

Pupil Premium Funding Strategy 2016-2017

The pupil premium provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the last 6 years
- who have been continuously looked after for the past six months
- who are adopted or in receipt of a Special Guardianship Order
- for children whose parents are currently serving in the armed forces.

In school during this academic year we have 21 pupils who are entitled to benefit from the additional funding.

- Each entitled pupil in receipt of FSM receives £1320 per year
- Pupils who are looked after by another LA receive £1900 per year
- Pupils who are looked after receive by Wigan £1000 per year
- Pupils who are adopted/SGO receive £1900 per year
- Pupils who are Service children receive £300 per year

In 2016-2017 the school is in receipt of £27 240 additional funds. A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged pupils that is currently in place.

A review of provision in the 2015-2016 financial year indicated that in order to narrow the achievement gaps of pupils entitled to pupil premium, the use of teachers to provide additional one to one or small group tuition seems to have the greatest effect. The use of small group therapeutic nurture is also highly effective for some pupils.

For this reason, in the 2016-2017 academic year the key objectives in the plan remain as for the previous year.

Our Pupil Premium Plan this year will have two key objectives:

- To improve outcomes for all pupil premium pupils in reading, writing and maths
- To improve curriculum engagement and academic achievement through targeted support

BARRIERS TO FUTURE ATTAINMENT FOR PUPILS ELIGIBLE TO PUPIL PREMIUM

Confidence

Motivation

Attendance

Attitude to learning

Behaviour

Specific academic weakness

Cause for concern

Home support

Medical issues

Emotional issues

Key objective 1 : To improve outcomes for all pupil premium children in reading ,writing and maths				
Rationale: Education Endowment Foundation Research ‘Evidence indicates that 1-1 tuition for children can be effective on average by accelerating progress by 5 additional months.’				
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	When will you review the implementation?	Anticipated cost
90% of pupils are at ARE for reading and writing	Individual and small group support for reading and comprehension guidance with editing and re-drafting skills during the writing process	Formative assessment during guided reading sessions shows that pupils have limited vocabulary development which hinders their ability to describe and explain. Individual reading time will enable pupils to develop word recognition skills. Peer support and guided sessions enables pupils to identify and correct errors and/or make improvements to their writing. Pupils	Every term	£17 000

		become empowered to talk about what they need to do to improve.		
90% of pupils are at ARE for maths, including problem solving	Individual and small group support with focused interventions to rectify misconceptions and misunderstanding of concepts Small group support and peer support to develop skills needed to solve problems in mathematics	Evidence gained from assessment shows that pupils are Pupils need to have a sound knowledge and understanding of basic mathematical concepts in order to problem solve in maths. When gaps in understanding are evident, learning is hampered. Using short term, personalised interventions enables pupils to revise and revisit concepts in order to develop their understanding of more complex ones. Peer support enables pupils to liaise with others and to use all skills to solve problems in mathematics	Every term	£8 000
90% of pupils are at ARE for maths, including problem solving	Individual and small group support with focused interventions to rectify misconceptions and misunderstanding of concepts Small group support and peer support to develop skills needed to solve problems in mathematics	Evidence gained from assessment shows that pupils are Pupils need to have a sound knowledge and understanding of basic mathematical concepts in order to problem solve in maths. When gaps in understanding are evident, learning is hampered. Using short term, personalised interventions enables pupils to revise and revisit concepts in order to develop their understanding of more complex ones. Peer support enables pupils to liaise with others and to use all skills to solve problems in mathematics	Every term	

Key objective 2 To improve curriculum engagement and academic achievement**Rationale: Education Endowment Foundation Research**

On average Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school and attainment its self (4 months additional progress on average)

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	When will you review the implementation?	Anticipated cost
Able to participate in a range of activities with peers. Increased self-esteem.	Nurture provision in an established nurture group.	Some pupils lack confidence to participate in whole class activities. Some pupils are disruptive – this could be due to a lack of understanding or motivation or other factors. During Nurture sessions, pupils have the opportunity to talk about issues that are concerning them in a controlled, safe and secure environment Nurture through Sport is provided for pupils with dyspraxic, ADD or ADHD traits. Being active enables these pupils to engage with the learning.	Every term	£2 240