[](http://alexandraprimaryschool.co.uk/)Pupil Premium Spending Plan 2017-2018 (update 07/11/2017)

**Background**

The Government believes that the Pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to children from low- income families who are currently known to be eligible for FSM and for children who are or have been looked after (LAC.)

Eligibility for the Pupil Premium is extended to any child who has been in receipt of free school meals at any point in the last 6 years. Research has highlighted that as a group, children eligible for FSM are likely to have lower educational attainment than those children who have never been eligible for FSM.

A Premium has also been introduced for children whose parents are currently serving in the armed forces.

**Rates for eligible pupils**

The PPG per pupil for 2017-2018 is as follows:

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| |  |  | | --- | --- | | **Disadvantaged pupils** | **Pupil premium per pupil** | | Pupils in year groups reception to year 6 recorded as Ever 6 FSM | **£1320** | | Pupils in years 7 to 11 recorded as Ever 6 FSM | **£935** | | Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | **£1,900** | | Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | **£1,900** | | The [early years pupil premium (EYPP)](https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-pupil-premium) is additional funding for early years settings to improve the education they provide for disadvantaged 3- and 4-year-olds. | **53p hour/ £302.10** | | **Service children** |  | | Pupils in year groups reception to year 11 recorded as Ever 5, Service Child or in receipt of a child pension from the Ministry of Defence | **£300** | |  |
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| For further information: |  |
| www. Pupil premium 2015 to 2016: conditions of grant |  |
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**Pupils eligible for PPG by Class September 2017**

|  |  |
| --- | --- |
| **Class** | **Pupils eligible for PPG** |
| Peru N |  |
| Paraguay R |  |
| Panama R |  |
| Costa Rica 1 | 11 |
| Cuba 1 | 11 |
| Chile 2 | 12 |
| Colombia 2 | 9 |
| Bolivia 3 | 6 |
| Argentina 3 | 9 |
| Nicaragua 4 | 16 |
| Mexico 4 | 9 |
| Venezuela 5 | 17 |
| Puerto Rico 5 | 13 |
| Espana 6 | 15 |
| El Salvador | 11 |
| **Total** |  |
| Percentage of school population |  |
| Amount of grant |  |

**We intend to spend the PPG to support children’s learning in the following ways. It will also be linked to the schools priorities as seen in the SIP:-**

