



George Fentham Endowed School: Pupil premium strategy statement 2017/18

1. Summary information					
School	George Fentham Endowed School				
Academic Year	2017/18	Total PP budget	£13,780 (financial year 2017/18 funded for 10)	Date of PP Review	Autumn 2017
Total number of pupils	225	Number of pupils eligible for PP during 2017/18 academic year from 01.09.17 (DFE PP Download)	8	Date for internal review of this strategy	Governor Finance Meetings Autumn 2017, Spring & Summer 2018
<i>Please note: due to the very small numbers of children on Pupil Premium, every effort has been made not to identify any individual child / family on this form.</i>					

2. Summary of main barriers to educational achievement	
In-school barriers / External barriers	
<ul style="list-style-type: none"> A. Social, Emotional and Mental Health well-being issues B. Family circumstances – crisis at home or in the family C. Attendance D. SEND (multiple vulnerabilities) E. Specific gaps in learning 	
3. Planned Expenditure	
Additional TA support in class and focused interventions in order to consolidate and improve learning (Reception, Y1, Y2, Y3, Y4) £9280 1:1 TA pastoral / SEMH support £1000 Booster and Intervention sessions delivered by teacher / Inclusion Coordinator £3000 Central school attendance and welfare service (CSAW) advice and support £500	

4. How we will spend the pupil premium allocation to address barriers and reasons for this approach and allocation

	How we will spend the pupil premium allocation to address barriers	Reasons for this approach
A.	<p>TA pastoral / SEMH support for individual children and families. Involvement and liaison with other services, Engage and CAMHS / SOLAR. Support to achieve successful transition & reintegration. 1:1/small group intervention in identified areas of learning (reading, writing, phonics, spelling, maths, homework). 1:1/small group intervention to support and develop social skills e.g. Jigsaw resources</p>	<p>To increase social and emotional wellbeing, impacting on overall achievement. To provide professional development and support for staff in order to better meet needs of children. To provide focused support in areas of greatest need in order to raise achievement.</p>
B.	As in section A.	
C.	<p>Daily and weekly monitoring of specific attendance issues. Close liaison with parents. Liaison with external agency (CSAW) to review attendance rates, implement and review action plans to ensure support is targeted effectively.</p>	Improved attendance impacts positively on achievement.
D.	<p>1:1 support delivered by Inclusion Co-ordinator e.g. phonics intervention, Language Link work 1:1 support/small group intervention delivered by Teaching Assistant/Class Teacher to support vulnerable children in class to consolidate or improve learning. Regular review of provision and achievement for vulnerable children by Inclusion Coordinator. Needs Based Plans implemented, monitored and evaluated to identify next steps in learning.</p>	<p>Multiple vulnerabilities and to address specific needs of children. To impact positively on achievement.</p>
E.	<p>For children who have identified gaps in their learning:</p> <ul style="list-style-type: none"> Classroom support delivered by TA to provide focus and timely intervention and support in order to reinforce and accelerate learning. Additional interventions identified through target groups and delivered by teacher/teaching assistant. 	<p>To maintain/accelerate progress to ensure that the children reach the expected+ standard. Supports children with mobility and attendance issues.</p>
	<p>In addition: Supporting extra-curricular opportunities e.g. trips, visits, clubs</p>	

5. How we will measure the impact of pupil premium	
A.	Children are happier and more settled in school, improved behaviour, less incidents of challenging behaviour. Improved relationships. Positive impact on attitudes to learning, leading to improved levels of achievement. Children more confident with identified areas of learning, leading to achievement being raised. Positive impact on social skills, attitude to work and behaviour.
B.	As in section A
C.	Improved levels of attendance and therefore positive impact on achievement levels.
D.	Specific areas of learning need have progressed, as identified in Needs-based Plans.
E.	Children are maintaining/accelerating their rates of progress and are meeting the expected standard+ for their year group (scrutiny of work/data analysis/end of key stage tests).

Review of expenditure in Previous Academic Year 2016/17			
Number of Pupil Premium Children Academic Year 2016/17	10 Pupils (2 pupils left GF during the year) 8 Pupils	Total amount received 2016/17	£16,420
How Pupil Premium Allocation was spent 2016/17	Financial Allocation	Impact of expenditure on eligible and other pupils	
<ul style="list-style-type: none"> Small group targeted intervention in phonics, reading, writing and maths, delivered by additional teaching assistant hours to consolidate and improve learning. 	£7620	See data table below	
<ul style="list-style-type: none"> Teacher and Inclusion Coordinator 1:1 tutoring & small group support in reading, writing and maths in KS2. 	£2000	See data table below	
<ul style="list-style-type: none"> 1:1 Phonics intervention Y1 & Y2 delivered by teaching assistants and Inclusion Coordinator 	£2000	Y1 – 1/1 pupil working towards phonics standard Y2 – 1/1 achieved phonics standard	
<ul style="list-style-type: none"> Inclusion Coordinator to plan, support and monitor intervention and support for those Pupil Premium children with multiple vulnerabilities. 	£1000	Specific programs and resources were purchased to enable targeted support to be given to children with multiple vulnerabilities such as Read Write Inc. resources, Language Link, Numicon and Reading Eggs.	
<ul style="list-style-type: none"> Child mentor / TA hours to address transition, attendance and pastoral / SEMH issues for identified children and families. 	£3000	Children were helped by having a specific adult to talk to/work with, helping them to feel happier and more settled at school and thus impacting positively on their behaviour and school work and on life at home.	
<ul style="list-style-type: none"> Daily and weekly monitoring of attendance issues. Involvement of CSAW . 	£500	2/8 children classified as persistent absentees. Families fully supported to ensure improving and good attendance levels.	
<ul style="list-style-type: none"> SEMH (Social, Emotional & Mental Health) training for key staff to further support specific pupils. 	£300	Specialist support has helped to facilitate improved social and emotional wellbeing for pupils and professional development for staff.	
	TOTAL	£16420	

Data Summary 2016/17:

	Working Towards the expected standard	Working at the expected standard	Working at greater depth within the expected standard
Reading	4/8 (50%)	2/8 (25%)	2/8 (25%)
Writing	4/8 (50%)	3/8 (37.5%)	1/8 (12.5%)
Maths	4/8 (50%)	3/8 (37.5%)	1/8 (12.5%)

1 child = 12.5%

Please note there were no PP in the KS2 Y6 cohort.