

Pupil Premium Grant

Littledown School

The Pupil Premium Grant, launched by the Government in 2011-12, is additional to main school funding (Dedicated Schools Grant (DSG)). This is allocated to schools as a means to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') and for those who have been looked after for 1 day or more, adopted from care or has left care under a special guardianship order, a residence order or a child arrangement order. Historically it also included children of service personnel.

In making provision for socially disadvantaged children, we recognise that not all children who receive FSM will be socially disadvantaged. We also recognise that not all children who are socially disadvantaged are registered or qualify for FSM. The school therefore allocates the Pupil Premium Funding to support any child or group of children we have identified as being socially disadvantaged.



Funding Received:

Financial Year	Eligibility basis	Pupils Eligible	Funding per pupil	Total Funding
2014-15	'Ever 6' pupil	15	£1,300	£19,500
	Looked after, adopted or leaving care	0	£1,900	£0
	'Ever 3' service children	0	£300	£0
	Total			£19,500
2015-16	'Ever 6' pupil	13	£1,320	£17,160
	Looked after, adopted or leaving care	0	£1,900	£0
	'Ever 3' service children	0	£300	£0
	Total			£17,160
2016-17	'Ever 6' pupil	13	£1,320	£17,160
	Looked after, adopted or leaving care	4 (1 part year)	£1,900	£6,200
	'Ever 3' service children	0	£300	£0
	Total			£23,360
2017-18	'Ever 6' pupil	17	£1,320	£22,440
	Looked after, adopted or leaving care	3 (1 part year)	£1,900	£3,493
	'Ever 3' service children	0	£300	£0
	Total			£25,933

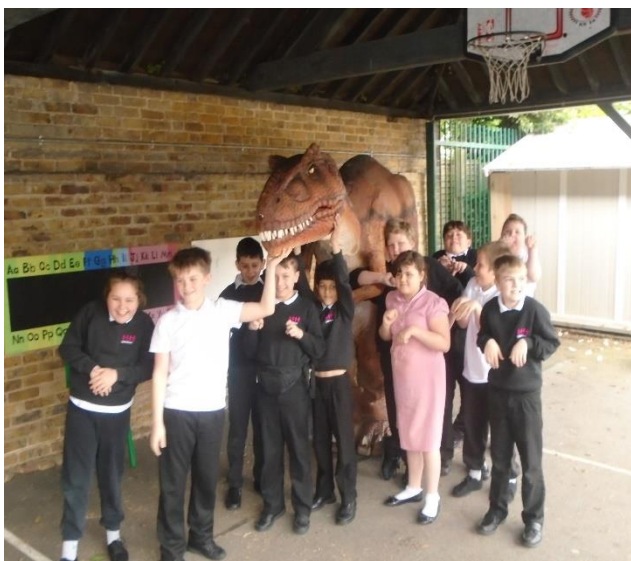


Outline of Pupil attainment priorities

In making provision for pupils to improve at the correct rate in terms of their educational development the school needs to identify and understand the priorities required to achieve the required outcomes.

The identification of priorities will be determined by;

1. Observing the children and gaining an understanding of their development needs and formulating a programme of interventions and actions to meet them.
2. Analysing attainment data (current and historic) including trends and progress at a school, local and national level so that the current benchmark can be identified.
3. Undertake a review of the previous plan to address these needs to ascertain their level of success and whether to continue, cease or change how they are delivered.
4. Assess the achievement of best value in the delivery of interventions and actions.
5. Researching improvements in improving attainment outcomes.



The identification of the appropriate priorities are;

1. **A variety of therapeutic interventions including; in order to address the emotional issues inhibiting the learning of students.**
2. **Specific SEN resources to support independent learning in class.**
3. **1:1 programmes targeting specific learning difficulties.**
4. **Social skills workshops, sports programmes or 1:1 programmes to raise self-esteem.**
5. **Transition work to support pupils transferring between primary and secondary settings, or when reintegrating to a mainstream setting.**
6. **Outreach work to support family with consistently managing behaviour and supporting learning.**
7. **Residential trip, educational visits and after school provision to improve social skills**
8. **Transport to support attendance**

