

### **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.

<b>Amount</b>	<b>What we plan</b>	<b>Why we used the allocation in this way</b>	<b>IMPACT of this allocation</b>
<b>Summer 2017</b>			
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	End of year results show all the children met age related expectations, with 3 above

		can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).	
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
<i>4 hrs TA time per week x 13 weeks = £468</i>	<i>TA literacy interventions:  Intensive use of Read write inc for 1 group</i>	<i>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).</i>	<i>Not used by these children due to their high phonic scores</i>
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	All the children attended the events. Creative writing opportunities following up these visits show imagination and engagement. End of year results

		approaches are embedded into routine educational practices Moderate impact for moderate cost (Source EEF toolkit).	show 3 of the 4 children met age related expectations, with 1 below who was absent due to illness
2x £5 = £10 tbc	<i>Extra Transition visits for our SEN/PP children in year 4</i>	<i>An opportunity to increase their self-esteem, confidence and have higher expectations of themselves</i>	<i>Not used by the child, due to knowing the next school via siblings</i>
£40 attendance fees	<i>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</i>	<i>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).</i>	<i>Not used by these children as they chose not to join</i>
£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 after school 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	

	<b>AUTUMN / SPRING</b>	
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).
£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.
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 )
£200x 3 = £600	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).
£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).
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).
TA time 4hrs x 6 weeks = £216	Lego training and setting up of LEGO CLUB during the school day - group work on specific roles to develop communication skills	To set up a LEGO club in order to develop communication and team work skills. This programme will raise the children's ability to negotiate, communicate and work as a team. Participation will have a significant impact on children's independence and confidence. The impact of collaborative approaches on learning is consistently positive. This club will have a structured approach, with well-designed roles and tasks set that should lead to confident communicators. Moderate impact for very low cost (Source EEF toolkit).

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.
£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.
£5784		