

## Planned Pupil Premium 2017/18

### **What is the pupil premium?**

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD.

### **Pupil Premium at Horton Grange**

At Horton Grange we aim to use the Pupil Premium allocation to support attainment and maximise the children's potential in terms of learning, raised expectations, experiences and readiness for the challenges ahead. At the heart of this and integral to our approach is an expectation of high-quality, innovative teaching, everyday. Funding aims to maximise staffing capacity so that the most effective teachers work with those who need it the most and this begins at the earliest stage, with early identification of the barriers to learning the children face. Teachers are held accountable for outcomes and there is a culture of reflective practise and open dialogue and monitoring to assess the success and impact of actions. Challenging, aspirational targets and the achievement of these are seen as everyone's responsibility. We learn together to be the best we can be.

This year, the school's allocation is £228,360.00

Intervention/focus for improvement	Link to school priorities/school development plan	Rationale	Planned Cost
<b><u>Early Talk Boost-ongoing intervention for Communication and Language</u></b>	Outcomes for children and learners <b>School improvement goal 5: Improving outcomes for children in EYFS and narrowing gaps between key groups.</b>	Following the success in terms of progress of previous sessions, Talk Boost will continue this academic year and be extended through further investment in Speech and Language games. Intervention delivered 3-4 x weekly small group to target children Wellcom-a speech and language assessment and delivery tool which is extensively used in early years will also benefit from funding to update current resources. Intervention delivered 3-4 x weekly small group to target children	<b>£5000 (including early years PP spend)</b>
<b><u>THRIVE/THE PLACE</u></b> Staffing of The Place Training Ongoing CPD	Personal development and welfare <b>School improvement goal: Behaviour and provision for</b>	2 members of staff in The Place full time to deliver interventions <ul style="list-style-type: none"> <li>• 1 trained staff member running The Place (behaviour specialist)</li> <li>• 1 trained TA working in The Place full time</li> <li>• 4 trained Thrive practitioners in school to support work throughout</li> </ul>	Staffing, Initial training and ongoing CPD <b>£60,000</b>

	<p>children's welfare to be outstanding.</p> <p><b>4.1</b> For the behaviour of pupils and provision for their welfare to be graded outstanding.</p> <p><b>4.2</b> To continue to reduce / maintain the low number of fixed term exclusions.</p> <p><b>4.3</b> To develop approaches to independent learning across schools so that children are observed to be confident, self-assured independent learners who persist when faced with challenges.</p> <p><b>4.4</b> Increase the role of children in anti-bullying so that they work hard to prevent all forms of bullying behaviour</p>	<p>school with the THRIVE approach including 1xTA to support with THRIVE in KS1</p> <ul style="list-style-type: none"> <li>• 1 more EYFS staff member to be trained</li> <li>• Ongoing CPD for existing members to retain their qualification (@£120 per person)</li> </ul>	
Trips (including residential) and memorable experiences.	<p><b><u>Personal development, behaviour and welfare</u></b></p> <p><b><u>Outcomes for children and learners</u></b></p> <p><b><u>Provision and opportunities to teach children to be life long readers and writers</u></b></p> <p>Develop opportunities to read and write across the curriculum and ensure these are planned for-use of trips to provide quality experiences that can be written about. Extend understanding of vocabulary linked to topics through experiences.</p>	<ul style="list-style-type: none"> <li>• PP children subsidised for cost of trips (for residential PP children pay only the deposit)</li> <li>• Half termly visits/memorable experiences to stimulate language, extend vocabulary and knowledge linked to new topics and in turn, impact positively on the quality of writing across the curriculum</li> <li>• Stem conference for Year 6 (Girls Into Stem)</li> </ul> <p><b><u>Residential programme</u></b></p> <ul style="list-style-type: none"> <li>• <b><u>Year 4</u></b>-Kingswood-3 days</li> <li>• <b><u>Year 5</u></b>-Edinburgh-3 days</li> <li>• <b><u>Year 6</u></b>-Hawse End-3 days</li> </ul>	20,000
Ongoing maths CPD (Continued focus from last year to maintain momentum) and resources	<p><b><u>Outcomes for children and learners</u></b></p> <ul style="list-style-type: none"> <li>• Increase the % of children who reach the early learning goal in number.</li> <li>• % of children to reach expected standard by the end of KS1 to be in line with national</li> <li>• % of children who reach expected standard by the end of KS2 is above national.</li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing CPD and resources linked to developing concrete understanding through to mastery. Bridging the gap between concrete and abstract through bar modelling approaches</li> <li>• Yearly subscription to Times Table Rockstars to boost basic skills and ensure children are ready for newly introduced testing of times tables at the age of 9</li> <li>• Expanding of resources to support concrete understanding</li> </ul>	£2500
Continued development reading across school.	<p><b><u>Outcomes for children and learners</u></b></p> <p><b><u>SDP targets</u></b></p> <ul style="list-style-type: none"> <li>• Ensure that writing is high profile in each class and builds on</li> </ul>	<ul style="list-style-type: none"> <li>• Reciprocal reading programme introduced</li> <li>• Purchase of new reading books for KS1 and 2 libraries</li> <li>• New library in KS2 to ensure high quality books available to all</li> </ul>	£10,000

