

Curry Rivel Primary School

Use of Pupil Premium

2017 ~ 2018



The aims of our school:

As a church school, we believe that everyone should be treated fairly and with respect, with equality of opportunity and positive attitudes. We strive to create a stimulating environment where everyone's spiritual and moral beliefs are nurtured.

Curry Rivel Primary School is committed to using the Pupil Premium money to compensate children who are disadvantaged through lack of finances or more vulnerable due to the family background.

The Pupil Premium is allocated in order that support can be given to those children identified as being entitled to and in receipt of free school meals (FSM). However, it is not ring-fenced to those children and can be spent in any way that the school sees fit, so long as we are able to demonstrate that the specific needs of the FSM pupils have been addressed and how this additional – and specific – funding, which is intended to compensate for disadvantage, is being used for this purpose.

The Sutton Trust research and our knowledge from previous years' analysis have been used to inform our decisions and to plan the best use of the funding. For 2017 to 2018, the following strategies have been planned to ensure the particular PP children are engaged with school life, are motivated to excel and are given appropriate learning and emotional support:

Motivation and enrichment:

The Pupil Premium funding provides support for motivating activities including holiday clubs and school visits, residential trips, swimming costs. These type of activities are shown by research to engage children in school life and to raise their aspirations for their own achievements

Learning and emotional support in school:

Assistant time for learning support and emotional wellbeing development has been shown to improve attendance and focus for learning. For some children, time spent on understanding their emotions and increasing their resilience to challenges also enables them to take a full part in school life and learning. The small group support for learning accelerates specific children's progress when focussed on their learning in class. This is facilitated by trained assistants having specific time set aside for those children. Some of the cost is met by Pupil Premium funding. The school also has an ELSA trained practitioner who can work with individuals needing specific support.

Attainment and progress

At Curry Rivel Primary School, we track the progress and attainment of different groups of pupils including those in the Pupil Premium group and children who are vulnerable due to difficulties such as family problems or being young carers. The information from this frequent monitoring is used to evaluate the impact of additional input and activities and to allow us to change the actions for better outcomes.

Staff knowledge

It is vital that all staff working with the children are given detailed training in the programmes or curriculum knowledge that is being used. Some of this is provided in-house by the Senior Leaders and some by external courses. Senior Leaders' role in monitoring subject knowledge and teaching is then vital to ensure that the best practice is being used.

Decision making on the use of Pupil Premium funding

For the year 2017 to 2018, decisions on funding have been based on the two questions 'which activity could have the most impact on learning?' and 'which activity could have beneficial impact on motivation?'. The areas agreed are related to the successes of the previous years' input and our learning about what has not had an impact, short or longterm, on attainment.

This year, there are 36 PP children (current school number = 147 so 24.5%) and funding = £38,340 for the financial year 2017-2018.

Activities to impact on attainment and progress				
	ELSA	Resources for learning	TA input	PP lead
CONTEXT Who? When? Children chosen?	<p>A trained ELSA practitioner working with individual children as needs arise or as a specific area for development.</p> <p>Programme lasts for a term or for greater needs, is spread over the whole year.</p> <p>Children chosen in discussion with PP lead/SENCo lead.</p>	<p>Chosen activity or resource for specific children as recommended from OT, SENCo, outside specialists.</p> <p>Also, to support motivation in reading and safeguarding issues through purchase of books for class and library.</p>	<p>Trained TAs for specific programmes: One to one or small group over a half term for concept clarity or consolidation of learning; Short-term interventions over a week to ensure learning blips sorted.</p> <p>Teacher teaches & plans – TA delivers specific additional support to enable good progress</p>	<p>PP lead to monitor PP children through observation, book monitoring, interviews, assessment info., to agree with class teacher possible next steps to improve progress.</p> <p>Monitoring to happen at least termly and as part of SENCo role.</p>
DESIGN How long programme? How often ?	<p>Generally, one hour a week for 12 weeks.</p>		<p>Ensure very clear focus for short term interventions;</p> <p>Explicit expectations from longer term programmes & measure;</p> <p>Interventions are planned for either whole unit or not in morning lessons.</p>	<p>To focus specifically on progress seen in books and to plan interventions/TA support for programmes, either short or longterm.</p>
COST	<p>£6,000 towards the cost of the ELSA practitioner including her supervision costs.</p>	<p>£1,000 available</p>	<p>TA time per child = £12.45 per child x 38 weeks = £17,031</p>	<p>£8,884 towards PP/SENCo salary.</p>

FINAL ASSESSMENT				
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Which activity could have beneficial impact on motivation ?				
	Sports Club	Apple Trees Club	Trips	Forest School
CONTEXT Who? Children chosen?	Given to individual children as requested to ensure all PP children are able to access and excel in chosen activities.	Holiday support for children who would benefit from activities during the school holidays.	Contributions towards trips and visits for PP children eg day trips and residential trips, to ensure all children are able to access activities.	To expand children's experiences and to extend their resilience through outdoor learning and teamwork development.
DESIGN How long programme? How often ? TA?	After school club for one term = £48 for an individual.	Offer two days a week during summer holidays.	Kilve trip = £70 given to each PP child Day trips = £330 available to be given as requested to PP child Swimming = £900 towards whole school payment	Half termly three times a year led by Forest School trained HLTA
COST	Available £1,000 over year	Available to offer = £1,000	£1,200	£2,000 towards costs
FINAL IMPACT				