

Pupil Premium Funding Allocation Orleton Primary School

Pupil Premium web statement September 2017

How much money did we receive 2015-6?

We received a total of £ 25,660 in PP funding.

How did we spend it and why?

We have used it to employ staff and provide training to those staff in order to deliver the approaches listed below. We actively follow and act upon research from EEF (Education Endowment Foundation) which focuses on the effective support for children including those with SEN or who are more able. We choose approaches which have proven impact. We use Pupil Progress meetings to monitor progress and discuss all children in receipt of PP individually to ensure they are provided with a tailored package that supports them in achieving their potential.:

- Training for all staff. TAs and teachers receive the same training in approaches e.g. Depth of learning, Questioning and Mastery in maths which enables all staff to use the same methods and strategies. This provides clarity and consistency for children of all abilities and in particular the more able.**
- Feedback for children. Feedback which is supportive and enables children to develop independent learning skills. By focusing not only on the 'what' but the 'how' children develop effective learning habits.**
- Additional support 1-1 or in small groups (in and out of class) which works alongside class teaching. Structured time is planned outside of lessons for children to review and prepare for learning. By doing this children's confidence improves and they are able to tune into learning more effectively.**
- Peer support through feedback, learning in pairs, collaborative project work including digital work adds to and improves children's understanding of how they learn e.g. through Bloom's taxonomy.**
- The use of a private counsellor to provide support for children who are not able to fully access the curriculum due to personal issues.**
- Assessments for several children from learning support specialist and Educational Psychologist.**
- We also fund participation in extra-curricular activities such as horse riding, to improve self-esteem and children's sense of self.**
- Initiative to sustain and improve long term attendance such as wrap around care, clubs and working alongside a welfare officer.**

We use our funding to ensure that these high quality, impactful approaches are used in every lesson and for every child. We also support PP children with trips, visits and music lessons. In summary we concentrate on making a difference to all individuals and tailor our approaches to each child, monitoring our approaches, working flexibly to ensure that each child reaches their full potential.

What impact did it have?

19 children across all year groups were entitled to PP funding last academic year. The profile of the group is very mixed and includes all the categories of children for which PP is provided. Overall, PP children's attainment is broadly in line with or above that

found across the whole school and that found nationally for all children in the 2017 SAT's tests.

Individual data is not given here as children could be identified.

How much PP funding will we have in 2017-18 and how will we spend it?

We will receive £31,520 this academic year.

What is our PP strategy?

Our strategy is simple - for every child to 'be the best they can be' and for us to ensure that happens. We do this by closely monitoring children's progress, targeting them and reviewing their work at least termly in Pupil Progress Meetings. At these meetings all children entitled to PP are discussed individually and plans put in place to develop them as learners from their individual starting points.

What are the barriers for educational achievement faced by PP pupils?

Barriers vary according to individual circumstances, hence our personalised approach. Barriers include: mobility, specific learning needs, poor higher order comprehension skills, parental support and other specific barriers not named here as they would identify children.

How will PP allocation be spent to overcome those barriers?

We will spend it, as this year in order to fully close the attainment gap (diminishing and removing the difference) as these approaches are working. We will spend it using the same approaches as this year but with enhanced staffing support in order to rapidly improve progress for all PP children. In particular IYT/SEND/more able children in order to fully diminish difference in attainment. We will be extending provision by:

- Adding staff members in KS1 with specific roles for individual children.**
- Additional counselling.**
- Additional staff members at KS2 to focus on spelling and reading comprehension.**
- Purchase of new handwriting and spelling scheme.**
- An enhanced timetable for pre and over teaching for PP children and those with gaps due to IYT.**
- Training for mastery for all TAs and teachers, across all subjects.**

How will we measure the impact of our approach?

Impact will be measured on a daily basis by teaching staff. It will be measured at least termly by the HT and senior leaders in progress meetings. It will be discussed and presented at standards meetings. The named Governor will evaluate this approach and meet with the headteacher at least termly.

When we review our strategy?

Termly