

Cutnall Green First School October 2016

Aims:

- For **all disadvantaged pupils** to make **rapid progress** towards achieving at **Age Related Expectations (ARE)**.
- For **all disadvantaged pupils** to remain a priority for **additional provision** to meet their **social, emotional, physical, and learning needs**.
- For **all disadvantaged pupils** to receive a **personal or bespoke provision** to help address **areas of inequality**.
- For **high quality communication** and liaison between **home and school** to be the norm.
- For **all disadvantaged children** to be able to access a range of **wider opportunities** than might ordinarily be available to them.

Involving Stakeholders:

- ✓ Highly **personal target setting** for every pupil in all core areas, linked to Performance Management so that all teachers are accountable for **at least good and often accelerated progress for disadvantaged pupils**.
- ✓ Involving all teachers and Teaching Assistants in identifying and prioritising disadvantaged learners where they may be at risk of under achieving.
- ✓ **Planning, delivering and evaluating** support so that disadvantaged or vulnerable learners receive **additional and focussed support**.
- ✓ **Exploring barriers** faced by disadvantaged pupils and families at school.
- ✓ Work with all stakeholders to provide **high quality pre-school education** for up to 24 3 and 4 years olds within the community, including those from disadvantaged backgrounds.

CPD Training:

- ✓ Invest in **a wide range of CPD** so that vulnerable or disadvantaged pupils have access to research-led and developed resources.
- ✓ Invest in **Maths Training** and resources including Numicon and the GLOW project so that all pupils, including the most disadvantaged can achieve well in maths and make rapid progress.
- ✓ Ensure the highest quality **Safeguarding Training** so that all vulnerable or disadvantaged pupils are well supported within school and the wider community.

Additional Support:

- ✓ Provide **personalised intervention programmes** from the earliest possible time.
- ✓ Provide bespoke **daily maths basic skills provision** for disadvantaged pupils.
- ✓ Increase the quantity and quality of reading at home through communication of success and direct support for parents and carers.
- ✓ Provide small group, 2:1 or 3:1 **attachment or Relax Kids** interventions for all identified vulnerable or disadvantaged pupils, at all key stages.
- ✓ Provide **homework support** for identified vulnerable or disadvantaged pupils on a weekly basis.

Financial and Resource Management:

- ✓ Develop roles to ensure that disadvantaged pupils attend school regularly and on time so that they benefit from their educational provision.
- ✓ Develop financial management roles to ensure that additional Pupil Premium Funding is used highly effectively to secure the best possible outcomes for all disadvantaged learners.
- ✓ Work with external agencies to investigate building an additional hall and nurture provision in order to meet the needs of the most disadvantaged pupils.
- ✓ Increase participation and involvement in extracurricular music, sport and art activities
- ✓ Offer wraparound care to vulnerable and disadvantaged pupils so that they can access a range of social, emotional and play activities.

Future developments:

- ✓ Academic mentoring/counselling: so that disadvantaged pupils may experience even greater academic success.

Main barriers to educational achievement that the disadvantaged children in our school face:

- Lack of pre-school skills and language development
- Specific SEND needs e.g. speech and language
- Unstable home lives requiring family support
- Lateness at school and attendance issues
- Lack of home support for homework and other educational activities

Pupil Premium Received for 2016-17:

£6600 (5 children of which 4 are ever 6)

How we will spend our pupil premium funding to address these barriers and the reasons for the approach:

Some of these approaches will be used with all 5 children, whereas some are specific according to need.

Approach	Reason
Homework club with teacher	To ensure children can access homework with Head of School who is responsible for spending and progress of PP children.
Resources for use at home	Children will be more motivated to do some activities at home and will then be more equipped to begin to do some home learning.
1:1 daily maths skills	Achievement data used to narrow specific gaps leading to improved progress and children better able to access maths at age appropriate level. (EEF toolkit +5)
1:1 daily phonics/spelling/reading	Achievement data used to narrow specific gaps leading to improved progress and children better

	able to access English at age appropriate level. To ensure children pass phonics check.(EEF toolkit +5/+4)
staff training in language development and ways to promote in the classroom	Highly trained support staff will impact on children's learning in the classroom. (OfSTEd successful approaches evidence)
1:1 learning conferences	To ensure feedback for learning is a focus (EEF Toolkit +8)
Support for extra curricular trip and opportunities	To ensure that all children access all educational opportunities.
Liaison with families	To ensure families are supported especially with attendance, therefore children will be in school on time, ready to learn.
Relax Kids intervention	To ensure children can articulate feelings and how to cope with different situations. This is then reinforced in the classroom. (EEF toolkit+4)

How we will measure the impact of the pupil premium:

We will use attainment and progress data as well as children and parental questionnaires to measure the impact of this year's pupil premium spending.

Our next Pupil Premium Strategy Review:

July 2017