

**Fens Primary School Pupil Premium Strategy 2017-18**

**Pupil Premium Grant Allocation for 2017-18: £92,790**

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| **Action** | **Rationale** | **Intended Impact** |
| To continue to part fund an additional teacher in Y6 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. | The clear historical success of this initiative in Y6 gave us the ambition (in 2014) to repeat the approach in other year groups at an earlier point in children’s progress through school. Y2 and Y3 were identified as suitable year groups for additional staff, Y3 first of all in 2014-15, and then Y2 in 2015-16. The benefit is not just expected to be felt by those in the additional group (of no more than 12 children), but in the two classes whose numbers reduce. There is a good deal of research evidence (eg EEF/Sutton Trust) to confirm that reducing class sizes has a positive impact on children’s progress. In addition, the focused input and constant, tailored feedback is also known, through experience, and confirmed by extensive research (EEF/Sutton Trust) to increase rates of progress. | The progress of our ‘disadvantaged’ children is at least good from their starting points, and gaps that exist will diminish. The disadvantaged children in these year groups will make accelerated progress, which will be evident in end-of-year assessments and work books. |
| To continue to part fund an additional teacher in Y3 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |
| To continue to part fund an additional teacher in Y2 to support the drive to narrow the attainment gap between our disadvantaged and non-disadvantaged children. |
| To continue to part fund the position of Family Support Officer, whose work supports parents (often of disadvantaged pupils) in a number of areas in order to have a positive impact upon the psychological and emotional well-being and academic performance of their children. | Family Support Officer will support families and their children with issues related to attendance, persistent absenteeism, parenting issues etc. and will be looking to support families through the setting up of parent support consultations and skills and nurturing groups. | •Attendance issues addressed promptly as they arise and solutions found.  •Persistent absenteeism is significantly reduced, especially amongst the disadvantaged and vulnerable children.  •Parent support meetings and skills/nurturing groups are set up to support parents in strengthening their parenting skills and improving the quality of their family life. |
| The School Mentoring System will be continued, with the remit of supporting ‘Pupil Premium’ and other disadvantaged and vulnerable children. | School Mentoring lead will organise the children who will receive a mentor (or mentors in some cases). Members of staff (not the child’s class teacher) will volunteer to take on the mentoring roles, will monitor their child’s (or children’s) well-being and be available for the child when they feel they need some support. The children will know who their mentors are and that they are able to ask freely for their help. | Children’s well-being and sense of security (particularly the disadvantaged and vulnerable) in school is further enhanced by the School Mentoring System. |
| School to continue its participation in the Hartlepool Education Commission ‘Talk Matters’ Oracy project, in order to improve the chances of educational success of those children from disadvantaged backgrounds who do not begin school with sufficiently developed language skills. | Many research initiatives have shown that children from pupil premium and otherwise disadvantaged backgrounds do not start school with the language and vocabulary skills of their non-disadvantaged peers. This project aims to bring about sustainable improvements by: developing the workforce skill set through a bespoke training programme; creating a programme which supports and influences parents; support groups , working parties and information sharing opportunities to monitor the programme and share best practice (what works). | The language and vocabulary development of the pupil premium children in the Early Years will be enhanced and accelerated, so the language development gap between them and their non-disadvantaged peers is narrowed and closed. |
| Class teachers to consider even more forensically the needs of the disadvantaged children in their classes, and make carefully reflected decisions about tailored, well-pitched interventions that will make a positive difference to their disadvantaged children. | Staff to ensure that all disadvantaged children receive well pitched and delivered interventions and teaching input which is carefully designed to help them overcome barriers to learning, | Barriers to learning are overcome, disadvantaged children learn at the same pace as their ‘non-disadvantaged’ peers and confidence grows. |
| Continue to fund additional support staff to facilitate the delivery of a range of interventions to a range of groups of children, particularly disadvantaged, vulnerable and low attaining. | TAs play a valuable role in delivering small group support, not only as part of a lesson, but also to deliver appropriate interventions to individual children and small groups to move their learning forward. TAs have received formal internal and external training to support their role in areas such as Phonics, Reciprocal Reading, Maths Calculations, ‘Singapore Bar’ Maths, Speech and Language training, Oracy, Catch-Up Literacy, 1st Class@Number, Miscue Analysis etc. | Children’s learning progress, confidence and self-esteem continue to receive enhancement from the intensive input of the TAs throughout the school, especially the disadvantaged and vulnerable. |
| Disadvantaged children to receive sizeable discounts for attendance at Breakfast Club. | ‘Pupil Premium’ discounts are communicated in the Breakfast Club information sheets and ‘disadvantaged families are thus encouraged to make use of them, possibly supporting some parents in moving themselves into work. | Disadvantaged children who might have come to school hungry are provided with a discounted breakfast, and parents may have a greater opportunity to move into the world of work, or more highly paid work. |

**The following are the perceived ‘Barriers to Learning’ of many of the children who qualify for Pupil Premium funding:**

* Backgrounds where aspirations are low.
* In some cases, a lack of family engagement with learning, and where education is not valued.
* Emotional difficulties accompanied by a lack of self-confidence and self-esteem.
* Poor attendance in some cases.
* Limited language and restricted vocabulary.

The action plan above has been completed with such barriers in mind, with the intention of removing them or improving matters for these children.

***The progress of the above action plan will be reviewed termly, and will be given a final evaluation in July 2018.***