Outline of Pupil Premium Usage and measurement of outcomes April 2017/ March 18

Use of Pupil Premium	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible	How success will be evidenced	Actual Impact of activity. Will activity continue? Are changes required to improve it? What are they?
Art & drama psychotherapy	£7396 Per pupil amount £616	1-6	1:1 sessions (12 pupils) regularly	Therapy to promote self-awareness and stress management. LAC pupils or those on CP or CIN plans high priority for this intervention.	How: Individual feedback by report. Frequency: termly Position(s): DHT/HT	Reduction in incidents as a result of greater self-awareness and emotional control.	Impact: Good Continue? yes for 1:1 therapy
Specific resources for independent learning	£1147 Per pupil amount £24	1-6	Sensory lights for classes. Apps for specific learning and social skills development, adapted keyboards. Fiddlers, writing slopes, screens, foot rests, handwriting equipment, wobble cushions.	47 pupils benefitted with specific equipment to aid learning and support sensory issues.	How: Individual feedback by monitoring work Frequency: half termly Position(s): class teacher	Record attainment & progress in all subjects.	Impact: Good Continue? As required
Specific literacy support 1:1	£2606 Per pupil amount £326	1-6	1:1 sessions (8 pupils) working below age related expectations	pupils working with external literacy support teacher one hour a week on early reading writing intervention. These pupils are expected to narrow the gap to be	How: monitor attainment in assessments Frequency: termly Position(s): Class teacher	Record attainments/ progress in Literacy.	Impact: Good Continue? yes but pupils may change according to priority of needs.

				closer age related expectations.			
Speech and language programmes for small groups and individuals	£1688 Per pupil amount £141	1-6	Specific programmes tasks delivered in small groups or individually as advised in SALT assessment. 3 TAs time 3 hours a week	12 pupils working with class TAs at least three times a week. These pupils are expected to make more progress in their speaking and listening scores.	How: monitor attainment in assessments Frequency: termly Position(s): Class teacher	Record attainments and target progress sheets in speech and language.	Impact: Satisfactory Continue? yes but has been inconsistent due to staffing so needs greater consistency and further training for new staff
Street dance sessions	£621 Per pupil amount £13	3-6	Small group and after school sessions	Enrichment for the selected vulnerable pupils. Expected to improve outcomes in behaviour and self-esteem/confidence. Improvement in physical wellbeing.	How: Pupil survey and observations Frequency: termly Position(s): CT/TA	Observational evidence of improved wellbeing and behaviour.	Impact: Outstanding Continue? Yes
Mini Bus	£3507 Per pupil amount £389	1-6	Reduced transport costs on minibus for pupils not eligible for transport funding	Improved attendance at school.	How: Attendance registers Frequency: Twice daily Position(s): Admin staff	Attendance figures showing good attendance across the school.	Impact: Good attendance figures higher this year especially for 90% + attendance Continue? Yes and offer to parents where attendance an issue
Family work	£4378 Per pupil amount £547	2-6	Family support to assist parents/carers with consistently managing behaviour and supporting learning and homework. (8 pupils)	An extremely high proportion of pupil premium pupils are involved in CP or Care Plans. The employment of a family worker enables those needs to be met	How: TAC meetings Frequency: 6 weekly Position(s): CP lead, family worker.	Improved communication between home and school and additional support during holidays and weekends if required. More consistency for pupils	Impact: Good for most cases largely depends on families engagement but has been good this year Continue? Yes

				more efficiently and leads to pupils being more ready to learn when they are at school.		leading to improved behaviour and learning	
Educational visits, residential in yr6 and after school clubs	£3300 Per pupil amount £70	R-6	Free access to weekly educational visits as a reward trip. Free yr6 residential for 2 nights. Free after school clubs once a week.	Enrichment activities for pupils helps to provide a wider breadth of general knowledge and experience improving interest in learning and life experiences. Rewards help improve behaviour	How: reward visits overview % increased Frequency: termly Position(s): DHT	Improved behaviour, raised self esteem.	Impact: Outstanding Continue? Yes forms basis of reward system very effective for most pupils
1:1 maths and literacy support	£1290 Per pupil amount £99	3-6	13 pupils targeted for additional daily 1:1 sessions for maths and literacy	Improved literacy, numeracy attainment	How: monitor attainment in assessments Frequency: termly Position(s): Class teacher	Record attainment & progress in all subjects.	Impact: Good depending on child's engagement but tutor worked in class if pupils reluctant to do 1:1 and this worked better Continue? Yes