



Pupil Premium numbers as of March 2018						
Total number of pupils eligible for pupil premium funding	Number of eligible boys	Number of eligible girls	Number of pupils eligible for free school meals in the last six years (ever 6 FSM)	Number of looked after children (LAC)	Number of post-LAC	Number of service children
78	42	36	78	4	2	10

## Pupil Premium Action Plan 2017-18

Review of the previous academic year 2016-17		Total pupil premium allocation for - previous academic year 2016 -17 : £61k	
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils	Comments
To maintain two Pupil & Family Support advisors.	£34,515	<p>Children able to access support and nurture at the point at which they need it. This in turn led to children who were in a better place to learn and could access their education.</p> <p>Support provided for families enabled them to be able to spend time supporting their child's education at home.</p>	<p>This model is changing as we will have a reduction to 1 Pupil and Family support worker next academic year.</p> <p>Need to look closely at barriers to learning to ensure that we are specific in our provision.</p>

To maintain one HLTA & one LA to provide specialist support (WOW)	£28,545	<p>Delivering bespoke interventions based on the identified barriers to learning. Provision is amended according to need and is tracked through a vigorous Assess, Plan, Do, Review process.</p> <p>The sensory groups have had a huge impact on children's academic output following a session in the WOW room.</p>	Continue to be flexible with provision and to be creative with interventions e.g. music therapy.
To enable children to become more effective learners through the provision of training and additional equipment.	£800	Children much more aware of their own targets and how to reach them.	To continue – children love the learning characters and use and apply them to their own work and progress
To support pupils who are experiencing emotional or mental health problems.	£375	<p>Children able to access 1:1 specialised intervention on either a short term or long term basis dependent on needs.</p> <p>PHSE sessions for the whole school delivered by a specialist HLTA and based on the Christopher Winter project.</p>	Many of our disadvantaged children are struggling with difficulties at home. It is key that as a school we are promoting good mental health and equipping children with skills to improve resilience.
To use of LAs to provide targeted interventions either in small groups or on a 1:1	£16,731	Interventions are based on needs identified through observation, assessment data and consultation with parents. They are specific and targeted.	Ensure pupil progress meetings are used to discuss barriers to learning and to track and identify progress of disadvantaged children. Utilise RAG sheets to monitor individuals
To support pupils who do not regularly read at home.	£15,975 £ 756 – Karate reading	<p>Reading champions have been hearing readers on a daily basis – boosting confidence and improving fluency and expression.</p> <p>The Karate reading scheme has provided motivation to read through the element of competition</p>	Reading has been identified as a key area of improvement within school. More needs to be done with all our children to make key improvements in this area

<p>To provide support to our services children through the Forces reading scheme £30.23 x 4</p>	<p>£121</p>	<p>This cohort at 21% had a high percentage of Services children – the Forces reading scheme focused on bringing these families together to support reading. The children enjoyed reading their books to their parents who were away from home and gave them an incentive to read.</p>	<p>With fewer children in the current year group (13%), isolation has been seen to be a factor that affects these families. The focus needs to be to in creating a sense of community – putting service families in touch with each other.</p>
<p>To improve feedback between teacher and pupils</p>	<p>No specific cost</p>	<p>The Assessment policy has been updated with feedback as a principle element. Verbal feedback provides children with that instant understanding of their work. Following up with green pen marking enables children to self-correct and learn.</p>	<p>Ensure that the impact of feedback is measured through work scrutinies – it needs to be demonstrated that children are acting on feedback and taking responsibility for their own learning.</p>
<p>To Assess all reception/nursery pupils using British Vocabulary Reasoning tests to highlight those who need additional support.</p>	<p>£13,380</p>	<p>All children tested when they start school in either Nursery or Reception – concerns/difficulties noted. Following this - two HLTAs have run Time to Talk and Circle of Friends interventions to extend children's vocabulary. This has been successful as demonstrated in the Speaking and Listening and PHSE results.</p>	<p>To assess whether low scoring on the BVRT is an indicator of other areas of concern e.g. phonological awareness and working memory. To provide interventions accordingly.</p>

<p>To maintain two transition assistants in partnership with the Junior School.</p>	<p>£5500</p>	<p>Anxiety concerning the transition to the Junior school is alleviated by two transition learning assistants who join the Infant school in February in Year 2 and assist transition to the Junior school in September. They also build up key relationships with vulnerable children.</p> <p>The impact of the transition learning assistants can be seen in the PHSE results for the year 2 children.</p>	<p>The transition learning assistants provide good practice and ensure that new school has an understanding of individual needs.</p>
<p>To provide subsidies for the provision of clubs and educational visits</p>	<p>£496.00</p>	<p>End of year figures for uptake of clubs by pupil premium children indicate that 93% of PP pupils in year 2 attended an afterschool club – many more than one.</p> <p>End of year figures indicate that 100% of year 1 PP children attended a club.</p>	<p>Good use of PP funding - need to ensure that clubs are of a high standard and are an extension to the learning.</p>

