

Pupil Premium 2017/18

The Pupil Premium is government money designed to help disadvantaged children and young people do well at school. The funding is allocated to our school for children;

- who have been in receipt of free school meals (FSM) at any point in the past 6 years
- who have been continuously looked after for the past six months
- who are adopted from care under the Adoption and Children Act 2002 or who have left care under a Special Guardianship or Residence Order
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD

The Principles of Pupil Premium at Tenacres:

- We ensure that teaching and learning meets the needs of all the children
- We ensure that appropriate provision is made for children who are vulnerable, this includes ensuring that the needs of socially disadvantaged children are adequately assessed and addressed
- In making provision for socially disadvantaged children we recognise that not all children who receive Free School Meals/Ever 6 children are socially disadvantaged
- We also recognise that not all children who are socially disadvantaged qualify for Free School Meals/Ever 6. We reserve the right to allocate the Pupil Premium Funding to support any child or group of children the school identifies as being socially disadvantaged
- Pupil Premium Funding will be allocated following a needs analysis, which will prioritise individuals, groups, classes or year groups
- To facilitate and sustain parental engagement and support through initiatives such as one to one parent, teacher meetings to review progress, attainment, curriculum opportunities, support in school, target setting for school and home. This is to further strengthen links and continuity with approaches and support

Schools are held accountable for the spending of this money in regard to eligible pupils and their progress and achievement.

Tenacres is committed to providing effective resources, enrichment opportunities and ensuring vital support is in place for these pupils to improve their academic outcomes. We aim to achieve this through key objectives as detailed below.

In 2016/17 funding was used to support pupil progress in a number of ways, including:

- Further development of the 'Starlight Room' for all Year groups - providing specialist provision, providing support for behavioural, social and emotional needs. In addition speech and language provision
- Targeted intervention programmes for individuals and groups
- Language Link assessments and speech and language support for all EYFS
- Increased Teaching Assistant support as needed to increase progress towards targets
- Local Authority training to support Language Link interventions
- Further curriculum enrichment i.e. additional Forest School sessions, Commando Joe project
- Attendance initiatives
- Family Support Worker based at Tenacres (from May 2017)

Activity	Intended Impact	Actual Impact
Development of the 'Starlight Room'	To support children in Years R-4 in developing their BSE skills including perseverance, resilience and self management. To further develop speech and language skills. Provide a designated 'safe' place for all children, in particular KS2 children.	Over a third of the children in the school accessed the Starlight Room at some point in the year. Over a quarter were children eligible for Pupil Pre. Average scores increased on interventions. Interventions such as Jimbo Fun (developing fine motor skills), Talkabout, Lego Therapy.
❖ Increasing TA hours	To provide smaller teaching groups/1:1 work to accelerate progress	All children were able to access learning with this additional support. Points Progress of the children reflects the impact of this provision from the Autumn to the Spring & Summer terms.
❖ To use Language Link in Reception & KS1 to improve speech and language outcomes	To improve language skills of the children in Reception by identifying areas of weakness. Staff trained in delivering initiative.	The assessment showed that the children had major difficulties in certain aspects: <ul style="list-style-type: none"> • Concepts • Instructions • Negatives Intervention was targeted

		<p>around these specific areas.</p> <p>The outcome :</p> <p>Overall language link pass rate = 91% by July 2017..</p> <p>All 10 pupil premium children completed the programme with a pass.</p>
<p>❖ Curriculum Enrichment - visitors, coach travel, first hand experiences and additional provision/sessions including Forest School and gardening</p>	<p>To ensure that all children have access to affordable school trips and curriculum enrichment, removing the potential barrier of cost. Additional sessions to develop BSE to enable learners to access all areas of learning.</p>	<p>Achieved; all children went on a visits over the academic year from R - Y4 further enriching the curriculum. Children accessed additional Forest School sessions impacting on their self management during class based sessions.</p>
<p>❖ Implement targeted interventions including specialist provision with learning support.</p>	<p>Targeted interventions to ensure children make at least expected progress.</p> <p>Interventions include Nurture, Social Skills, Speech and Language, Reading, Writing and Maths and Motor skills</p>	<p>PP children at times made significantly better progress than non PP children. The targeted interventions impacted on overall performance. The percentage achieving A.R.E. (Age Related Expectation) and the differential in progress made in some years, was again higher than non PP children in a range of years in maths, reading and writing aspects.</p>
<p>❖ School to schools project; Commando Joe</p>	<p>To raise self-esteem, confidence and resilience of targeted children through a range of team-building activities in an alliance project with our partner schools, Matchborough and Moons Moat.</p>	<p>In the Autumn Term the 20 selected Year 3 children (8 being pupil premium) progressed well with self-esteem and confidence. Over the Spring and Summer terms CJ was based with Year 3 classes - 60 children, 14 pupil premium. Teachers reported that resilience and team leader skills emerged from children which do not necessarily show these within the classroom. This positively impacted on their self-esteem and their 'I can do it' attitude. Parents and carers also reported that children spoke positively about the CJ sessions. This project was successful in terms of the</p>

		Alliance schools working together and did raise the profile of this with staff in all schools.
❖ Attendance initiatives	Activities included before and after school provision and associated transport costs	This will continue to be a target in the next academic year. The vast majority are in line with other children. A small number of families however bring the overall total lower than other children.
❖ Family Support Worker (FSW) (from May 2017)	Each week the FSW holds a 'drop in' for parents/carers with follow up 1:1 sessions with parents/carers.	8 families accessed the provision, 5 of these families were Pupil Premium and feedback from parents/carers and children was extremely positive and impact of 1:1 sessions was seen by staff and parents/carers.

2016/17 Pupil Premium allocation £92,400.

Expenditure:	Activity	COST
	Staffing	£73,713
	Language link, curriculum enrichment, intervention resources	£3713
	Staff training (listening & thinking skills, dyspraxia pathway, mental health conference, attachment training, autism trust training)	£2905
	Attendance (including staff/governor training on managing persistence absence)	£1060
	Specialist Support	£14,472
	Total:	£95,863

2017/18 Pupil Premium funding of £90,300 is being used as follows:

- Maintaining provision that is currently in place
- Continued support for children to achieve the threshold in Language Link including staff CPD for update training
- Pastoral support for individual children to improve well-being, self-image and self-esteem including Family Support Worker 1:1 sessions
- Support in phonics, fine motor skills, speech and language and reading
- Addressing barriers to learning through intervention groups, staff training, access to specialist support and resources

- To assist learning in the Curriculum and enhance classroom performance through staffing support, learning environments and resources, topic related visits to school, music tuition
- Providing enrichment beyond the curriculum such as after school clubs, creative play possibilities, non-curriculum school visits, arts activities
- Parental engagement and support including Family Support Worker
- To offer additional support to pupils with English as an additional language through 1:1 support/intervention groups
- Improve overall pupil premium attendance including Education Welfare Office (EWO)
- Partnership projects
- Speech & Language specialist based in school each week (half a day)

In addition the above, Pupil Premium in Early Years is allocated to:

- New intake book bags and uniform vouchers for children eligible for free school meals
- Talking Toast Time
- Developing Sensory Room

Our Pupil Premium strategy is under constant review and expenditure is reviewed on a termly basis.