

BOWES HUTCHINSON'S CE VA ENDOWED PUPIL PREMIUM STRATEGY 2017/18

The Pupil Premium is an allocation of additional funding provided to schools to support specific groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals, those looked after by the local authority and the children of armed services personnel.

Funding Priorities For 2017/2018:

In 2017/2018 the allocation will be £9080. This money will contribute towards HLTA support and the provision of a new level three apprentice teaching assistant who will work alongside the two existing HLTAs to provide interventions and in class support for children.

Based upon 2 children at £1900 each and 4 children at £1320 each: Total £9080

The main barriers to educational achievement faced by our eligible pupil premium children are:

Gaps in learning of basic skills.

Difficulties in phonics and reading.

Lack of self-motivation and organisational skills

Problems with self- esteem and confidence.

Objectives to be supported by funding:

- To provide small group support sessions for targeted children in core subjects.
- To provide group and individual pupil support within core subject lessons which is delivered across year groups by highly trained and motivated higher level teaching assistants and teaching assistants.
- To provide interventions and one to one guidance from our trained counsellor around social and emotional aspects of learning, self-esteem, anger management and strategies to support good mental health.

- To provide targeted small group support by identified TA's for phonics intervention strategies ensuring that KS1 children gain key skills.
- To enable pupil premium children to access experiences and activities to increase their life experiences and improve motivation and self-esteem.

Pupil Premium review to take place in April 18 to allow planning to begin for future years.

Please note that in order to preserve anonymity in small cohorts, we avoid reference to specific details that may be used to identify children.

PPM Activity	Funding:	Intervention detail	Desired Outcomes	Monitoring Success	Desired Impact
Training contribution for TA apprentice (non levy paying school, paying percentage for training)	£250	Paid to Bishop Auckland College-basic skills, ICT Literacy Numeracy	Enable apprentice to access training in order to support PPM children	Susan Mould – college invigilator/ mentor to conduct regular assessment	Enables apprentice to be in school delivering interventions and supporting children as and when necessary
Socially speaking intervention	£1140	Socially speaking group	to build social skills, self-esteem and provide strategies for social and emotional issues	VP to assess and feedback to CAM and decide next steps	Building a resilient school with higher levels of confidence and self-reliance. Improve social skills
Ginger Bear intervention	£1140	Small group to develop communication skills	to build social skills, self-esteem and provide strategies for social and emotional issues	JT to assess and feedback to CAM and decide next steps	Developed communication skills, increased self-confidence, higher attainment
Small group work literacy	£2000	Basic skills, reading, writing, phonics, grammar, spelling	Raise levels of attainment in literacy to target the narrowing of gaps across identified year groups and individuals	Monitored by class teacher/head teacher - ongoing basis.	Success – improved basic skills and self confidence
Therapeutic story telling	£1140	Story writing therapy sessions delivered on a ten week basis to identified children.	to support emotional intelligence and opportunity to share worries and concerns	VP – to assess and provide feedback/ assessment at end of each ten week block.	Improved well-being, calmer children, greater self-efficacy and articulation and emotional literacy

Small group phonics	£2002	Small group phonics input	To improve phonic skills and narrow the gap for identified children KS1/KS2 catch-up	HLTA/ TA to assess ongoing progress and to be overseen by class teachers.	Improved phonic awareness, spelling ability impacting or reading/ writing attainment
Small group work Numeracy	£1140	Small group support across classes -maths – may involve work in or out of class	To improve numeracy skills and narrow the gap – provision as identified by class teacher	HLTA/TA to respond to teacher’s planning and identification of support	Increased maths basic skills, attainment, progress, narrowing the gap.
To subsidise educational visits costs for Pupil Premium children across curriculum areas in order to access experiences and activities.	£50	PPM parents to receive subsidy/ help with visit costs - general reduction of 25% with option to review on a case by case basis.	Increase their life experiences and improve motivation and self- esteem. Improve inclusion.	Attendance on visits, inclusion in activities.	Increased attendance on school trips- analyse at end of academic year.
To subsidise fine motor skills work in EY and KS1.	£218	Fine motor skills groups to be identified by teacher.	To enable children to develop motor skills to enable the learning of handwriting and the ability to join in with art and other activities.	To be assessed buy TA and overseen by teacher. Enabling children to be learning ready.	Improved fine motor skills to allow participation in a range of activities including hand writing.

