



## George Fentham Endowed School: Pupil premium strategy statement 2016/17

1. Summary information					
<b>School</b>	George Fentham Endowed School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£16,420 (financial year 2016/17)	<b>Date of most recent PP Review</b>	17/10/16
<b>Total number of pupils</b>	225	<b>Number of pupils eligible for PP during 2016/17 academic year from 01.09.16</b>	8	<b>Date for next internal review of this strategy</b>	13/03/17 08/05/17
<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. Barriers to educational achievement		
<b>In-school barriers / External barriers</b>		
<p>A. Social, Emotional and Mental Health well-being issues linked to previous life experiences</p> <p>B. Family circumstances – crisis at home or in the family</p> <p>C. Attendance</p> <p>D. SEND (multiple vulnerabilities)</p>		
3. How we will spend the pupil premium allocation to address barriers and reasons for this approach		
	<b>How we will spend the pupil premium allocation to address barriers</b>	<b>Reasons for this approach</b>
<b>A.</b>	<p>Child mentor sessions with individual children and liaison with families.</p> <p>Support to achieve successful transition.</p> <p>Additional 1:1 sessions with SEMH Team (Social &amp; Emotional Mental Health). Support and advice for key staff.</p> <p>Inclusion co-ordinator/ Teaching Assistant – nurture group.</p> <p>1:1/small group intervention in identified areas of learning.</p>	<p>To increase social and emotional wellbeing, impacting on overall achievement.</p> <p>To provide professional development and support for staff in order to better meet needs of children.</p>

<b>B.</b>	As in section A. 1:1 Teaching Assistant sessions to support with reading, phonics, spelling, maths and homework. Use of laptops/l-pads to support learning.	To provide focused support in areas of greatest need in order to raise achievement.
<b>C.</b>	Weekly monitoring of specific attendance issues. Close liaison with parents. Liaison with external agencies	Improved attendance impacts positively on achievement.
<b>D.</b>	Inclusion co-ordinator/ Teaching Assistant: nurture group. 1:1 support from Inclusion co-ordinator e.g. phonics. 1:1 support/small group intervention with Teaching Assistant/Class Teacher.	Multiple vulnerabilities and to address specific needs of children. To impact positively on achievement.
<b>E.</b>	For children who have no barriers to learning, money is used for: <ul style="list-style-type: none"> <li>Additional interventions identified through target groups and delivered by teacher/teaching assistant.</li> <li>Supporting extra-curricular opportunities e.g. trips, visits, clubs</li> </ul>	To maintain/accelerate progress to ensure that the children reach the expected+ standard.

#### 4. How we will measure the impact of pupil premium

<b>A.</b>	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.
<b>B.</b>	Children more confident with identified areas of learning, leading to achievement being raised.
<b>C.</b>	Improved levels of attendance and therefore positive impact on achievement levels.
<b>D.</b>	Specific areas of learning need have progressed, as identified in Needs-based Plans.
<b>E.</b>	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 2015/16

<b>Number of Pupil Premium Children Academic Year 2015/16</b>	<b>9</b>	<b>Total amount received 2015/16</b> (Financial year 2015/16 funded on 16 children from 1 <sup>st</sup> April 2015, however only 9 children from academic year 2015/16)	<b>£21,700</b>
<b>How Pupil Premium Allocation was spent 2015/16</b>		<b>Financial Allocation</b>	<b>Impact of expenditure on eligible and other pupils</b>
<ul style="list-style-type: none"> <li>Small group targeted intervention in phonics, reading, writing and maths, delivered by additional teaching assistant hours.</li> </ul>		<b>£12,500</b>	Children across the school were supported in meeting the Phonics Screening, KS1, KS2 and end of year group standards.
<ul style="list-style-type: none"> <li>Teacher 1:1 tutoring &amp; small group support in reading, writing and maths in KS2.</li> </ul>		<b>£3,000</b>	Children in KS2 were able to develop their skills in meeting the expectations for their year group in reading, writing and maths.
<ul style="list-style-type: none"> <li>Inclusion coordinator to monitor &amp; support those Pupil Premium children with multiple vulnerabilities.</li> </ul>		<b>£2,000</b>	Specific programs and resources were purchased to enable targeted support to be given to children with multiple vulnerabilities such as Read Write Inc. resources,

		Numicon and Reading eggs. This impacted positively on children's end of year achievements.
<ul style="list-style-type: none"> <li>Child mentor hours to address transition, attendance and pastoral issues for identified children and families.</li> </ul>	<b>£3,000</b>	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 school work and on life at home.
<ul style="list-style-type: none"> <li>Reading Eggs subscription for identified pupils.</li> </ul>	<b>£50</b>	Children enjoyed practising their phonics and reading skills through an interactive online program, leading to a development of their skills in reading.
<ul style="list-style-type: none"> <li>Numicon maths resources for identified pupils.</li> </ul>	<b>£200</b>	The use of physical apparatus for maths helped to develop children's understanding of a range of mathematical concepts and contributed to their progress in maths.
<ul style="list-style-type: none"> <li>SEMH (Social, Emotional &amp; Mental Health) sessions purchased.</li> </ul>	<b>£950</b>	Specialist support has helped to facilitate improved social and emotional wellbeing for pupils and professional development for staff.

**Data Summary 2015/16: Years 1-6**

<b>Reading (Expected/Exceeding)</b>	<b>Writing (Expected/Exceeding)</b>	<b>Maths (Expected/Exceeding)</b>
7/9 children = 78%	7/9 children = 78%	6/9 children = 67%

9 children, each child = 11%