



Amount of Pupil Premium funding received 2016-17

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| Number of pupils eligible | 70 |
| Total Pupil Premium (PP) funding received | £97,520 |

Identified barriers to educational achievement

Homelands Primary School has identified the following as barriers for some of the pupils currently in receipt of Pupil Premium:

- Access to language / development of vocabulary from an early age.
- The number of pupils who are in receipt of Pupil Premium who also have additional vulnerabilities such as SEND, Families in Crisis, EAL
- Behaviour - some pupils have specific social and emotional needs that affect their learning.
- Parent engagement with school e.g. support with homework, attendance at information evenings, awareness of requirements and standards in the new curriculum.
- Attendance issues.

Key expenditure: How the allocation will be spent

| Focus | Area of spend | Allocation |
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| English and Maths | TA support in classes and for focussed interventions. | £41828 |
| Positive Learning Behaviours | Promoting Attendance Roles and Responsibilities | £2000 |
| Behaviour (social and emotional) | Buy external professional help such as Behaviour Support, Educational Psychology, SEND Advisory Teacher time, as needed for identified pupils. | £3500 |
| Personal and Social | Provide THRIVE groups to improve life skills / self-confidence/ relationships, including THRIVE buy back support. | £14580 |
| Leadership | SENDCo and Senior Leadership Team to focus on monitoring progress of PP children through the school, including the higher achievers. | £49293 |
| Speech and Language support and intervention | Speech and Language Support and Talkboost intervention | £21564 |
| Personal, Social and Emotional | Funding for school trips and residentials | £500 |
| Personal, Social and Emotional | Funding for Breakfast Club | £7476 |
| Personal, Social and Emotional | Provide enrichment activities to promote self-confidence and wider awareness of the world. | £1638 |
| | Total spent | £142379 |

| Area of spend | Intended outcomes-why these approaches were taken | Actions |
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| <p>Teaching Assistant (TA) support in classes and for focussed interventions.</p> | <ul style="list-style-type: none"> • TA support within English and Maths lessons to support learning for all pupils, including the more able to promote achievement at/above age-related expectations. • Pre/post teaching opportunities as identified by the teacher. Pre-teaching to prepare children/ build confidence for future learning. To include pre-reading of texts / research/key concepts/Maths calculation strategies/Spelling, Punctuation and Grammar (SPAG) terminology. Post teaching/ consolidation of learning to provide time to practise and apply skills learnt in class. • TA to provide 1:1 /small group interventions to cater for specific needs e.g. spelling/Maths/handwriting. • Aimed at those Pupil Premium (PP) children identified as not on track to achieve end of year expectations. • Support within lessons to improve understanding of learning in reading, writing and maths. • Priority reading with TAs if pupils are unable to read at home. • Tracking of pupils who are also on Special Educational Needs and Disabilities (SEND) register – teaching tailored to needs of pupils in specific areas. | <ul style="list-style-type: none"> • TA timetables planned for each class to make best use of time for support in class, structured / flexible interventions and pre/post teaching. • Headteacher (HT) and Special Educational Needs and Disabilities Coordinator (SENDCO) meet every half-term following 6 and 12 week reviews with class teacher to review impact of interventions and modify or change them accordingly. • Every Child Matters (ECM) team meetings with SENDCo – review of interventions, re-shaping of groupings and focuses, sharing ideas and resources. • TAs provide evidence of outcomes and plan for next steps (Pivotal Maths). • Teacher and SENDCO to communicate clearly with TAs - make lesson expectations clear/ discuss progress of PP children/review use of resources. • SENDCo to observe interventions and provide feedback regarding strategies, next steps and resources. |

