**Smithdown Primary School’s Pupil Premium Grant 2017 – 18**

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| Pupil Premium Grant: | £175,125 (Subject to October Census Data 2016) | |
| Number of pupils entitled to PPG funding | 131/330 pupils | |
| % of pupils entitled to PPG funding | 40% | |
| Entitlement by Year Group | | |
| Nursery | 10/44 Pupils (23%) |  |
| Reception | 13/57 Pupils (23%) |  |
| Year 1 | 25/57 Pupils (44%) |  |
| Year 2 | 13/52 Pupils (25%) |  |
| Year 3 | 19/30 Pupils (63%) |  |
| Year 4 | 13/30 Pupils (43%) |  |
| Year 5 | 19/30 Pupils (63%) |  |
| Year 6 | 19/30 Pupils (63%) |  |
| *Due to high levels of mobility within the school community, pupil premium entitlement may vary across the year.*  *(% of stability – school 62.4%, national 85.75% RAISE 2016)* | | |

**Research**:

The Sutton Trust and Education Endowment Foundation (July 2015) and the EEF Toolkit play a key role in our spending plans for PPG. Collaboration and coaching are key principals of our approach; supplemented by early intervention, phonic development, social & emotional learning, meta-cognition & self-regulation and digital technology – all of which score highly on the EEF Toolkit.

**Barriers to Learning:**

After analysing the Pupil Premium spend from last year, we have come up with our own tool kit for effective spending of Pupil Premium Grant. Each strategy links to the barriers of learning and development faced by the children.

* Low baseline of attainment on entry to school
* Limited social and cultural experiences of life outside of immediate environment
* Attendance, punctuality and mobility
* Language acquisition
* Self-belief, emotional need and confidence

