



**Furzeham Primary and Nursery School**

*'Inspired to learn, inspired for life'*

# **Pupil Premium Statement**

## **Academic Year 2016 -2017**

# Pupil Premium Expenditure

Pupil Premium (PP) was introduced in April 2011. Each year the Senior Leadership Team, teachers and governors decide how to spend the Pupil Premium funding which we receive in order to provide the most effective learning environment. The Pupil Premium is allocated to children who are known to be eligible for Free School Meals (FSM), Service Children and children who have been looked after continuously for more than six months. This will also include pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure).

**Our PP funding for this academic year is: £98,580**

This funding will be used primarily to narrow the gap to national expectation for those pupils in receipt of pupil premium.

**Our priorities for PP spending in 2016/17 are:**

- Ensure KS1 pupil premium pupils make expected or greater depth progress in line with the national average.
- Ensure KS2 pupil premium pupils make expected or greater depth progress in line with the national average.
- To use targeted intervention strategies including small group work and 1:1 tuition.
- Continue to fund Thrive trained practitioners to support children with more social and emotional needs.
- Continue to ensure earlier identification of pupils' specific needs, through termly pupil progress meetings and then planning appropriate strategies to support these needs.
- To continue to develop effective feedback on pupil performance.
- To offer financial support for clubs, enhanced curriculum provision and off-site visits.
- To use funding effectively to support identified pupil premium pupils in EYFS.
- To Increase attendance of pupil premium pupils (ensuring it is in line with national average).



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**To narrow the gap to national expectation for those pupils in receipt of pupil premium.**

Early years and KS1		
Strategic Decision/Objective	Funding/Action	Anticipated Impact/Evidence
Phonics Booster groups – targeted daily work in addition to discrete phonics lesson	Additional 1:1/small group phonics teaching with Teacher	To ensure that increased % of PP children meet threshold for Year 1 Phonics Screening (June 2016)
Targeted reading for PP children across Rec/Yr1/Yr2 above and beyond normal classroom practice	Individual children heard read 3 x weekly	Ensure PP children make expected/exceeded levels of progress in reading
Targeted intervention (Reception pupils) with class TA	Specific 1:1 intervention - letter recognition, number recognition, simple CVC word building, additional reading	Ensure PP children achieve ELG by end of Reception
Targeted literacy intervention	Individual children/small groups to have additional support with key words, simple sentence construction, handwriting	Ensure children make at least expected levels of progress in literacy by end of year 1
Maths precision teaching programme	1:1 work with experienced TA to participate in structured Maths precision teaching programme	Accelerated progress in maths
Additional support for Pupil Premium children who are not reaching their potential in Maths to	Small group intervention following specific programme (trained TA)	Increased % of Pupil Premium children reach expected levels in maths at end of KS1

reach/exceed ARE used My ty maths program		
Additional support for Pupil Premium children who are not reaching their potential in Literacy to reach/exceed ARE	Targeted intervention for 1:1/small groups of children – pm sessions 5 x weekly phonics reading daily reading /daily instructional grids.	Accelerated progress in reading, writing and phonics
Additional support for Pupil Premium children who are not reaching their potential in Literacy to reach/exceed ARE	Targeted intervention for keywords/handwriting formation	Accelerated progress in reading, writing and phonics
Access to enhanced curriculum – money is not a barrier to equality of provision	Targeted support for specific children – music academic, trips residential clubs	To ensure all children have equality of opportunity
Use a clear action plan on SIP to help increase attendance % of pupil premium pupils.	Headteacher and Deputy DSL to monitor attendance of all Pupil premium children, develop relationships with parents and offer support when needed.	Attendance % of pupil premium pupils is increased and in line with the national average.



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Key Stage 2		
Strategic Decision/Objective	Funding/Action	Anticipated Impact/Evidence
Re- distribution of additional TAs to support all KS2 pupils in English and Mathematics	Re-deployed - in position from September 2016	Attainment of age related expectations. At least good progress made in reading, writing and maths.
Employment of Pastoral manager to enhance the thrive and pastoral needs of children	Employed summer 2016	Children are settled in the school with effective support emotionally and socially.
<b>THRIVE based TA</b> to support social, emotional and learning needs.	Pastoral team members deliver personalised interventions and strategies - small group/1:1 weekly sessions	Children are settled in the school with effective support emotionally and socially.
<b>Interventions and extra support including:</b> Small group tuition in Maths, one to one tuition, 1 to 1 intervention and support, one to one tuition for children significantly behind age related expectations.	Bespoke interventions, booster groups.	Intervention is early and maintained for the appropriate amount of time. Accelerated progress through intervention. At least good progress made in reading, writing and maths.
<b>Financial Support for Clubs/Trips</b> Access to breakfast club for persistent absentees or vulnerable pupils, targeted homework club/after school club, swimming tuition, musical instrument tuition, Year 5/6 Residential Support	Financial support agreed and available	All children have equality of opportunity and financial support is received when appropriate. A positive school atmosphere is created where pupils are valued as full members of the school community; developing confident and independent learners

<p><b>Targeted Reading Intervention</b> to support pupils who are not currently meeting ARE</p>	<p>Targeted intervention for 1:1/small groups of children pm sessions 3 x weekly</p>	<p>Accelerated progress in reading</p>
<p><b>Half Termly Pupil Progress Reviews</b> to review progress and identify next step strategies</p>	<p>Teachers meet with Headteacher and deputy head teacher and SLT to review progress of pupils</p>	<p>Progress of pupils monitored and appropriate strategies in place to support pupils not making expected or better than expected progress</p>
<p><b>Raise attendance % of pupil premium pupils</b> Use the Pastoral Manager to help increase attendance % of pupil premium pupils.</p>	<p>Pastoral Manager to monitor attendance of all Pupil premium children, develop relationships with parents and offer support when needed.</p>	<p>Attendance % of pupil premium pupils is increased and in line with the national average.</p>