupils and Pupil Premium Grant Received (2017/2018)	
Total number of pupils on roll.	419
Total number of pupils eligible for pupil premium grant.	90
Amount of pupil premium grant received per pupil.	£1326
Total amount of pupil premium grant received.	£118,800

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

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

Area of Spend	Focus	Total Allocation
<b>Academic</b>		
Deploy 2x HLTAs to support teaching of phonics and Talk Boost in afternoons.	Phonics, reading and writing	£32,000
Deploy Lead Practitioner to deliver targeted interventions in afternoons.	Writing	£33,000
Employ TAs to work with targeted groups in the afternoons.	Reading, EAL maths and speaking and listening	£16,800
<b>Pastoral Support</b>		
Employ a Learning Mentor to develop children's personal, social and emotional wellbeing i.e. improved confidence, self-esteem, attitudes to learning.	Personal, Social and Emotional	£28,000
<b>Enrichment Activities</b>		
Funding for After School Provision so children have access to a wide range of enrichment activities.	Personal and social	£3,000
Funding for Music Provision e.g. ASC and peripatetic provision which would otherwise be unobtainable.	Music	£4000
Funding for school trips and residential trips, which would otherwise be unobtainable.	Personal and social development Broadening experiences of different sporting activities.	£2,000
<b>Total Spend</b>		<b>£118,800</b>

Area of Spend	Intended Outcomes	Actions
Employ two HLTAs to support teaching of phonics and reading.	<p>Improved learning outcomes in phonics, reading and writing</p> <p>Improved speech and language learning outcomes</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>Regular assessment of children on Daily Supported Reading program.</p> <p>Half termly progress review meetings with DHT/Inclusion.</p> <p>HLTAs to be deployed in the afternoon to provide additional 1:1 support in year 1 for phonics and KS2 for reading.</p>
Deploy Lead Practitioner to deliver targeted interventions in afternoons.	<p>Improved learning outcomes in writing</p> <p>Improve quality of whole class provision for pupil premium children.</p>	<p>Lead Practitioner to work in partnership with Learning Mentor</p> <p>Lead practitioner to identify target children and deliver interventions in the afternoon.</p> <p>Half termly progress review meetings to track progress.</p> <p>Children to complete attitudes to learning questionnaire.</p> <p>Regular learning walks to ensure high quality of provision is maintained.</p>
Deploy TAs to work with targeted groups in the afternoons.	<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>Half termly meetings with Inclusion Manager to review progress of children on specific interventions</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>
Employ a Learning Mentor to develop children’s personal, social and emotional wellbeing i.e. improved confidence, self-esteem, attitudes to learning.	<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>
Funding for After School Provision so children have access to a wide range of enrichment activities.	<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 or 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>

Funding for Music Provision e.g. ASC and peripatetic provision which would otherwise be unobtainable.	Children are able to pursue their interests and talents in music, broadening and enriching the curriculum.	Identify children who receive pupil premium funding and have a keen interest in music. Liaise with parents to organise appropriate provision. Support parents with registering with Haringey Music Services for peripatetic provision.
Funding for school trips and residential trips, which would otherwise be unobtainable.	Children are able to participate fully in school trips and residential trips. Learning is supported by trips that are carefully planned to enhance the school's curriculum. Social skills, independence, perseverance and team work are developed through participation in group activities and overnight stays on residential trips. Children are able to engage with a broad range of sporting activities which would otherwise not be available.	Pastoral team / DHT / teachers to liaise with parents to raise awareness of additional funding.

**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.

Week Beg 16<sup>th</sup> Oct

Week Beg 11<sup>th</sup> Dec

Week Beg 5<sup>th</sup> Feb

Week Beg 26<sup>th</sup> Mar

Week Beg 21<sup>st</sup> May

Week Beg 2<sup>nd</sup> July

The governors review the Pupil Premium Strategy at Governor Meetings and with termly visits from the governor responsible for Pupil Premium Funding.