



The Pupil Premium At Lower Kersal

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium, allocated to schools per FSM (Free School Meal) pupil, is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used, and the impact of any work done.

The funding we receive is used in the following ways:

- To provide intervention programmes for underachieving pupils and those with SEN (Special Educational Needs).
- To provide early intervention for children in danger of falling behind.
- To employ additional support staff to help provide a targeted level of support to some of our most vulnerable children so they can make the progress expected of them, particularly in Reading, Writing and Maths. Sometimes, the additional staff who are employed in school to support our disadvantaged pupils will also work with non-disadvantaged pupils. This is often due to how the class groups are organised and will be for all students' benefit; at Lower Kersal we are keen to ensure that those not in receipt of the PPG do not themselves fall behind due to a lack of support and intervention.
- To provide one-to-one tuition and/or speech and language therapy for some pupils.
- To incentivise pupils to come to school and achieve good levels of progress (eg special trips out, small prizes, work in the radio room etc)
- To provide short term intervention programmes for under achieving pupils and those with SEN so our most vulnerable children can

make the progress expected of them and to also help many exceed the progress expected of them.

- Ensuring that the qualifying children - as all others - have their needs clearly identified and their progress closely monitored through the school
- To subsidise educational visits and provide them with a wider range of opportunity and experiences. For some children this has a huge impact on their self-esteem and confidence.
- To ensure that all children are able to start the school year with a new school jumper and reading book bag.
- To provide bespoke support for some pupils in times of crisis or need (eg payment of breakfast club fees, entrance exams, out of school activities etc.)
- Employment of second Educational Psychologist to work specifically for the children in receipt of the PPG.

All matters regarding the use of Pupil Premium funds are treated with discretion and in confidence. Bespoke support often comes from approaches by our school's Children and Families Officer.

Identified Barriers To Learning

The main barriers to educational achievement at Lower Kersal are:

- Low levels of speaking and listening skills for a majority of children.
- Lack of engagement by some parents along with their perceived low importance of educational outcomes.
- Many children have a lack of experiences e.g. visits to different places.
- Lack of aspiration – few children have close experience of university and a wide range of careers.
- Low attendance or persistent absenteeism



Plans for the 2017 - 2018 Pupil Premium Grant

Brief Description of Project & Rationale	Funding Amount	Intended Outcome
<p>Speaking & Listening skills are low for the majority of children.</p> <p>Response: Provide Speech & Language teacher 1 days per week to work in EYFS</p>	<p>£10,440</p>	<p>Number of referrals to SaLT reduces from Yr 1 onwards. Pupils in EYFS are able to speak more clearly, positively impacting on their reading and writing work. Results in Expressive Arts & Design (EAD) increases and pupils converse freely and confidently with their peers and other adults.</p>
<p>Pupils lack aspiration and levels of engagement with adults are low, particularly in class.</p> <p>RESPONSE: Four support staff employed to work in EYFS, KS1 and lower KS2 to help improve standards and enhance provision.</p>	<p>£54,300</p>	<p>Data shows that attainment across all key stages is consistent, ensuring that all pupils make expected progress in R,W and Ma in all year groups. School needs to focus on closing the gap between pupils in receipt of the PPG and those who are not at KS1. These support staff will work with all pupils in their class and will lead interventions for identified pupils. These small group numbers will primarily be made up of pupils in receipt of the PPG and in danger of falling behind.</p>
<p>Many pupils begin to fall behind due to a lack of</p>	<p>£19,549</p>	<p>Vulnerable pupils in danger of falling behind or in danger of</p>

<p>support at home or poor absence levels. We need them to catch up, keep up and compete with their peers.</p> <p>RESPONSE: Subscription to KS2 PiXL Programme and employment of TA to deliver therapies.</p>		<p>not making AT LEAST expected progress achieve levels expected of them.</p>
<p>Some pupils cannot access learning in school due to barriers at home or problems in their own personal life.</p> <p>RESPONSE: School to support families financially to allow their children to attend a range of trips, visits and special events including two residential trips in Yr 5 and Yr 6.</p>	<p>£13,000</p>	<p>Families are not charged for any trips, visits or special events. EVERY child in school benefits from this approach. School does not rely on donations from parents to run these, hence they are not cancelled and are guaranteed to take place helping enhance the curriculum and broaden childrens life experiences. Children who may not have had a chance to go on the trips previously due to financial difficulties can attend without prejudice.</p>
<p>Many pupils begin to fall behind due to a lack of support at home or poor absence levels. We need</p>	<p>£22,000</p>	<p>All resources are used effectively to ensure that identified children make at least expected progress in R, W and Maths, with a high percentage of them (over 50%) making better than expected progress as a result of the interventions put in</p>