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| Expenditure: | Aim/Proposal: | Barriers to learning: | Success Criteria: | Impact: |
| **£15,859**  *Contribution of salary costs approx. 50%.* | **Family Link Worker**  Works with individuals and small groups of pupils to develop social and emotional skills and gain confidence. | **SMSC & Pupil Well being. Family Support** - Mobility of pupils often means they lack confidence and awareness in confidence.  Starting points and limited language acquisition are barriers due to lack of experience and understanding and the ability to express feelings. | Pupils feel safe and begin to trust adults in the school.  Emotional and Mental health issues are addressed.  Confidence in building relationships gained.  Readiness for learning improved.  Impact on progress evident. |  |
| **£1600**  *Contribution of salary costs approx. 20%* | **Parental Courses and Opportunities**  Weekly courses and drop ins led by Family Link Worker | **SMSC & Pupil Well being. Family Support** - Mobility of parents, including asylum seeker and refugees, often means they lack confidence and understanding in the school system.  Starting points, EAL and some cultures are barriers due to lack of experience and understanding and the ability to express feelings | Promote positive links with parents and the local community, which will enable them to understand and promote their child’s learning and emotional well being.  Parents to apply for Reception class places from spending time in Parent and Toddler.  Parents certified for the completion of English and maths courses. Computing, parenting, supporting children with the curriculum  An improvement and understanding in spoken English to aid their child’s learning.  Courses to be well attended and even over-subscribed. |  |
| **£75,500**  *Contribution of salary costs 70%* | **Learning Support Assistant**  Deployment of LSA’s to administer intervention programs facilitated by the Inclusion Manager with individuals and small groups to fill gaps and raise attainment and progress pupils CLL and Phonological awareness. | **Curriculum Learning -** Due to entry points of low attainers, EAL and individual learning needs – phonological awareness is a barrier to age appropriate work. | Improve standards of attainment and achievement in phonics so that the gap is narrowed between school and national in Screening check for all learners  Improvement in skills and depth of knowledge taught resulting in the raising on standards for learners |  |
| **£8,410**  *Contribution of salary costs, 50% of 0.6 full time equivalent* | **Interpreters** support parents, staff and pupils in understanding the importance of school attendance, curriculum and school practise.  Parents understand communication between school and home.  Parents are able to support their children’s learning at home. | **SMSC & Pupil Well being. Family Support** - Parents and children do not always understand expectations of school life and key aspects of the curriculum.  Parents find it challenging to help their children with the curriculum | Attendance figures continue to remain in line or above with national.  PA does not become an issue in the school.  Parents understand ethos and culture of school.  Children able to access school curriculum and make progress from starting point with language acquisition.  Parents able to support children in their work |  |
| **£24 ,650**  *Contribution to salary costs 75%* | **Additional Year 6 teacher**  Support Upper KS2 learners and fill gaps due to language barriers and low starting point | **Curriculum Learning** - Attainment and low self- belief from starting and entry points are barriers, particularly for pupils who are new to the UK or had mobile education within UK | Language acquired more quickly from entry.  Diminishing differences for all groups  PP groups continue to match national progression data.  Improvement in skills and depth of knowledge taught resulting in the raising on standards for learners |  |
| **£4000**  *Contribution to accommodation costs*  *80%* | **Residential visits**  to PGL | **SMSC & Pupil Well being Curriculum Learning and enrichment beyond the curriculum -** Low income families who are not always entitled to benefits cannot afford to pay for the residential.  This can impact on the wellbeing of the pupil and feeling ‘left out’. | Higher levels of overall wellbeing and confidence and understanding of British Values  Increased levels of motivation and perseverance at specific, challenging tasks.  Skills to be translated to classroom experiences.  Children will develop physically and culturally as well as educationally. |  |
| **£6500**  *Contribution to visit/visitor costs approx. 77%* | **Educational visits and visitors to school** | **Curriculum support and enrichment beyond the curriculum** - Very limited social and cultural experiences due to low income families.  Limited first hand experience limits imagination and creativity and restricts language development | Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing due to ignited experiences  Improved standards at the end of both Key Stages.  All pupils to receive an enriched curriculum with hands-on learning experiences |  |
| **£9,900**  *Contribution to specialist teacher*  *cost 75%* | **Music teacher**  Runs weekly lessons across the school to enhance and enrich learning experiences. | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.  Further opportunities to talk enhanced activities. Skill transference across the curriculum.  Greater impact on accelerated progression in core subjects. |  |
| **£4,604**  *50% Contribution to targeted individual support.* | **EWO services** | **Family Support** **and** **SMSC & Pupil Well being** - Lack of understanding due to parental prior school experiences and cultural differences causes attendance issues leading to possible PA | Pupils at risk of becoming Persistent Absentees targeted and families made aware of importance of attendance.  School attendance and PA stays above local and in line with national for PP |  |
| **£4,750**  75% of salary | **Beat Life (weekly drumming teacher)** | **Curriculum Learning** - Lack of school experience, outside opportunities means that starting points are lower and need to be practically enhanced. | Learners develop confidence in skill application.  Further opportunities to talk enhanced activities. Skill transference across the curriculum.  Greater impact on accelerated progression in core subjects.  Development of fine and gross motor skills |  |
| **£2059**  Contribution to minibus annual costs  **£6000 (approx)**  Contribution to travel costs for visits | **Visits out of school.** | **Curriculum Learning** - Lack of first -hand experience delays language acquisition, imagination and creativity. Life experience limited due to deprivation and family circumstance | Learners gain experiences to enhance and develop their learning. These experiences provide language development opportunities and develop ideas to enhance learning, specifically writing.  Improved standards across curriculum for all learners  Creative writing approaches gained |  |
| **£3000** | **UK Military School** | **SMSC & Pupil Well being –** some children insecure and lack confidence with changes in school career | Children will have an improved self -confidence, self-esteem and self -knowledge in transition to secondary school and increased awareness of new challenges and opportunities. |  |
| **£3000**  **50% contribution** | **Resource Upgrade** | **Curriculum Learning –** majority of children have limited resources in home environment to support them in their learning. Maths and science focus. | Children will have access to the relevant resources to help them progress from starting points in science and maths.  Children will become more confident when using the resources with their parents in Stay and Learn sessions |  |
| **£2000**  **75% CPD training cost** | **Lego Therapy** | **SMSC & Pupil Well being** -Lack of first-hand experience delays language development and medical need causes challenges when trying to communicate with others | Specific targeted children with social communication difficulties will gain a sustainable and positive approach to interacting with others. Verbal and non-verbal. Improvements in focus, negotiation skills and collaborative problem-solving . |  |
| **£6000**  75% contribution | **Blogging Pupil Premium Project** | **Curriculum Learning** - Lack of first-hand experience delays language acquisition, imagination and creativity. Lack of media opportunity for all, learners | Specific targeting to improve writing skills by giving child a live audience to write. To encourage writing for pleasure and develop home school links.  Children more confident in using IT for pleasure. |  |
| **£9000** | **Additional contribution (75%) to IT resource costs and specialist ICT teacher** | **Curriculum Learning** - Lack of range of media, due to starting points and mobility causes gaps in knowledge and skills. | Pupils are confident in using IT as a resource independently. Learners develop confidence in skill application.  Further opportunities to talk enhanced activities. Skill transference across the curriculum. A broad and balanced computing curriculum is delivered for all learners.  Greater impact on accelerated progression in core subjects. |  |
| **£1000**  **50% contribution** | **Uniform Costs** | **Family Support** **and** **SMSC & Pupil Well being** -Smithdown is situated in one of the most deprived parts of Liverpool. Some parents have limited funds to purchase uniform | To promote the importance of self-belief and self-esteem throughout school community and raise aspirations for all children. Children will feel valued and equal.  Parents feel supported that the school can help them with these matters |  |
| **£18,000**  **75% contribution** | **3 Play Therapists** | **Family Support** **and** **SMSC & Pupil Well being** – a lack of home support or life experiences such as trauma causes emotional needs some find hard to process. Deprivation and medical need have an effect on Self-esteem and confidence | Opportunities for vulnerable pupils to share their worries and concerns and taught strategies to cope with complex needs on a daily basis.  Improved family involvement to develop home/school relationships  Children discover for themselves sustainable ways to develop resilience and life skills |  |
| **£4000**  **75% wage cost** | **EAL teacher**  Support Upper KS2 learners and fill gaps due to language barriers and low starting point | **Curriculum Learning -** Starting/entry points are barriers especially to those with no pre school experience or who are new to the country | Specific targeting ensures gaps closed and learning accelerated. EAL groups continue to match national progression data.  The gap between EAL PP and EAL non PP is insignificant |  |

Please not that any additional spending will come from alternative budget lines

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| Further Information (RAISE Nov 16) | School Percentage | National percentage |
| Minority Ethnic Group | 90.4% | 31.6% |
| % pupils first language not/believed not to be English | 75.8% | 20.1% |
| % Stability \* | 62.4% | 85.7 |
| School deprivation Indicator | 0.47 | 0.21 |

\*Due to the high levels of mobility within the school context, exact percentages will fluctuate throughout the academic year. The proportion of pupils leaving or joining the school throughout the year is significantly above national average. There are also a significant number of pupils who join the school for a short period of stay or return to home countries on a regular basis.