**Pupil premium objectives for 2017-18****Total pupil premium allocation for 2017-18 - : £63k**

1. To effectively use Pupil Premium to raise the attainment of disadvantaged pupils
2. To close the gap between disadvantaged pupils, their peers and others nationally,
3. To effectively use Pupil Premium for those disadvantaged children who need support in the areas of SEMH and PHSE
4. To use Pupil Premium money to provide opportunities for disadvantaged children to enjoy a broad and balanced curriculum, promote independent learning and self-development

**Objective 1:**

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
To identify those children within school who are eligible for PP funding.	All teaching staff to know who the disadvantaged children are in their class	Teaching staff to identify children and assess if there are barriers to learning.	Class teachers Mrs Callow	Exact costing currently being compiled
To identify the barriers to learning faced by those identified pupils.	For potential barriers to be identified and an intervention strategy to be put in place	Ongoing – children and their specific needs discussed and verified at Pupil Progress meetings.	Mrs Callow – to liaise between teaching staff and WOW team BVRT – team	Exact costing currently being compiled
To provide support for disadvantaged pupils through specific intervention and provision.	For children with a specific learning need to have targeted provision to support them make progress.	Reviewed half termly as part of the Assess, Plan, Do, Review process.	Class teachers WOW team resource Classroom learning assistants.	Exact costing currently being compiled
To track progress and attainment and adjust accordingly.	For all Disadvantaged children' attainment and progress to be tracked	Termly	Mrs Callow – producing RAG sheets termly which inform the class teaching	Exact costing currently being compiled

	independently		staff.	
Objective 2:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To track the progress of disadvantaged pupils as a group and compare to non-disadvantaged children.	For the disadvantaged group to be monitored and tracked against non – disadvantaged – noting any attainment misalignment.	Termly	Mrs Callow/Mr Ford	Exact costing currently being compiled
To track the progress of disadvantaged pupils as a group and compare to disadvantaged children Nationally	For the disadvantaged group to be monitored and tracked against national - disadvantaged – noting any attainment misalignment	Termly	Mrs Callow/Mr Ford	Exact costing currently being compiled
To provide provision in the areas of CL and CI that will support disadvantaged children at Trewirgie to achieve comparably with their peers and nationally	Disadvantaged children will make expected or better than expected progress.	Interventions reviewed and data analysis termly	Classroom teachers and learning Assistants. Mr Wills WOW team	Exact costing currently being compiled

Objective 3:				
Actions	Success criteria	Timescales	Person responsible	Cost/resource implications
To assess disadvantaged children in terms of their SEMH and PHSE needs. Following this assessment ensure that the correct interventions and support are in place	Disadvantaged children with SEMH/PHSE difficulties are in a place where they are ready and happy to learn.	Assess. Plan, Do , Review plans updated half-termly	Mrs Callow co-ordinating the provision SEN team delivering targeted and specific support. Mrs Grigg – delivering PPA sessions (1decision )	Exact costing currently being compiled

To create specific interventions created with the needs of our services families in mind e.g. MAK Heroes and Forces reading scheme.	Services children and their families who may be having difficulties and are also struggling with isolation from other services personnel.	Monthly meetings for the MAK Heroes	Mr Ford Mrs Uglow	Exact costing currently being compiled
To employ Transition Learning Assistants to support during the transition of our year 2 pupils to year 3.	That the transition from Infant's to Junior School is smooth and successful for our disadvantaged children.	Transition Las in the Infant School after the February 2018 half-term	Transition Las Year 2 and Year 3 teaching staff.	Exact costing currently being compiled
To provide 1:1 and/or small group Nurture	For children to benefit from this very specific form of intervention in order for them to understand their emotions and access learning	Reviewed weekly in Vulnerable Pupil Meetings.	Mrs Cleak/Mrs Jenkins	Exact costing currently being compiled

#### Objective 4:

<b>Actions</b>	<b>Success criteria</b>	<b>Timescales</b>	<b>Person responsible</b>	<b>Cost/resource implications</b>
For the school to provide a rich and varied curriculum enhanced by the addition of after school clubs, extracurricular activities and educational visits. These will be offered at a reduced rate for children in receipt of PP	That more disadvantaged children are accessing after school clubs, extracurricular activities and educational visits	Clubs change half-termly?	Teaching and support staff who run the clubs and Mrs Hulme.	Exact costing currently being compiled