<p>them to catch up with, keep up with and push past their their peers.</p> <p>RESPONSE: Study Support, 1 to 1 tuition sessions and booster groups to take place in KS1 and KS2. Support staff and agency staff used to ensure a programme of after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils even further. Attendance priority group led by the school learning mentor.</p>		<p>place for them and the incentives offered to them as part of their work.</p>
<p>Some pupils are unable to work at home due to a lack of resources. Parents who want to support their children often find it too expensive to purchase the materials required.</p>	<p>£3,000</p>	<p>Parents work with their child at home, helping secure greater progress and raising attainment. Parents feel supported in their own ability to work with their child at home.</p>

<p>RESPONSE: Purchase of home study and revision support packs for Year 6 pupils, along with CDROM to support Maths. Parent workshops invite parents into school to learn how to use the materials effectively</p>		
<p>Some children have low aspirations due to a lack of experience and knowledge for the wider world. Attendance levels are often low due to a lack of aspiration from the parent. We need children to want to come to school in order for them to convince parents to bring them each day.</p> <p>RESPONSE: Arrangement of special incentive days to promote pupil thirst for progress and greater attainment, including circus workshops, archery lessons and REAL SKILLS days. Work will be linked to</p>	<p>£3,000</p>	<p>Children show self-motivation to learn and do well; this is rewarded by their attendance at a special event or activity. These activities have been chosen as things children would not normally have access to.</p>

literacy follow-ups		
<p>We need to ensure that our PPG allocation is being spent correctly. We need to continue to develop and challenge our teachers in our drive for educational excellence.</p> <p>RESPONSE: Release time for teachers to meet with SLT and stakeholders to discuss pupil progress for FSM6 pupils; three times per year. Half-termly meeting costs to be met by school. Staff to work with other staff within EIP Cluster and to also take part in peer teaching and coaching models</p>	£10,000	SLT, stakeholders and teachers meet to focus on attainment and progress of FSM6 pupils. Pupils are discussed individually and actions agreed to maximise impact. As a result of this work the attainment and progress of pupils in receipt of the PPG increases and accelerates. As a result the work on improving outcomes for those in receipt of the PPG, there is also a noticeable impact on other pupil groups too.
Our children respond differently to a range of teaching styles and classroom groups, Extra staff ensure that children can be taught in different	£42,000	Increased standards in reading, writing and maths at the end of KS1 and KS2, particularly in achieving a higher standard.

ways and in smaller groups. RESPONSE: Part time support teachers to work in Y2 and Y6 (5/12 of school year)		
TOTAL COST OF OUTLINED PROJECTS	£177,289	
Pupil Premium Allocation for 2017 - 2018	£177,160	
		REVIEW DATE: July 2018

[How will we measure the impact?](#)

We will measure the impact of the pupil premium spending by carefully monitoring and tracking the progress every pupil makes. We will compare baseline and exit data of prime and specific areas of learning, paying particular attention to the characteristics of effective learning. This will involve individualised target setting, teacher observations and photographic evidence published on the EYFS Target tracker app.

For Key stage 1 and 2, we will track the progress pupils make in their Year 1 phonics screening tests, Year 2 and 6 scaled scores and Reading, Spelling and Mathematics test scores for years 1-6. We will compare this progress with national scores and percentages. Following half termly teacher assessments, Headline reports show the impact pupils have made in Reading, Writing and Maths and half termly assessments show impact pupils have made in all other subjects. Individual case studies outline changes in attitude, effort levels, emotional development and social interaction as well as academic achievements. Pre and post learning challenges in all subjects show small and large steps of progress. Pupil and parent voice questionnaires provide written explanations and examples of the impact.

