

## **Excalibur Primary School**



### ***Pupil Premium Strategy 2017 - 2018***

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#### **Amount of Pupil Premium funding received 2017 – 2018**

Number of pupils eligible	14 2 x LAC    1 x adopted
TOTAL PP received	£30,040

#### **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. Such provision will be extended to lunchtime and will provide scaffolded play activities for vulnerable children.

As identified in the 2016-17 impact statement, accelerated progress is required for PP pupils in year 6 in reading, writing and maths. Allocated PP tutor time has been dedicated with particular focus on pupils not on target to achieve AREs in year 6. Additional TA hours have been allocated to provide further support to specific year 6 PP pupils who require a bespoke curriculum.

The creative action team has been identified as providing support for specific pupils in improving emotional well-being and raising self-esteem.

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?**

<b>Area of Spend</b>	<b>Focus</b>	<b>Total Allocation</b>
Group nurture provision	Personal and social	£2,800
Individual nurture provision	Reading, writing, maths	£3,500
Lunchtime TA support for vulnerable pupils	Personal and social	£2,400
Additional TA support for delivery of bespoke curriculum	Reading, writing, maths	£12,100
Y6 maths booster sessions	Maths	£1,250
Y6 reading booster sessions	English	£1,250
Funding for My World project	Personal and social	£2,000
Creative action team for specific children	Personal and social	£2,000
Funding for extra-curricular/engagement/ specialist activities	Personal and social	£2,540
<b>TOTAL EXPENDITURE</b>		<b>£30,040</b>

<b>Area of Spend</b>	<b>Intended Outcomes – Why these approaches were taken</b>	<b>Actions</b>
<b>Group Nurture provision</b>  <b>Individual nurture provision</b>	<ul style="list-style-type: none"> <li>Barriers to learning are reduced through addressing emotional needs.</li> <li>Pupil's emotional development is built.</li> <li>The self-esteem, social skills and behaviour of identified pupils will be improved, leading to increased confidence and attainment in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Boxall profiles completed to analyse impact on emotional development.</li> <li>Termly analysis of data to show academic impact.</li> </ul>
<b>Lunchtime TA support for vulnerable pupils</b>	<ul style="list-style-type: none"> <li>Barriers to learning reduced through addressing emotional needs.</li> <li>Potential conflicts during less structured times minimised, enhancing pupil's ability to learn.</li> <li>Pupil's emotional development is built.</li> <li>The self-esteem, social skills and behaviour of identified pupils will be improved, leading to increased confidence and attainment in the classroom.</li> </ul>	<ul style="list-style-type: none"> <li>Scaffolded play activities support well-being.</li> <li>Termly analysis of data to show academic impact.</li> </ul>

<b>Additional TA support for delivery of bespoke teaching</b>	<ul style="list-style-type: none"> <li>• Small group work caters for the individual needs of pupils.</li> <li>• Confidence in reading, writing and spelling is increased.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of PP children during pupil progress meetings with DHT (3 per year)</li> <li>• Meetings with class teacher to discuss planning and impact.</li> <li>• SEND reviews to be completed termly to assess interventions.</li> </ul>
<b>Y6 Booster maths sessions</b>	<ul style="list-style-type: none"> <li>• Through QFT, learning outcomes in maths are improved.</li> <li>• Pupil's confidence with key concepts in maths is increased.</li> <li>• Learning tasks are tailored to the specific needs of the pupils, closing the gap in understanding.</li> <li>• Accelerated progress is made by the vast majority of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Regular reviews of PP children during pupil progress meetings with DHT (3 per year)</li> <li>• Regular communication between PP teacher and class teacher to ensure intervention is consolidating whole class teaching.</li> <li>• PP teacher to liaise with DHT as necessary to discuss teaching resources and materials.</li> <li>• SEND reviews to be completed termly to assess interventions.</li> </ul>
<b>Y 6 Booster reading sessions</b>	<ul style="list-style-type: none"> <li>• Through QFT, learning outcomes in reading are improved.</li> <li>• Pupil's confidence in reading is increased.</li> <li>• Learning tasks are tailored to the specific needs of the pupils, closing the gap in understanding.</li> <li>• Accelerated progress is made by the vast majority of pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil progress meetings between teacher and DHT to discuss the impact of booster sessions and how they could further improve outcomes.</li> <li>• Regular review of groupings and re-shaping of focus as required.</li> <li>• Termly data analysis to identify pupils whose progress is causing concern and to review success.</li> </ul>
<b>Funding for My World project</b>	<ul style="list-style-type: none"> <li>• Social skills, independence, resilience and team work are developed through participation in group activities.</li> <li>• Pupils become more self-aware and a positive mind set is nurtured and developed.</li> <li>• Pupils are introduced to the world of work and are inspired to achieve their full potential through developing real life skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Liaise with ACT to organise six visits to four local companies.</li> <li>• Pupils attend a graduation ceremony to showcase the key elements of the project that they have learnt.</li> </ul>

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	<ul style="list-style-type: none"><li>• Pupils develop an awareness of individual and organisational values.</li></ul>	
<b>Creative action team for specific pupils</b>	<ul style="list-style-type: none"><li>• Improve emotional well-being.</li><li>• Raise self-esteem.</li></ul>	<ul style="list-style-type: none"><li>• Termly analysis of data to show academic impact.</li></ul>
<b>ACT PP Meetings</b>	<ul style="list-style-type: none"><li>• Best practice is shared through regular meetings.</li></ul>	<ul style="list-style-type: none"><li>• Develop a case study approach for children failing to make progress.</li></ul>