

## **PUPIL PREMIUM FUNDING: 2016-2017 ALLOCATION**

This funding is used to support children on the FSM register (and Forever 6 pupils) and is aimed at accelerating progress, moving to at least age related expectations, initially in speaking and listening, literacy and maths.

Palfrey Governing Body agrees that ALL pupil's should be targeted to ensure all pupils make good progress, therefore non pupil-premium pupils are targeted within intervention groups in addition to pupil premium pupils.

Pupil Premium funding may also be used to target able pupils to achieve Greater Depth at the end of KS1.

The amount allocated for the financial year 2016-2017 is **£39,537**

### **Barriers to educational achievement are:**

- New in Country & Early acquisition to English.
- Parents speaking additional language: having difficulty supporting at home.
- Lack of resilience impacting on self-confidence and co-operation when approaching independent work.
- Phonic & spelling skills limiting the ability to write independently.
- Confidence in problem solving limiting maths progress.

### **HOW WE SPEND OUR FUNDING, INTERVENTIONS**

- Specifically targeted intervention provision for individuals and groups of children in Year 1 & Y2 HLTA £12,052
- Increase in teaching assistant support pm for intervention activities. Afternoon targeted interventions of key basic skills e.g. RML, HFW, Common Exception words, Pre teaching, handwriting focus, reading comprehensions, basic maths & problem solving. £41,392
- Provide training on 'inclusion and the supporting adult': £2170
- Learning Mentor to support pupils well being & learning behaviours (5hrs weekly) £4173
- Lunchtime play leaders to support health and well being . £3320

### **IMPACT MEASURES**

We use both internal and external data to measure the impact of the Pupil Premium Grant of our pupil's learning. We review the effectiveness of the interventions we are using and adapt them to meet the needs when and where required.

- We measure from intervention baseline start point to exit point, this is then used to evidence how this is diminishing differences to expected end of year targets.
- We then monitor the attainment and progress of ALL pupils and those disadvantaged to ensure the gap is closing. Pupil Progress meetings are held each term.

Pupil's respond positively to intervention support and have a positive 'can do' attitude which is then evidenced in increasing independence through work scrutinies.

- Children make good progress from their starting points, disadvantaged pupils are identified as a strength on our Inspection Dashboard .
- Disadvantaged pupils achieved better than similar pupils nationally, and a greater proportion achieved greater depth.

**Review Pupil Premium Strategy: Our next Review will be April 2017**