**PPG spending Plan 2017 to 2018**

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| **Use of funding** | **Outcomes** | **Cost** | **Impact** | | | **Next steps** |
| **Pupil Welfare** |  |  | **Autumn 2017** | **Spring 2018** | **Summer 2018** |  |
| **Additional support for Educational Psychology service** | Strategy in place to assess barriers and support pupils to overcome difficulties quickly | **School to buy in 10 days provision plus 3 statutory half days pprox.. £10,000** | *EP has made 3 visits to school and is providing valuable and advice to SENCo/ parents and staff* |  |  |  |
| **Rewards for excellent punctuality and attendance** | Children have a good start to the day and are proud of their achievements.  Home school links strengthened | **3x year £100**  **Total £300** | *High profile given to good attendance and punctuality in weekly assemblies* |  |  |  |
| **Art therapy provision/ counselling** | Children to be able to express worries or concerns that have that may prevent them from developing their emotional well being | **1xday week x39 weeks**  **Total £6000** | *CW continues to provide 1 :1 sessions for pupils. 4 children are benefitting from longer sessions and children in year 5 and 6 use talk Time well to discuss worries and concerns* |  |  |  |
| **Funding for learning mentor to support work on family involvement and pastoral care in school** | Develop a strong link between the school and hard to reach families. Signpost families to services and facilities that will be of benefit.  Support parents in their knowledge and understanding of how to help their child. | **Approx £18,000** | *Learning mentor in Place, leading on punctuality and attendance. Building up positive working relationships with families. Led a very successful international evening which was extremely well supported and attended. Plans for a Movie night coming up* |  |  |  |
| **Breakfast provision through the Summer term for year 6 pupils** | Children have a positive start to the day and a healthy breakfast | **15 weeks @ £20 per week**  **Total £300** |  |  |  |  |
| **Chill out club/ playground support** | Children supported emotionally at lunchtimes in order to develop social skills and enjoy unstructured time | **Learning mentor 30 mins x 3 times week**  **10 Tas x 30 mins x5days per week**  **=£1,700** | *In place 4 x week for KS2 pupils. Supporting vulnerable children both for long term and short term support.*  *Second Chill out club for KS1 started 5x week on 6/11/17 also proving extremely popular and helping children to manage unstructured time* |  |  |  |
| **3 staff members to attend TALKABOUT training in October** | Delivery of intervention to support well being and social skills by well trained staff | **£450 staff release costs**  **£300 course training costs** | *2 staff members attended in October 17. Intervention implemented in KS2 and proving successful with children* |  |  |  |
| **Raising Standards** |  |  |  |  |  |  |
| **4 additional Support staff posts to target PP children** | Small group and individualised support packages to boost targeted children’s learning.  Early years TA ensures pupils settle well and make good progress in their speech and language development | **£78,000**  **1 in EYFS**  **1 in KS1**  **1 in Year 4**  **1 x3 days a week in KS2** | **F** *in Ks 2*  **K** *in Reception*  **W.** *in KS1 and 2 supporting pupils with SEN*  **Nursery** member of staff still to be appointed- ongoing trial days |  |  |  |
| **Professional development for staff ( release time and training costs)**  **With Hackney Learning Trust** | Improved QFT  Consistent implementation of practice and expectations across the school | **30 days cover per year pprox.. cost= Total £3000**  **Cost of Buy in =£3,000** | *High quality training aceessed by staff. List of training courses to be compiled* |  |  |  |
| **Early morning booster maths sessions.**  **3x week with**  **Year 2, 5,6**  **Led by teachers and support staff** | All children attending have increased number knowledge and automaticity with key skills | **Preparation of resources and delivery**  **= £4,000**  **30 mins daily prep**  **30 minutes delivery 3x week with 3 cohorts.** | *In year 6 delivered 3x week by JB and NW. need to increase pupil attendance.*  *In year 4 being delivered by MM- key children attending need to widen out and encourage attendance.* |  |  |  |
| **School to buy in additional EWO support in order to target poor attendance and punctuality which is impacting on progress and attainment.** | Increase in attendance from families with poor attendance and punctuality | **£TBC** | *Attendance and punctuality is improving. Systems set up to rigorously monitor patterns of attendance. Key staff given daily absence report for key children and year groups. This supports with safeguarding and raising standards.* |  |  |  |
| **Pupils attending after school EXPLORE learning provision** | Individualised learning packages to support a range of learning styles | **£120 per month for 5 pupils**  **Total cost= £7,200** | This intervention is not being offered this term. Reviewing the provision and impact. |  |  |  |
| **Training programme for teaching assistants**  **30 minutes x weekly** | All support staff well trained and knowledgeable in the interventions they are delivering. | **Time/ resources led by SENco**  **15 Tas x30 mins x 1x week= £390**  **SENCo costs**  **= £1,000** | *Sessions held weekly. Programme covers key school initiatives and also focuses heavily on sharing good practice to raise standards- see list of training held so far.* |  |  |  |
| **Additional intervention sessions to boost levels and provide catch up learning** | Identified support staff deliver catch up sessions 2x week  Pupils making expected or better progress. | **Costing as part of TA salary**  **Also to include 1 ½ days of SENCO teacher time and 1 ½ days of learning mentor support time** |  |  |  |  |
| **Clicker 7 writing support with TA** | Targeted children trained in using Clicker 7 to draft and edit their writing successfully. | **Refresher sessions with Clicker 7 with all staff- School training time £500**  **Staff delivering the intervention** | *Need to retrain staff and re activate the programme onto the computer. Valuable to support a range of needs and needs further use* |  |  |  |
| **RWI manager to oversee effective teaching of phonics in reception and Year 1** | Targeted children grouped effectively within this intervention and progress seen towards the NLS and/ or additional 1:1 sessions given | **Proportion of salary of RWI manager**  **£ 15,000 approx** | *Rigorous monitoring of groups and progress. Moniotring coacing training and support for staff. Coaching for teachers on Thursday pm. Training for TAs fortnightly for 3 sessions* |  |  |  |
| **More able Year 2 Pupil Boosters** | Children identified as worked at expected year 2 given additional support in order to reach Secure 2 or Secure2 + | **Spring and Summer term**  **Daily support**  **25 weeks x3 days week**  **£7,500** | **NA** |  |  |  |
