

**Pupil Premium 2017/18**

<b>Number of pupils and amount of Pupil Premium Grant received 2017/18</b>																										
Total number of pupils on roll	301																									
Total number of pupils eligible for PPG	123																									
<table border="1"> <thead> <tr> <th>Year Group</th> <th>Number of PP</th> <th>% of year group</th> </tr> </thead> <tbody> <tr> <td>R</td> <td>13</td> <td>32%</td> </tr> <tr> <td>1</td> <td>9</td> <td>20%</td> </tr> <tr> <td>2</td> <td>18</td> <td>41%</td> </tr> <tr> <td>3</td> <td>24</td> <td>53%</td> </tr> <tr> <td>4</td> <td>15</td> <td>33%</td> </tr> <tr> <td>5</td> <td>22</td> <td>51%</td> </tr> <tr> <td>6</td> <td>22</td> <td>47%</td> </tr> </tbody> </table>	Year Group	Number of PP	% of year group	R	13	32%	1	9	20%	2	18	41%	3	24	53%	4	15	33%	5	22	51%	6	22	47%		
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Amount of PPG received per pupil	£1300 x123																									
Amount of PP+G received	£1900 x 7																									
Total amount of PPG received	£173200																									

<b>Cost to school</b>	£196540
<b>Amount of Pupil Premium</b>	£173200
<b>Amount dedicated from the school budget</b>	£23340

Carrfield Primary  
Pupil Premium Grant Plan  
2017-2018

Barrier	Item / Action	Objective(s) / Rationale	Target group	Cost	Timescale	Evaluation
Low attainment due to historical barriers to learning	Smaller class sizes in Year 6 and Year 5 with additional teacher support	<p>Increase staff to pupil ratio in order to increase impact of Quality First Teaching.</p> <p>Last year, the additional support led to improved progress for disadvantaged pupils in Year 6 in reading, writing and mathematics. Reducing class size is also demonstrated to show increased progress at <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reducing-class-size/</a></p>	Year 6	£30000	September 2017 onwards	
Low attainment due to historical barriers to learning	<p>Booster sessions for Greater Depth pupils in Year 6.</p> <p>Booster sessions for the Pupil Premium children.</p>	<p>To increase the % of pupils achieving the higher levels in reading, writing and mathematics (including the combined measure and with a focus on literacy)</p> <p>To increase the % of pupil premium children achieving age-related expectations by the end of Year 6.</p> <p><a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit</a> - evidenced that additional school sessions make a positive impact on academic outcomes.</p>	Year 6	£5000	September 2017 onwards	
Low attainment due to historical barriers to learning	Provision of ongoing HLTA to support across school.	<p>To target individual pupils, small groups and whole class support to increase outcomes in reading, writing and mathematics.</p> <p>In 2016/17 this provision demonstrated accelerated progress of targeted pupil groups in reading, writing &amp; mathematics</p>	Years 1-6	£20,000	All year	

Low attainment due to historical barriers to learning	Additional support from highly qualified Teaching Assistants across school (1 TA per class from Year 1 – Year 6)	Ensure that additional capacity of Teaching Assistants impacts on outcomes for all pupils, especially those with additional needs and the disadvantaged children. Impact will come through in class support and the running of targeted intervention programmes.  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/teaching-assistants/</a> demonstrates that teaching assistants can have a positive impact on outcomes.	All including targeted children for interventions.	£25,000	All year	
Low attainment due to historical barriers to learning	Educational Psychologist support	Additional support for targeted pupil, Boxall profiling Children have specific needs met through interventions, Staff CPD  Last year, SEND attainment differences to ‘national all pupils’ decreased at KS1 in writing and mathematics and at KS2 in reading, writing and mathematics. (In 2016/17 there were 8.2% of pupils that were both SEND and in receipt of the pupil premium funding)	All year groups- specifically identified pupils	£7540	All year	
Improve Attendance and Punctuality	Additional EWO support	Children attend well and arrive punctually. Raise the profile and understanding of the importance of attendance. Additional EWO time to support PSA with attendance, home visits, welfare meetings.  Last year attendance for disadvantaged pupils increased from 93.1% in 2015/16 to 93.9% in 2016/17. This approach is in line with research <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	All year groups- specifically identified pupils	£2000	From New EWO recruitment after October half term	
Improve Attendance	Free Breakfast Club for Pupil Premium pupils	To ensure the Year 6 & Year 2 pupils have had breakfast during SATs week and are in school on time.  Last year attendance for disadvantaged pupils increased from 93.1% in 2015/16 to 93.9% in 2016/17.	All year groups	£5000	All year	