	<p>reading for pleasure focus from 2016/17.</p> <ul style="list-style-type: none"> <li>• Build on class text approach introduced last year and use as stimulus for writing</li> <li>• Implement reciprocal reading programme (Y4 all + 6 x Y5 pupil and 6 x Y6 pupils to support a reading into writing approach</li> </ul>	<ul style="list-style-type: none"> <li>• Continuation of Lexia reading programme to build basic skills</li> <li>• Visiting authors</li> </ul>	
Development of writing throughout school	<p><b><u>Outcomes for children</u></b>  <b><u>School improvement goal:</u></b> To improve outcomes in writing so that by the end of KS2 outcomes are at least in line with national (focus boys / pp</p>	<ul style="list-style-type: none"> <li>• CPD-e.g. Pie Corbett training day to improve subject knowledge and encourage a structured and engaging approach to writing.</li> <li>• Visiting authors to engage children, help stimulate ideas and vocabulary and encourage a writing ethos in school.</li> <li>• Able writer's days delivered by Authors Abroad with a particular focus on more able PP children and boys</li> </ul>	£10,000
Attendance rewards and tracking (continued focus)	<p>Personal development and welfare  <b><u>School improvement goal:</u></b>  <b>Improve overall attendance and reduce persistent absenteeism.</b>  <b><u>Target: 3.1b</u></b> – Decrease the percentage of pp children with attendance below 90% so that the gap with other learners narrows. (pp 90% target 11%)</p>	<ul style="list-style-type: none"> <li>• Attendance tracking, 1:1 support and weekly monitoring</li> <li>• Termly 100% attendance awards</li> <li>• Yearly 100% attendance trip</li> <li>• 'Asda' vouchers termly rewards for children above 95% and most improved attendance</li> <li>• Yearly reward (trip or visit) for the class with the best yearly attendance</li> <li>• Weekly stickers for children who have attended all week</li> </ul>	£2000
Staff member responsible for PP	<p><b><u>Outcomes for children and learners</u></b>  <b><u>SDP Target:</u></b></p>	<ul style="list-style-type: none"> <li>• Year 6 (50% PP) taught in small targeted groups to ensure all PP children make at least expected progress</li> <li>• SATs booster groups from Spring 2 (reading, SPAG and maths)</li> <li>• Continued coaching/support</li> <li>• Maths basic skills in Year 2 to boost times tables</li> </ul>	£53,000
Increased management capacity to provide additional interventions, support, coaching and allowing for small classes	<p><b><u>Outcomes for children and learners</u></b>  <b><u>SDP Target:</u></b>  Writing outcomes for the disadvantaged group to improve at</p>	<ul style="list-style-type: none"> <li>• Non class based SENCO to deliver specific interventions including Lexia (1 day per week of interventions)</li> <li>• Assistant Head Teacher/HOS delivering maths to Year 6 (small group) every morning to ensure accelerated progress (2 hours per day including interventions)</li> <li>• Deputy head teacher delivering daily phonics interventions and</li> </ul>	£37,000

	the end of KS2 so that differences with others nationally diminish overtime.	writing interventions in Year 3 (1 hr per day)	
Staff member-family liaison and pastoral support officer	<p><b><u>Personal development, behaviour and welfare</u></b></p> <p><b><u>SDP Target:</u></b></p> <p><b>4.1</b> For the behaviour of pupils and provision for their welfare to be graded outstanding.</p> <p><b>4.2</b> To continue to reduce / maintain the low number of fixed term exclusions.</p> <p><b>4.4</b> Increase the role of children in anti-bullying so that they work hard to prevent all forms of bullying behaviour</p>	<ul style="list-style-type: none"> <li>• Liaising with parents in terms of attendance and referrals to EWO</li> <li>• family support</li> <li>• referrals to the Blyth HUB</li> <li>• safeguarding, EHA lead professional</li> <li>• supporting children with social and emotional difficulties in conjunction with The Place.</li> <li>• Running parent workshops and parent forums</li> </ul>	£28,000
Breakfast Club Places	<p><b><u>Personal development, behaviour and welfare.</u></b></p> <p><b><u>Targets: Improve overall attendance and reduce persistent absenteeism.</u></b></p> <p><b><u>3.1b</u></b> Decrease the percentage of pp and SEND children with attendance below 90% so that the gap with other learners narrows. (pp 90% target 11%)</p>	<ul style="list-style-type: none"> <li>• Breakfast club places subsidised for PP children in order to positively impact on attitudes to learning and attendance</li> </ul>	£500
Music Development	<p><b><u>Personal development, behaviour and welfare</u></b></p> <p>Ensuring that PP children can have the same opportunities as Non PP children</p>	<ul style="list-style-type: none"> <li>• Funding given to PP children who want to participate in private music tuition.</li> </ul>	£200

TOTAL SPEND £228,200