



Excalibur Primary School

Pupil Premium Strategy 2016 - 2017

Amount of Pupil Premium funding received 2016 – 2017

Number of pupils eligible	20 2 x LAC 1 x adopted
TOTAL PP received	£32,100

Identified barriers to educational achievement

- Access to language – especially from books
- Access to extra-curricular activities – educational experiences such as trips
- Parental engagement with school
- The number of pupils who are in receipt of Pupil Premium and also on the SEN register for cognition and learning
- Behaviour – pupils with specific social and emotional needs which affect their learning.

Rationale for expenditure

Nurture provision has continued to support vulnerable children in the school and enable them to reduce barriers to learning. The school will continue to fund provision for nurture throughout this academic year.

As identified in the 2015-16 impact statement, accelerated progress is required for PP pupils in years 4 and 5 reading, writing and maths. Allocated PP tutor time has been dedicated with particular focus on pupils not on target to achieve AREs in year 5 and 6. Additional TA hours have been allocated to provide further support to year 6 PP pupils with specific needs in reading. Research conducted by the Education Endowment Foundation has found that Accelerated Reader programme has positive effects on reading:

“AR was found to be at least equally effective for students eligible for free school meals, so it makes an effective use of the Pupil Premium and other additional funding provided in order to narrow the gap in attainment between economically disadvantaged students and their peers.”

As a consequence, the school has allocated funding to pay for the implementation of Accelerated Reader.

Some PP pupils have been identified as benefiting from receiving resources to support their learning and these have been purchased from the PP budget. In order to support their learning in all areas of the curriculum and to build confidence, the school has allocated funding to pay for these additional expenses throughout the academic year. The school has also allocated funding to the My World Project which immerses the pupils in the world of work with a view to providing inspiration for pupils to achieve their potential.

Key expenditure – how will the allocation be spent?

Area of Spend	Focus	Total Allocation
Nurture provision	Personal and social	£5,500
Funding for extra-curricular/engagement/specialist activities	Personal and social	£3,000
Additional TA support for delivery of RWI	English	£4,000
Maths intervention groups in KS2	Maths	£13,600
Funding for My World project	Personal and social	£750
Accelerated Reader	English	£1,500
Booster reading sessions	English	£3,000
ACT PP Meetings	Personal and social	£750

Area of Spend	Intended Outcomes – Why these approaches were taken	Actions
Nurture provision	<ul style="list-style-type: none"> Barriers to learning are reduced through addressing emotional needs. Pupil's emotional development is built. The self-esteem, social skills and behaviour of identified pupils will be improved, leading to increased confidence and attainment in the classroom. 	<ul style="list-style-type: none"> Boxall profiles completed to analyse impact on emotional development. Termly analysis of data to show academic impact.
Funding for extra-curricular/engagement/specialist activities	<ul style="list-style-type: none"> Social skills are developed through participation in a range of clubs provided by the school or external providers Pupils enjoy the experience of being at school and 	<ul style="list-style-type: none"> Annual analysis of number of pupils who have taken part in clubs Staff to talk to children/parents about possible interests and available clubs

	<p>are keen to come before/stay later to participate in chosen activities</p> <ul style="list-style-type: none"> Talent, skills and efforts in non-academic subjects are celebrated and develop self-confidence 	<ul style="list-style-type: none"> SBM to arrange funding (as appropriate) for clubs and resources required (i.e. musical instruments, sports clothing)
Additional TA support for delivery of RWI	<ul style="list-style-type: none"> Small group work caters for the individual needs of pupils. Confidence in reading, writing and spelling is increased. 	<ul style="list-style-type: none"> Regular reviews of PP children during pupil progress meetings with DHT (3 per year) Meetings with RWI manager to discuss planning and impact. SEND reviews to be completed termly to assess interventions.
Maths intervention groups in KS2	<ul style="list-style-type: none"> Through QFT, learning outcomes in maths are improved. Pupil's confidence with key concepts in maths is increased. Learning tasks are tailored to the specific needs of the pupils, closing the gap in understanding. 	<ul style="list-style-type: none"> Regular reviews of PP children during pupil progress meetings with DHT (3 per year) Regular communication between PP teacher and class teacher to ensure intervention is consolidating whole class teaching. PP teacher to liaise with DHT as necessary to discuss teaching resources and materials. SEND reviews to be completed termly to assess interventions.
Funding for My World project	<ul style="list-style-type: none"> Social skills, independence, resilience and team work are developed through participation in group activities. Pupils become more self-aware and a positive mind set is nurtured and developed. Pupils are introduced to the world of work and are inspired to achieve their full potential through developing real life skills. Pupils develop an awareness of individual and organisational values. 	<ul style="list-style-type: none"> Liaise with ACT to organise six visits to four local companies. Pupils attend a graduation ceremony to showcase the key elements of the project that they have learnt.

Accelerated Reader	<ul style="list-style-type: none"> • A love of reading is embedded in the ethos of the school. • A habit of independent reading is fostered in pupils. • Pupils develop reading skills through reading appropriately challenging books. (Accelerated Reader – Evaluation Report and Executive Summary. EEF Feb. 2015) 	<ul style="list-style-type: none"> • Regular meetings between teacher and AR manager assess impact of AR. • Teachers review class progress through regular analysis of AR reports. • Teachers dedicate 35 minutes each day to AR.
Booster reading sessions	<ul style="list-style-type: none"> • Through QFT, learning outcomes in reading are improved. • Pupil's confidence in reading is increased. • Learning tasks are tailored to the specific needs of the pupils, closing the gap in understanding. 	<ul style="list-style-type: none"> • Pupil progress meetings between teacher and DHT to discuss the impact of booster sessions and how they could further improve outcomes. • Regular review of groupings and re-shaping of focus as required. • Termly data analysis to identify pupils whose progress is causing concern and to review success.
ACT PP Meetings	<ul style="list-style-type: none"> • Best practice is shared through regular meetings. 	<ul style="list-style-type: none"> • Develop a case study approach for children failing to make progress.