**Tritlington School Pupil Premium Information**

Pupil premium is additional to main school funding and is allocated to schools for children who have been registered for free school meals at any time in the last 6 years, those who have been looked after continuously for more than 6 months or whose parents are currently serving in the armed forces. After April 2014 in addition, it was allocated for children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship or Residence Order. The aim of the funding is to help address the current inequalities which exist between these children and their peers by raising achievement and improving outcomes.

Since September 2012 we have been required to publish online information about how we have used the funding and the impact it has had on the attainment of our disadvantaged children.

**Outcomes of expenditure in 2017-2018**

The total amount we will receive in 2016-2017 as pupil premium grants in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) will be £5280. We will target the attainment of this group in the following ways and spend our allocation as described. Some of the interventions are pastoral and some academic.

It is important to note that, once again, the needs of all groups of identified pupils, including pupil premium, are included on the School Development Plan for this academic year and progress towards targets will be rigorously monitored and reported on the School Data Dashboard which is regularly shared with governors.

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| **Amount** | **What we plan** | **Why we used the allocation in this way** | **IMPACT of this allocation** |
| **Summer 2017** |  |  |  |
| 1hr TA time per week x 13 weeks = £117 | 1:1maths interventions using Plus 1 – Times tables focus | To support the children in learning and remembering basic mathematical concepts.  Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months’ progress (Source EEF Toolkit). | End of year results show all the children met age related expectations, with 3 above |
| 1 hrs TA time per week x 13 weeks =  £117 | TA literacy interventions:  Intensive use of Catch Up reading for comprehension and reading fluency | To develop reading strategies  Reading interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). | End of year results show all the children met age related expectations, with 3 above |
| *4 hrs TA time per week x 13 weeks = £468* | *TA literacy interventions:*  *Intensive use of Read write inc for 1 group* | *To develop phonetic knowledge and ability to read both real and nonsense words*  *Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit).* | *Not used by these children due to their high phonic scores* |
| 1 hrs TA time per week x 13 weeks =  £117 | TA literacy interventions:  Intensive use of Speed up/ Write for Action for 1 group | To develop coordination skills and improve handwriting. Participating children have specific targets  Literacy interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). | End of year results show 3 of the 4 children met age related expectations, with 1 below and still needing support with handwriting |
| £100 of £200 planned | Supporting school visits and outings including :  Whole School visits | Trips support and enrich our curriculum and broaden the life experiences for our children. These interventions almost always improve emotional or attitudinal outcomes, Improvements appear approaches are embedded into routine educational practices Moderate impact for moderate cost (Source EEF toolkit). | All the children attended the events. Creative writing opportunities following up these visits show imagination and engagement. End of year results show 3 of the 4 children met age related expectations, with 1 below who was absent due to illness |
| *2x £5 = £10 tbc* | *Extra Transition visits for our SEN/PP children in year 4* | *An opportunity to increase their self-esteem, confidence and have higher expectations of themselves* | *Not used by the child, due to knowing the next school via siblings* |
| *£40 attendance fees* | *Subsidise attendance at after School Clubs – during the summer term 5/6 of the pupil premium attend some/all of the After school clubs on offer* | *After School Clubs offer children an opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that after school provision will have a moderate impact for moderate cost (Source EEF toolkit).* | *Not used by these children as they chose not to join* |
| £1500 | Introduction of Thrive as a whole school programme to support SMSC: Emotional and mental Health | A focused intervention opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that Thrive provision will have a moderate impact for moderate cost (Source EEF toolkit). | Activities from the age-related section of the Thrive programme have been introduced  All the children receiving PP presented information to their peers or the parent body with positive praise from known adults |
| Total= £2529 | Less £618 | Final total = £1911 |  |

