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|  | **Ladock C of E Primary School**  **Pupil Premium Plan 2017/18** | | | | |
| Our aim is to use funds available through the Pupil Premium grant to provide support for the identified vulnerable children and to narrow the gap in their attainment in all aspects of school life.  Objectives:  1. To improve the access of pupils to all aspects of school life.  2. To support the academic achievement of pupils.  3. To broaden the range of opportunities for pupils.  4. To improve the health and well-being of these pupils. | | | | | |
| Pupil Premium Allocation 2017/2018 based on January 2017 Census: £ 26,240  Total pupils on roll: 100  PP -18 children=£1320 each  Post Looked after children and CIC: 1 child =£1900  Service children Ever 6- 1 child = £300 | | | | | |
| Teaching, Learning and Assessment  Barrier: Pupils deemed to be disadvantaged in Reading, Writing and Maths are not ALL achieving age related expectations of attainment in ALL year groups nor are they making as much progress as non-disadvantaged  Reasons for the approach:  EEF toolkit: *Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.*  *Overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year.* | | | | | |
| Objectives | | Actions(s)  What do you need to do to achieve your objective | Success criteria  How you can identify success | Timeframe  By when you need to achieve the tasks | Resources  What resources you need for each action |
| To provide additional teacher and TA support for identified children, including booster classes. | | (See PP Tracker)  (see individual class intervention logs)  Dyslexia screening (half day per week following referral)  Pre-teaching when appropriate.  Fresh Start (ideally 4X week, 1:1 up to 25 mins–(phonics scheme catch-up aimed at KS2)  Sat’s preparation  Reading 1:1  Thrive/TIS  Short term memory development (6 weeks programme)  Morning maths (times tables and key number facts) | Progress and Attainment tracker (reviewed monthly)  or  Individual SEN Progress and attainment tracker  and/or  Monthly attendance tracker  Pupil Asset | Monthly review of progress and attainment tracker, attendance tracker. | £19,676 |
| Personal Development, behaviour and welfare  Barrier: Social, emotional and behavioural difficulties affecting wellbeing and progress/ weaknesses in learning behaviours. Absence and lateness  Reasons for the approach:  *Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months’ progress over the course of a year. There is also evidence of an impact on non-cognitive outcomes such as self-confidence.*  EEF toolkit  *On average, SEL (social and emotional) interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).* EEF toolkit | | | | | |
| Objectives | | Actions(s)  What do you need to do to achieve your objective | Success criteria  How you can identify success | Timeframe  By when you need to achieve the tasks | Resources  What resources you need for each action |
| PSA | | Parents / families in need of extra support are identified and their parenting capacity is strengthened | \*Families identified work with PSA. \*Parenting workshops are attended by identified groups and is making a difference. \*Family learning sessions are tailored to fit the needs of the pupils and families. Sessions are attended by identified groups. Sessions are completed termly with area of focus planned and amended to support all involved. | September 2017 – July 2018 | £1755.92 |
| National Trust membership | | Access to a wide variety of unforgettable places | Team building  Independence  Wider opportunities | Spring 2018 onwards | £75 |
| Sibling Club | | Support for children who have a sibling with a diagnosis to have quality time with a parent/carer | Stronger relationships are built between children and parent/carer. Stronger family relationships. | Summer term 2018  J.M | 4 afternoons of TA £120  £35 equipment |
| Home school travel | | Taxi support for identified children who cannot attend school |  | Autumn term 2017 | £490 home school travel |
| Social, emotional and behavioural difficulties affecting wellbeing and progress | | Ann Key behaviour therapy sessions | Develop confidence | On-going with different children | £1000 |
| External consultancy | | Kernow Social and emotional mental health and well-being Pupil consultation |  | Supported one child | £250 |
| Subsidise the cost of school trips, camps and swimming. | | Children have the opportunity to attend offsite activities and camps. | Evidence: -Attend class trips. -Attend school camp and overnight stays. -Attend sporting activities |  | £300 |
| To purchase appropriate resources including iPads and suitable apps, online programs etc. | | Purchase Accelerated Reader. Accelerated Reader is a powerful tool for monitoring and managing independent reading practice while promoting reading for pleasure. |  | Summer term 2018 | £2,418,08 contribution towards £4,610 costs |
| KS2 Milk (2 children) | | Provide milk for identified children where there is a need for milk. |  |  | £100 |