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| <p>Promoting Attendance Roles and Responsibilities</p> | <ul style="list-style-type: none"> • To support to pupils and families regarding attendance and punctuality and ensure that PP pupils meet expected attendance targets of 93%. • Support to pupils and families requiring additional support including working with multi-agency approach to ensure pupils are ready for learning and are supported by their families. • Pupils who are deemed ‘at risk’ are closely monitored and tracked and early intervention ensures that school and families work together to meet the needs of the child. | <ul style="list-style-type: none"> • Coordinating Team Around the Family (TAF) meetings with external agencies, where sometimes school is the Lead Professional. • Home visits to new starters in Early Years. • CPOMs (Child protection on-line monitoring system) used. • All Early Help Assessment (EHA)/TaF/ Child in Need (CiN)/Child Protection (CP)/Child Looked After (CLA) meetings and training are attended and information disseminated to staff. • Close communication between TAs, teachers, SENDCo and HT to track pupils with concerning attendance and/or punctuality and develop action plans as necessary. |
| <p>Buy external professional help such as Behaviour Support, Educational Psychology, SEND Advisory Teacher time, as needed for identified pupils.</p> | <ul style="list-style-type: none"> • Children with specific social and emotional needs are well-supported so that they can access the curriculum and make good academic progress. • To improve the self-esteem, social skills and behaviour of identified pupils leading to increased confidence and attainment in the classroom | <ul style="list-style-type: none"> • Monitor/provide behaviour support for identified pupils. • Use reports from external agencies to develop individual behaviour plans. Review plans regularly to remove potential barriers to learning/ track academic progress. • Regular opportunities for support staff to feedback to relevant parties – SENDCo, teachers and parents. • Feedback meetings to families regarding progress and additional support signposted when necessary. |
| <p>Provide THRIVE groups to improve life skills/ self-confidence/ relationships.</p> | <ul style="list-style-type: none"> • Children develop the inter-personal skills required to develop positive relationships within the whole school community. • Increased confidence and self-esteem enables children to fulfil their academic potential. | <ul style="list-style-type: none"> • THRIVE support runs for individual children and groups as required to promote self-confidence/ social skills. • Regular liaison between key staff regarding next steps. • TA and teacher to review on a termly basis. |
| <p>SENDCo and Senior Leadership Team to focus on monitoring progress of PP children through the school, including the higher achievers.</p> | <ul style="list-style-type: none"> • The progress of PP children is regularly monitored and reviewed, maximising the impact of support/interventions to ensure that PP children meet/exceed age-related expectations. | <ul style="list-style-type: none"> • PP review meetings: Senior Leadership Team reviews progress of PP children together with the class teacher. • SENDCO in receipt of assessment packs each half-term. • Regular monitoring of School Pupil Tracker Online by SENDCo. |

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| <p>Speech and Language Support and Talkboost intervention</p> | <ul style="list-style-type: none"> • Enable children to reach their fullest potential in terms of their speech, language and communication development, which in turn will enable them to function and participate more fully in all aspects of daily life. • Supports specific concepts such as comprehension, sequencing, actions, pronoun usage, categorization & grammar • Supports pupils to develop appropriate social skills which are a key component to interacting with others | <ul style="list-style-type: none"> • Speech Therapist and TA timetables carefully planned – making best use of intervention time for teaching and consolidation of learning. • TA provides evidence of outcomes to Speech Therapist and plans for next steps. • Close communication between TAs, teachers and SENDCo to track pupils with concerning difficulties with Speech and Language and develop action plans as necessary. • Feedback meetings to families regarding progress and additional support signposted when necessary and the development of ongoing family links. |
| <p>Funding for school trips and residential</p> | <ul style="list-style-type: none"> • Pupils 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 over- night stays on residential. | <ul style="list-style-type: none"> • Initial letters and meetings include information for parents about available funding. • Teachers made aware of funding available – can approach parents if appropriate. |
| <p>Funding for Breakfast Club</p> | <ul style="list-style-type: none"> • Breakfast Club subsidized for PP – to promote good attendance and punctuality. • Pupils have required nourishment prior to start of school day. • Pupils enjoy spending time with peers prior to lessons beginning (helps them become ready for learning). | <ul style="list-style-type: none"> • Inform parents of PP pupils that Breakfast Club available at subsidized rate (encourage pupils to attend). • Purchase range of games/activities to support Breakfast Club. |
| <p>Provide enrichment activities to promote self-confidence and wider awareness of the world.</p> | <ul style="list-style-type: none"> • Achievement and effort in non-academic subjects is promoted and celebrated. Confidence is developed through participation in a range of extra-curricular activities. • A range of clubs. | <ul style="list-style-type: none"> • Music lessons subsidised by 50% for PP children. • A range of clubs provided, including: Gymnastics, Football, Netball, Performing Arts, Art, Drama, Cookery Key Stage (KS)1 and KS2. • All pupils encouraged to attend. |

How will the school measure the impact of the Pupil Premium?

At Homelands Primary School, data to track the progress of each cohort is collected at 6 points during the academic year (Oct/Dec/Feb/March/May/July). A review of this data, together with teacher observations, ensures the early identification of specific needs. Half-termly review meetings reflect upon the impact of support and any need to change the level/type of support required. At each review meeting, the pupil premium pupils selected for specific support/interventions will be reviewed. Other pupils, not in receipt of pupil premium but with similar needs and targets, who would benefit from the same support / intervention, may be included in the chosen groups. All relevant documentation regarding progress of focus groups, including Pupil Premium is passed on to SENDCo and members of the Senior Management Team (SMT).

The expenditure of Pupil premium funding will be included each term on the Resources agenda for governors and will be shared fully in the Headteacher's termly report. The impact of Pupil premium funding will be included each half term in governor data group discussions.

Attendance trends, which are monitored monthly by the Headteacher and Attendance Officer, in liaison with SENDCo, are reported termly to full governors in the Headteacher's report.

Designated staff members in charge:

Headteacher: Mrs Stephanie Colegate
SENDCo: Mr Mark Treadwell
Chair of Governors: Mr Maurice Codd

Dates of Pupil Premium Strategy review:

Pupil Premium strategy is shared with full governors in the autumn term;
Impact reviewed at termly full governors meetings;

February 2017/ December 2017/ March 2018/ July 2018