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| **AUTUMN** |  |  |  |
| *1 hrs TA time per week x 13 weeks =*  *£117* | *Continued use of interventions to support specific phonic needs* | *To develop phonetic knowledge and ability to read both real and nonsense words*  *Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months’ progress (Source EEF Toolkit).* | *Specific phonic interventions not used for these children* |
| £312 | To borrow up to date library books via the Schools Library service in order to develop higher order reading skills through topic based reading materials | To raise the profile of reading among our more able reading Pupil premium children, as well as providing varied reading material for our younger readers. On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. | 100% of PP children have made progress with reading and writing scores over the Autumn term. Book resources are enabling a developing vocabulary |
| Teaching time – teacher  Training £195 | Use of Pie Corbett materials to support progress in writing in class 2  Attendance at Pie Corbett training for EYFS/KS1 | To promote effective writing across all genres in order for children to achieve year group expectations or above. Evidence suggests that Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps. Students then demonstrate a high level of success in written assessment tasks. Moderate impact for very low cost. (Source EEF Toolkit ) | 100% of PP children have made progress with reading and writing scores over the Autumn term. Book resources are enabling a developing vocabulary |
| £1400 for the year | To pay for musical instrument lessons through the County music SLA;  Percussion  Drumming and possibly ukulele | Overall, the impact of arts participation on academic learning appears to be positive but low. Improved outcomes have been identified in English, mathematics and science learning. Benefits have also been found in both primary with greater effects have been identified for younger learners.  (Source EEF toolkit). | 100% of the children took part in the Christmas play with singing and drama. Exposure to different experiences of value fpr these children |
| TA time for training and 1:1 buddies interviews, and follow up support  1hr x 10 sessions = £90 | LIST Buddy training and support | To use the second intake of a buddy scheme which will develop the children’s awareness of safety, promote emotional wellbeing and consolidate their social skills. This opportunity will raise the children’s ability to communicate, work as a team and look out for each other; taking responsibility for the care and safety of all on our site. Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. Moderate impact for very low cost (Source EEF Toolkit). | All children in KS2 including 100% of PP children selected as buddies |
| TA to cover teacher 4 hrs per term  £108 | Feedback opportunity – one afternoon per half term when class teachers meet the children and provide feedback in order to agree realistic targets | Feedback studies tend to show very high effects on learning. | Two hours used in the Autumn term to select personal targets and organise PP meetings to find out relevant needs; plus 2 hours of After School homework club offered, and taken up by 66% |
| Termly £2105 |  | FINAL TOTAL FOR AUTUMN AND SPRING - £4016 | |
| **Amount** | **What we plan** | **Why we used the allocation in this way** | **IMPACT of this allocation** |
| £312 | To borrow up to date library books via the Schools Library service in order to develop higher order reading skills through topic based reading materials | To raise the profile of reading among our more able reading Pupil premium children, as well as providing varied reading material for our younger readers. On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. | SPRING TERM READING SCORES  100% of PP children have made progress with reading and writing scores over the Spring and Autumn terms. All are working at ARE for yr4. Book resources are enabling a developing vocabulary  This programme needs to continue into the Summer term 2018 |
| £350 = £1150 | Subsidise Y4 residential | Outdoor learning benefits all children across the school but developing independence in a transition year through a residential visit is a significant priority. Adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months’ progress.  Evidence suggests a moderate impact for moderate cost (Source EEF toolkit). | All the children attended the events. Creative writing opportunities following up these visits show imagination and engagement. End of Spring term results show all the children making progress with their writing from September. 100% are at ARE – for content |
| TA time for training and 1:1 buddies follow up support  1hr x 4 sessions = £40 | LIST Buddy training and support | To maintain the a buddy scheme which will develop the children’s awareness of safety, promote emotional wellbeing and consolidate their social skills. This opportunity will raise the children’s ability to communicate, work as a team and look out for each other; taking responsibility for the care and safety of all on our site. Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. Moderate impact for very low cost (Source EEF Toolkit). | All children in KS2 including 100% of PP children selected as buddies |
| TA to cover teacher 4 hrs per term  £108 | Feedback opportunity – one afternoon per half term when class teachers meet the children and provide feedback in order to agree realistic targets | Feedback studies tend to show very high effects on learning. | Target setting completed half termly, - children selecting personal targets with 75% of targets achieved during the term. – targets recorded on the front of all books for Maths and English |
| £500 | Purchase of reading materials for more able readers in KS1 and 2 who need to practice the deeper skills of reading in the new curriculum: | To raise the profile of reading among our more able reading Pupil premium children, by providing focussed comprehension materials to develop higher order skills. On average, reading comprehension approaches improve learning by an additional five months’ progress over the course of a school year. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress. | SPRING TERM READING SCORES  100% of PP children have made progress with reading and writing scores over the Spring and Autumn terms. All are working at ARE for yr4. Book resources are enabling a developing vocabulary  This programme needs to continue into the Summer term 2018 |
| £6126 | FINAL TOTAL FOR FINANCIAL YEAR 2017-2018: £6126  This is an overspend of £846, however the cost of the Residential has been subsidised by the PE grant as it is an Outdoor PE Activity residential  All these children transfer to Middle School in August 2018 and at present, we have no other Pupil premium children on roll. | | |