



Thongsley Fields Primary and Nursery School 2016 - 2017

Total Funding for year 2016-17 £172600.00

- Pupil Premium is a grant aimed to raise attainment for groups of pupils who experience potential barriers to learning.
- These groups have been identified by the government as children entitled to free school meals, Looked After children or those from service families.
- We recognise that not all children who are entitled to FSM are socially disadvantaged conversely there are other groups of vulnerable children who require additional support
- Funding is allocated by the school on a termly basis and as a result not all pp children will be in receipt of interventions at any one time.
- Schools have been given the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.
- Teachers will monitor impact termly through the use of pupil tracking data and progress grids.

Percentage of pupil premium spend	Spend	Cost	Rationale behind spend	Monitoring and desired outcomes
6.4%	Breakfast Club	£11,000.00 (50% of costs)	<ul style="list-style-type: none"> • 32% children in ward growing up in poverty • Attendance and punctuality barrier to achievement • Daily spontaneous feeding of hungry/ distressed children (one child when asked what he'd had said 'toothpaste') • Children finding transition in the morning from home to school challenging • Currently 50% who attend breakfast club are children entitled to the pupil premium 	<p>Improvement in attendance and punctuality – continues to increase year on year ('10-'11-93.1%, '11-'12- 94.3%, '12-13 13-14- 14-15-96%, 15-16)</p> <p>Pupil behaviour improved</p> <p>Financial benefit to deprived community</p> <p>Prompt and effective start to school day</p> <p>Track attendance term on term-create document for B Club data</p>

1.1%	Fruit for KS2 snack	£2000.00	<ul style="list-style-type: none"> • Healthy snacks only provided for some from home 	<p>Increase in portions of fruit/veg per day and therefore improved health and ability to focus. Promotes positive healthy lifestyle.</p> <p>Pupil voice-healthy eating focus day/week? Science work showing improved understanding of healthy eating</p>
4.1%	Sensory Circuits	£6659.00 £500 (new equipment)	<ul style="list-style-type: none"> • Children arriving with poor focus and potential for disruption to learning • Recommendation for a number of children with OT/Paediatrician/STT/Ed Psych 	<p>Alerts and then suppresses the nervous system to ensure children are calm and focussed to start learning. Improved behaviour of pupils as result of above.</p> <p>Pupils involved show better concentration in class and are more alert</p> <p>SDQ scores evidence improvement in ability to concentrate and focus</p>
6.8%	Counselling (1:1) Nurture Group	£11714.00	<ul style="list-style-type: none"> • % children with emotional difficulties and welfare issues 	<p>Provides an emotional outlet for children from chaotic homes or who have experienced upset or trauma.</p> <p>Impact includes improved inclusion within class, improved social behaviour and ability to focus on learning. This is measured by a Strength and Difficulties questionnaires benchmark which previously has evidenced significantly improved scores.</p>
6%	Reading TA Opening library at lunch times	£10354.00	<ul style="list-style-type: none"> • Low CLLD scores at FS and % children not reaching ARE at end of KS1 • Low % of children reaching ARE at end of Year 6 • 33% children failed to pass the end of Year 1 phonics test. • Despite improving picture, home reading continues to be a change 	<p>Increased percentage of children reaching ARE at end of KS1 and KS2. Interventions targeting individuals who are not making expected progress and are unlikely to reach ARE across the school</p> <p>Reading ages at entry and exit points of interventions delivered by reading TA.</p>
6%	Early Years Intervention Speech and Language TA	£2,740 (SLA) £10354.00	<ul style="list-style-type: none"> • Low CLL scores on entry • Children identified on entry into Nursery/ Reception with limited/ no communication skills 	<p>Improved communication skills (CLL) in particular in expressive and receptive language Improved confidence at each Phase for phonic development Increased % achieving a GLD at the end of</p> <p>Entry and exit data-Standards Fund project Nursery tracking data and increase % in Reception reaching GLD</p>

12.5%	Inclusion Worker	£21627.00	<ul style="list-style-type: none"> 33% children on SEN register as identified with SEBD Mobility - Instability of previous school history often resulting in dysfunctional behaviours Identify Young Carers and ensure they are receiving adequate support 	<p>All children able to access mainstream teaching Children with SEBD make expected progress</p> <p>Data linked to specific pupils-Boxall, SDQs, CAFS and support plans linked to this. Write action plan Young Carers-see evidence for awards/portfolio</p>
5%	Child Protection Manager	£8660.00.	<ul style="list-style-type: none"> High majority of CP cases are PP families 	<p>Funding time for meetings, report writing to effectively support the families-improve attendance, outcomes in learning.</p> <p>CIN/CP that are PP-attendance/data and CIN/CP plans</p>
6%	SEN TA	£10354.00	<ul style="list-style-type: none"> High % of children on SEND register Capacity of SENDCO to provide additional support to children in EY/access agencies Induction of children with statements into EY New SEND reforms mean changes to school provision 	<p>Early intervention children with SEND access the right support early School will have reviewed SEND procedures and developed effective systems for tracking interventions support for SEND/PP pupils SEN TA to be able to put in place new interventions that are suggested at review meetings</p> <p>Action plan Data for individuals linked to specific interventions</p>
11.6%	Teacher intervention time released by P.E coach	£20000	<ul style="list-style-type: none"> PE provision for each class in order for the class teacher to deliver interventions 	<p>Class teacher to target PP individual to accelerate progress and to increase numbers reaching ARE in each year group</p> <p>See individual class teacher tracking records Half termly PP data</p>
13.5%	Targetted year group interventions	£23,352	<ul style="list-style-type: none"> Low attainment on entry. Narrowing the gap required. Low uptake/lack of support for of homework High mobility having detrimental impact on academic provision and stability 	<p>Accelerates progress for identified children who are identified as below national in attainment at the end of Year 4 and 5. Includes children whose progress is of concern and are in danger of falling behind. Closes the gap of underachievement which is monitored termly and provision adjusted accordingly.</p> <p>Provision maps and entry/exit data</p>
0.6%	Pupil Progress Release Meeting release for teachers	£1000	<ul style="list-style-type: none"> Teacher involved in discussions with senior leaders related to pupil attainment and progress, review of provisions and interventions 	<p>Targetted support identified in reviews resulted in more than expected progress of PP Children, term on term</p>
0.6%	Target Tracker	£1000.00	<ul style="list-style-type: none"> Target Tracker resource allows for ease of analysing data of Pupil Premium children Allows interventions to be tracked and monitor 	<p>Analysis of data can show that Pupil Premium children are making progress</p>

1.2%	Working alongside Locality to run the FAST Project	Approximately £2000	<ul style="list-style-type: none"> School staff member to work alongside the locality to deliver an after school session to instil good homework practices/routines. 	<p>Children will develop positive routines for homework and families are able to support them with this.</p> <p>Analysis of data linked to target families</p>
1.2%	Homework Club	£2000	<ul style="list-style-type: none"> School member of staff to run homework club to target pupil premium children 	<p>Children will receive support and guidance to complete their homework in a quiet and calm learning environment with a school adult supporting them.</p> <p>Analysis of data linked to target families</p>
0.6%	Revision Materials for Year 6	£1000	<ul style="list-style-type: none"> Support families to purchase revision guides to support home learning 	<p>Children will be able to continue their learning at home with supportive materials.</p>
9.4%	Unallocated	£16, 295	<ul style="list-style-type: none"> To be allocated as the year progresses to target individuals who are not making accelerated progress 	<p>As appropriate linked to type of intervention received</p>
	Total	£172600.00		