

# Pupil Premium Strategy for 2015 - 2016

## Pupil Premium – Statement of Intent

All members of the staff and the Governing Body are committed to raising the attainment of 'disadvantaged' children.

We will engender a love for learning by providing a wide range of stimulating and enjoyable learning experiences in a safe and nurturing environment, providing support when needed and enrichment activities both in and out of the classroom ensuring excellent academic foundations.

We will support our families, enabling all our parents and carers to be involved in their children's learning, whilst encouraging all members of our community to care for each other and value every child's individuality.

## What is the Pupil Premium Fund?

The Pupil Premium Fund is a grant from the Government to help schools provide additional support to improve attainment of groups of children that research shows are likely to underachieve.

## Pupil Premium Fund 2015 - 2016

Number of children on role	211
Number of children on Pupil Premium Register	24
Pupil Premium Fund Total	£32,244

## Learning Support Objectives for 2015 - 2016

- To enable Pupil Premium children to make accelerated progress.
- To provide Writing and Maths support from an additional teacher .
- To provide support with home learning for targeted children.
- To ensure Pupil Premium children receive effective feedback during and after learning.

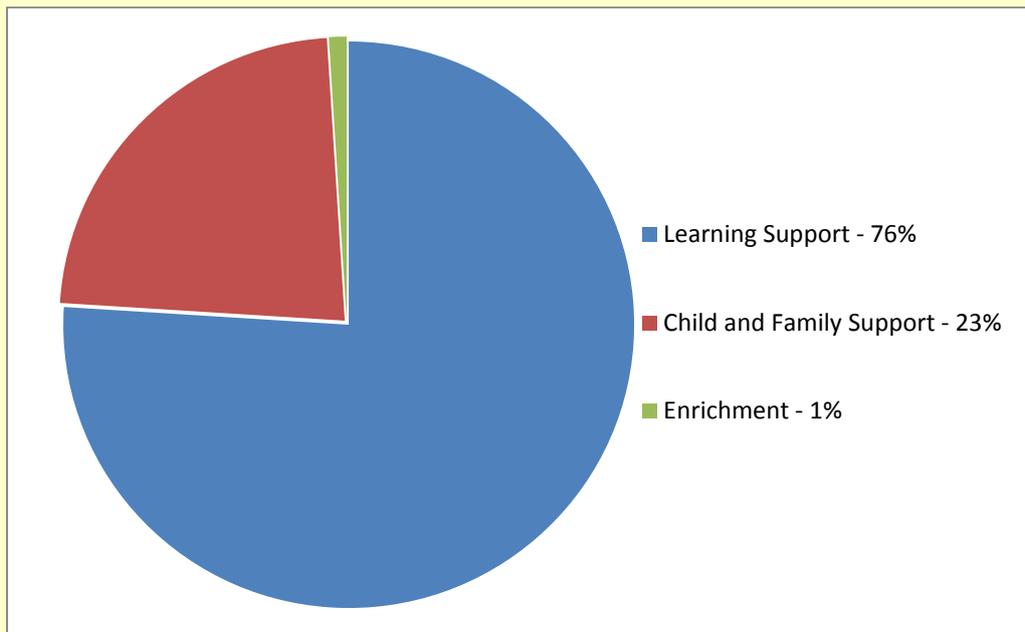
## Child and Family Support Objectives for 2015 - 2016

- Improve attendance of Pupil Premium children.
- To promote a closer relationship with parents by offering additional opportunities for parents to become more involved with learning.

## Enrichment Objectives for 2015 - 2016

- To enable all children to access enrichment and extra-curricular activities.
- Increase the number of Pupil Premium children who attend clubs.

## Pupil Premium Spending Allocation for 2015 -2016



## SUMMARY OF PUPIL PREMIUM SUPPORT for Sept 2015 – July 2016

### Learning Support with Impact

Learning Mentor	Improved learning behaviour. Barriers to learning identified and addressed.
Additional Teacher to provide Maths Booster	Two years progress in one year for some. Identification of multifarious learning difficulties contributing to successful application for Higher Needs for others.