| **Support for EYFS with settling, SALT and well- being and social skills** | Skilled language support assistant develops children’s skills in language and communication through cross curricular teaching | **£10,000 ( ½ timetable of Speech and language specialist TA- KN)** | *2 SALT staff working in school on Mon and Thursdays. Meeting parents and giving advice to staff and parents.* |  |  |  |
| **Rigorous monitoring of the progress of children receiving Pupil Premium grant by Lead for PPG and all subject leaders** | Children’s needs identified quickly and targeted provision allocated. Whole school involvement and awareness of the PPG and working towards better outcomes for pupils. All subject leaders know who the PP children are and are mindful of provision. | **Meeting time ½ termly with SLT and subject leaders**  **(5 days cover each term x 3) £2,250** | Data to be analysed from STAT on line- some glitches in data to be double checked.  PPG pupils to be monitored in AEN reviews in November and Pupil Progress.  To be discussed as agenda item in next extended SLT |  |  |  |
| **Mentoring of pupils Year 2 onwards by class teacher ½ termly** | In depth conversations between child and teacher, highlighting progress and next steps. | **Supply teacher cover- 10 teachers x 6 ½ terms @ £150 per day= 9,000** | *Still to be arranged* |  |  |  |
| **Parent workshops targeted at PPG Pupils who are underacheiving** | Increased involvement with families and support for pupils from home | **Fortnightly with**  **SENCO 1 hour plus prep for resources**  **£1500** | *Still to be arranged* |  |  |  |
| **DSR**  **Reading intervention in Year 1 to ensure comprehension.** | Children leave year 1 with a passion for reading and a good level of reading skills and understanding of texts | **SENCO admin time 2 ½ hours per week = £2,500**  **TA release time £5,000 to cover the daily reading** | *Set up and running well. Children trained in the routine of the intervention. Reading skills developing and progress being seen. Wide range of abilities from Pink 2/3 up to Orange.* |  |  |  |
| **Extended DSR Reading intervention in Year 2 and with PPG underachieving pupils to ensure comprehension** | Children leave year 2 and other year groups with a passion for reading and a good level of reading skills and understanding of texts | **TA release time £5,000 to cover the daily reading** | *Set up and running very well. Staffing issues being resolved. Observed by Richard Boxhall on 6/11/17 and feedback was positive* |  |  |  |
| **Destination reader intervention training and staff support** | All staff delivering high quality lessons which impact on attainment and enjoyment of reading | **Literacy leader admin time 2 ½ hours per week = £2,500** | *Training undertaken by key leaders- ongoing* |  |  |  |
| **Author visits and writers workshops** | To increase childrens self esteem and sense of themselves as an author. To develop understanding of the writing process from ideas through to editing.  Producing a school book with children written work | **£3,000 plus costs for publishing children book** | *Story teller Wendy Shearer supported children across the school during BHM which children really enjoyed.*  *We are writers initiative to be set up by SS in Spring term- planning process has begun for this and all staff informed* |  |  |  |
| **Artist in residence** | Children have increased opportunities to explore creative arts and produce own work | **£6,000 per year** | *Not set up yet* |  |  |  |
| **Children to take part in a range of external competitions e.g. BBC 500 words** | Children to take part in a wide range of competitions and be involved in national initiatives | **£500 per year** | *Year 6 to attend Careers fair on 8/11/17* |  |  |  |
| **DEBATEMATE** | Children given opportunity to become involved in the art of debating. | **£2000** | *Led by GS. Children have had introduction and first trip to debate topics* |  |  |  |
| **Enrichment** |  |  |  |  |  |  |
| **Cost of visit to PGL residential centre subsidised** | All children able to attend the residential centre and widen their life experiences giving them confidence and motivation | **£100 subsidy for PP children in year 5**  **£2,600** | *Year 6 pupils benefitted from reductions in price of PGl. All children who attended enjoyed the week and learnt new skills and took part in a range of challenges and fun activities* |  |  |  |
| **Visits to theatre and exhibitions in London** | Wider life experiences giving motivation Increased self confidence, greater independence, development of own interests and hobbies. Raised aspirations and awareness of opportuniites. | **1 trip per term per class**  **12x £100**  **£1,200 Enrichment visits planned each half term for PP children**  **Total £3000** | *Class trips underway eg Year 6 Harry Potter at the British Museum on 7/11/17- see list of class trips* |  |  |  |
| **Additional after school club sessions provided free of charge to targeted children- Fencing , music, basketball, girls football** | Greater range of experiences and challenges provided for targeted pupils | **Staff to deliver the intervention**  **1 hour x 5 x week**  **(25x 5x 39 weeks= £5,000)** | *EB has organised and set up a range of enrichment clubs that change regularly. Some children targeted to attend and subsidised places for many key children if necessary* |  |  |  |
| **Drama and theatre workshops provided** | Students experience a range of art forms and are able to explore both curriculum based subjects and emotional well being through art/ drama/ music | **1 workshop per term £1,500** | *Year 3 – year 6 trip to Pantomime at Chicken Shed booked* |  |  |  |
| **Costumes provided for enrichment days** | Inclusion in all aspects of school life enabled | **£200** | **Not actioned yet** |  |  |  |
| **Chess club with pupils at lunchtime** | Maths skills and social skills developed. | **£250** | **Still to be set up** |  |  |  |
| **Families supported and signposted to arts/ music/ sport and drama provision in the Borough** | Families aware of range of provision throughout Haringey and London. Confident and able to access services | **Coffee mornings each ½ term**  **refreshments/ leaflets/ photocopying**  **Total £150** | *To be delivered as part of parents evening information sessions by HJ in November* |  |  |  |
|  |  |  |  |  |  |  |
| **Range of outdoor play equipment purchased** | Children’s health and physical abilities improve | **£2500** | *Equipment regularly tidied/ sorted and replaced eg by DS on 7/11/17* |  |  |  |
| **Children to run own clubs at lunchtime- hobby and financial clubs** | To give children opportunities to plan and organise and run own interest clubs. | **Staff to oversee the sessions – Staff costs – SENCO-( 1 x week x 39 weeks) £2,000** | *Still to be set up* |  |  |  |
| **Film and photography club** | Children to have experience of range of media and develop film making skills | **2 hours per week with LS**  **Cameras and filming equipment £500**  **Staff time and Prep £1,000** | *Still to be set up* |  |  |  |
| **Musical instrument tuition** | Children to have the opportunities to learn a musical instrument | **TBC** | *Clubs set up on Tuesday and Thursday after school targeting both KS1 and KS 2 pupils. Excellent attendance by pupils. Orchestra running at 8.00 am every Tuesday* |  |  |  |

