

# Freethorpe School - Pupil Premium Grant 2017/18

## Pupil Premium 2017/18

In 2017/18 we have received Pupil Premium of £26,060 funding in the financial year. (including allocations for Looked After Pupils)

As in previous years the Governing Body and school staff will use the funding to support the employment of specialist teaching assistants, able to deliver one to one and small group intervention support to targeted pupils – and to reduce adult to child ratios within the classroom – see previous impact reports

## Objectives:

### **Achievement of Pupils**

- To close / narrow the gap between FSM and non FSM children in school and with their peers nationally
- To continue to provide early targeted intervention for underperforming groups as identified through Target Tracker data – including those in receipt of PPG – including new / additional support
- Analyse progress of Teacher Focus Group (those children in receipt of PPG and Ever 6 pupils) termly for the causes of under achievement and through the appraisal process

### **Quality of Teaching**

- To ensure never less than good / outstanding teaching for those children in receipt of PPG
- Teaching Assistants are highly trained and understand and use school marking strategies and approaches to support learning in all areas and Formative Assessment Strategies

### **Behaviour and Safety**

- Attendance / punctuality and behaviour of children in receipt of PPG is monitored and in-line with other children in school and nationally

### **Leadership and Management**

- Ensure high quality early intervention from experienced teaching staff
- Regular analysis of progress of children in receipt of PPG and Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance
- Identify children in receipt of FSM to all staff and track their progress and provision
- Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions

## **Success Criteria:**

### **Achievement of Pupils**

- Pupils make at least expected year on year progress linked to age appropriate learning objective “Bands”, as identified within school tracking system – Target Tracker; by end of KS 2 and meet/exceed national year group expectations in all areas and exceed floor standards (monitored using Target tracker) (year 2/6 achieve Expected Levels in assessments and tests or above **where appropriate and in line with individual pupil’s learning profile**) – Summer 2017/18 (targets monitored by HT/KS teachers termly)
- % pupils (FSM/Ever 6), where SEN and learning needs allow, attaining Expected level at end of Key Stage is in line with National cohort and school cohort – gaps narrowed
- Analysis of children taking part in early targeted interventions demonstrate progress in line with expected progress and is being accelerated
- Analysis of this cohort using Target Tracker demonstrates a closing / narrowing of the gap with peers in school and nationally

### **Quality of Teaching**

- Teaching to be never less than good-aiming for outstanding - using target tracker/pupil asset / lesson observations (linked to Appraisal process) to evaluate impact
- Targeted intervention for underperforming groups to take place including those in receipt of Use of Formative Assessment strategies embedded and impacting on quality of teaching and thus progress of children – linked to Appraisal process
- Targeted early intervention (FS/KS1) in reading, writing and maths

### **Behaviour and Safety**

- If attendance / punctuality and behaviour of children in receipt of PPG not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor / parenting support
- Senior Leadership Team to monitor cohort half termly within classes to assess impact of intervention or work with class teachers to address any issues in performance
- Senior Leadership Team to track additional information and direct resources appropriately based on outcomes using Individual Pupil Tracker.
- Staff ensure that pupils’ attendance, behaviour and progress are all reviewed with parents at termly consultations, involvement in extra - curricular activities encouraged

### **Leadership and Management**

- Action plan identifies provision and expected impact
- Appointed staff including HLTAs act as advocate and is able to carefully track progress and impact of intervention strategies

- To ensure our curriculum governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact of pupil premium spend in school at end of Key Stage for cohorts
- Senior Leaders to collate information regarding progress and impact across range of interventions and activities offered to this cohort.

The school continues to maintain at least one, often two, teaching assistant in each class, allowing higher levels of adult/child contact in School. We have extended the smaller core subject group teaching to 4 mornings a week, with all children taught in Year groups for these sessions, and employed a “Maths Challenge Teacher”, to support higher confidence mathematicians in Year 6) Where we have pupils with significant SEND, we receive some Top Up funding from the Acle Cluster of Schools, but again where a pupils in entitled to Pupil Premium, we have used this money to ensure high levels of support in class and at significant points in school. We are currently using our pupils premium to

- Provide targeted early intervention for children underperforming in Maths in receipt of Free School Meals
- Provide targeted early intervention for children underperforming in English in receipt of Free School Meals / including Reading Recovery model daily
- Reception, Year 1 and Year 2 additional phonics support at least 2 x weekly
- Provide targeted intervention for children underperforming in English / Maths (year 6) in receipt of Free School Meals / (as identified by target tracker in Years 5 / 6:
- Provide access to full range of educational experiences:
  - Subsidise enrichment and engagement activities – as required
- Teaching: Use Formative Assessment strategies – including effective personalised feedback / TA support
- Teaching to be never less than ‘good’ across the school. · Termly moderation activities
- Behaviour and Safety: Vulnerable children meetings
- Attendance analysed by Free School Meals
- Breakfast / After-School Club provision – as required

### **Monitoring and Evaluation:**

- What difference has this plan made? How do we know? What has the impact of our actions been on pupil progress?
- Progress data analysed termly for impact to determine success of strategies – linked to Appraisal process – all staff aware of vulnerable groups
- Progress data analysed annually to measure overall impact of intervention strategies used
- Governors monitor action planning / spending / impact
- Regular feedback to staff / governors / parents / children on impact of actions and of audits / reviews / self-assessment