Individual English Support from Dyslexia Teacher	Improved phonetic knowledge resulting in improved reading and writing. Improved phonological awareness and knowledge of spelling strategies.
Group English support from Dyslexia Teacher	Employment of appropriate strategies resulting in more accurate Spelling Punctuation and Grammar. Improved writing content. Increased self-confidence.
Maths Support Group from TA	Improved understanding of maths concepts taught in class.
Homework Club	More positive attitude to and engagement with home learning Boosted self-esteem.
Trained Volunteer Beanstalk Readers	More fluent reading. More positive attitude towards reading. Improved range of reading material chosen.
Staff Liaison	Identification and sharing of barriers to learning between staff including establishing the need for further investigation/assessment with regard to learning difficulties resulting in appropriate support enabling improved learning.
Assessment, record keeping and data analysis	Enabled Pupil Premium funding to be directed most effectively where it will have most impact.
Learning Interviews	Enabled teachers to find out how children learn best and adapt teaching strategies to enable more effective learning.
Maths Training for Staff	Enabled teachers to deliver higher quality learning experiences.
Learning Resources	Appropriate resources and equipment readily available enabled optimal use of learning time.

## Child and Family Support with Impact

Lego Therapy	Calm, positive support in small group environment improved emotional well-being whilst developing social skills and encouraging correct choices.
Support for Looked After Children	Liaison between all adults, including those from external agencies, enabled better understanding of needs resulting in more appropriate support and better than expected progress.
SEMH Training	Better understanding of importance of SEMH, particularly emotional well-being, resulting in improved support.
Bereavement Counselling	Enabled improved emotional well-being and behaviour more conducive to learning.
Bereavement Training for Staff	Staff better able to support children and families experiencing different types of bereavement enabling better learning.
Provision of school meals, snacks, milk and easy access to water	Sufficient hydration and raised energy levels resulted in increased concentration and improved learning.
School Uniform	Appropriate clothing enabled greater comfort and better engagement with learning.

## Enrichment Support with Impact

Music Tuition	Talent discovered and given the opportunity to flourish leading to boosted self-esteem which contributed to a better attitude to learning and improved attainment.
Financial Support for Trips	Enabled greater opportunities for learning away from the classroom.
Financial Support for Clubs	Enabled access to a wider variety of experiences and enjoyable physical exercise resulting in boosted self-esteem and improved attitude to learning.

## **Learning Support Outcomes for 2015 - 2016**

- The percentage of Pupil Premium children at the expected level or higher for Reading, Writing and Maths was the same or above that of Non Pupil Premium children in 4 out of 7 classes.
- In 4 out of 7 classes, 100% of Pupil Premium children were at the expected level or higher for Reading and Maths.
- In 3 out of 7 classes, 100% of Pupil Premium children were at the expected level or higher for Writing.
- In Keys Stages 1 and 2, on average Pupil Premium children made better progress than Non Pupil Premium children in 4 out of 6 classes in maths.
- In Key Stages 1 and 2, 92.3% of Pupil Premium children made the desired 4 steps of progress in Writing compared to 80.8% of Non Pupil Premium children.
- In Key Stages 1 and 2, 92.3% of Pupil Premium children made the desired 4 steps of progress in Maths compared to 78.6% of Non Pupil Premium children.
- Over 50% of Pupil Premium children attended Homework Club.

## **Child and Family Support Outcomes for 2015 - 2016**

- Before school activities were made available to targeted Pupil Premium children helping to increase attendance from 88.6% in 2014-15 to 89% in 2015-6.
- Parents took up various new opportunities for parental involvement including coffee mornings and information sessions.

## **Enrichment Outcomes for 2015 - 2016**

- 80% of Pupil Premium children attended extra-curricular clubs.
- Funding was provided for Pupil Premium children to attend clubs giving them opportunities to try activities such as cooking. Many of our extra-curricular activities are free as they are run by volunteers.
- Funding was provided for Pupil Premium children to attend enrichment activities including the opportunity to travel to others schools. Many of our enrichment activities are also funded by our Parents Association or Sports Premium.

## **Closing the Gap**

At Headcorn Primary School, we are all working hard to close the gap between Pupil Premium children and their peers through our Pupil Premium Strategy. During the academic year 2014- 2015, we reduced the gap by 17% to 30%. We are pleased that during the academic year 2015-2016, we have maintained this percentage gap.