Behaviour/ social/ emotional issues as a barrier to creating strong friendship groups and positive learning behaviours	Provision of further SMSAs and learning mentor time to improve attendance, behaviour, self-esteem, team work during dinner times.	<p>Increase staff to pupil ratio on playgrounds.</p> <p>High quality play leadership provision available for all to help develop skills and confidence.</p> <p>Additional adults in school working as positive role models for learning.</p> <p>Learning mentor role to unpick issues and enact post incident learning.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	All	£13000 for cost of an SMSA  Play leader training for SMSAs and sports leader training	All year	
Behaviour/ social/ emotional issues as a barrier to creating strong friendship groups and positive learning behaviours	Additional support/interventions for behaviour of targeted pupils (self- esteem, behaviour choices, nurture work, gardening etc.) through the work of learning mentor and PSA	<p>To raise self-esteem, boost confidence, develop strategies to improve behaviour.</p> <p>This approach is in line with research that demonstrates that Social and Emotional Learning interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself  <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a></p>	All including targeted PP children	£10000	September 2015 onwards	

Behaviour/ social/ emotional issues as a barrier to creating strong friendship groups and positive learning behaviours	Parent Support Advisor Role run social and emotional interventions including ELSA	Families have access to additional support where necessary. Attendance improves.  Last year attendance for disadvantaged pupils increased from 93.1% in 2015/16 to 93.9% in 2016/17. This approach is in line with research <a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a>	Children and families support	£35000	All year	
Behaviour/ social/ emotional issues as a barrier to creating strong friendship groups and positive learning behaviours	Teaching assistants across school	Specific interventions in order to develop social, emotional and behavioural needs. Support for children in order to reduce barriers to learning.  This approach is in line with research that demonstrates that Social and Emotional Learning have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</a>	Years 1-4 (Y5/6 detailed above)	£10500	All year	
Speech, language and communication issues	WELCOMM to be used for pupils entering school to accelerate outcomes for those pupils with known difficulties (particularly in the FS profile)	To improve children's Speech and Language acquisition at early age and to support pupils with specific language difficulties with targeted support.  In 2016/17, WELCOMM demonstrated a positive impact on outcomes for pupils. Research also shows that oral language interventions have a positive impact on outcomes <a href="https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/">https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/oral-language-interventions/</a>	Pupils with limited and / or immature early language and specific language difficulties.	£15000 (training and delivery time)	September 2015 onwards	

Wider opportunities and understanding place within local, national and international society	Subsidising the cost of school visits, residential or visitors into school to enhance the curriculum	<p>To ensure all pupils have access to school visits to enrich their curriculum and remove cost barrier.</p> <p>Having broad range of visits and experiences to develop SMSC opportunities and develop the acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a> In line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes but also contributed to the improved attendance last year.</p>	All including targeted PP children	£5000	All year	
Wider opportunities and understanding place within local, national and international society	Ahead partnership work with pupils to raise career and adult aspirations	<p>To raise aspirations and understanding of adult life. To widen outlook and understanding of skills required in the world of work.</p> <p>This approach is in line with Dfe research that promotes actions to raise aspirations to higher education for higher attaining pupils;</p> <p><a href="https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education">https://www.gov.uk/government/publications/school-level-strategies-to-raise-aspirations-to-higher-education</a></p>	Year 5 and 6	£3000	Events throughout the year	
Self-esteem and emotional literacy	Celebration of achievement events including the Year 6 end of Year celebrations.	<p>Recognise and reward outstanding effort and attitude of pupils – focusing on the REACH dispositions leading to improved engagement in learning and improved outcomes.</p> <p>Last year, the additional support led to improved progress for disadvantaged pupils in Year 6 in reading, writing and mathematics</p>	All	£1500	All year	

Wider opportunities and pupil resilience	Music lessons develop pupil skills and enjoyment.	<p>To improve pupil engagement. To provide opportunities to enrich the curriculum and experiences for pupils.</p> <p>Research led by Dr Nina Kraus at Northwestern University found that learning to sing or play a musical instrument can help disadvantaged children improve their reading skills. <a href="http://www.bbc.co.uk/news/health-28703013">http://www.bbc.co.uk/news/health-28703013</a></p>	Year 5	£2000	All year	
Curriculum relevant and engaging to all	Cornerstones Curriculum	<p>The quality of teaching and learning improves as children are engaged and enthused by new themes. Attainment in foundation subjects increases.</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>In line with the research, improving the quality of teaching and learning of disadvantaged pupils should lead to improved outcomes.</p>	All	£7000	All year	