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| **TOTAL PUPILs** | **July 2017**  **152 (without year 6)** | **September 2017** | **October 2017** | **November 2017** | **December 2017** |
|  | **January 2018** | **February 2018** | **March 2018** | **April 2018** | **May 2018** |
|  | **June 2018** | **July 2018** |  |  |  |

**Appendix 1 Reviewing the use of Pupil Premium: (Adapted from DfE guidance anfrom Hackney Learning Trust)**

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|  |  | **Does the school…..?** |
| **1** | **Knowing the vulnerabilities of all Pupil Premium pupils** | * Ensure all staff are able to identify and are aware of the potential barriers to learning for PP pupils * Identify and analyse current patterns of vulnerability * Select staff to lead on identifying issues and vulnerabilities of the PP pupils * Review the progress of all PP pupils |
| **2** | **Assessment and tracking for all PP children** | * Assess and track the progress of PP pupils Overlay tracking data with attendance data and look for any patterns * Check whether PP pupils also fall into other vulnerable groups eg SEND/ EAL * Ensure all staff have high expectations of PP pupils * Continually review and monitor the consistency and rigour of assessment and tracking * Ensure all staff/ parents/ carers/ pupils and governors are aware of the expected rate of progress of all pupils and are aware of any differences between PP and non PP |
| **3** | **Monitoring and evaluating impact and analyising data** | * Rigorously analyse data of PP pupils * Check PP pupils are on track/ check for common traits * Use evidence from data to make decisions about future provision * Offer appropriate interventions based on need * Be clear about how SLT and all staff analyse and act on data analysis of PP pupils |
| **4** | **Identifying the right provision for all Pupil Premium pupils** | * Instil the need for all staff to address underperformance of PP pupils * Make appropriate modifications to QFT including guided work, to suit learning styles * Ensure group/ individual interventions are accurately recorded and that pupils have opportunities to apply and consolidate learning in a range of contexts. * Identify staff with relevant skills to provide additional provision for PP pupils at risk of underperforming |
| **5** | **Developing the quality of provision for all Pupil premium pupils** | * Gather evidence of successful practice which raises attainment of vulnerable pupils * Evaluate the impact of the quality of provisions for PP pupils through:- * Pupil voice * Data analysis * Work scrutiny * Observations * Teacher feedback * Parent feedback * To identify successful approaches in Alexandra Primary * Adapt school provision to meet current and future needs. * Keep staff regularly updated on effective strategies/ interventions for tackling underperformance of PP pupils |
| **6** | **Developing the workforce** | * Develop full knowledge and understanding of specialist expertise in working with PP pupils * Identify relevant CPD to develop relevant skills * Identify professional development opportunities to strengthen current practice * Develop systems and structures to respond to the changing needs of PP pupils e.g. extended day provision |
| **7** | **Parental engagement** | * Share information about pupil progress with their parents and carers and discuss any additional provision being offered * Encourage parents to stimulate/ motivate their children to achieve their aspirations |