



Staverton CE Primary School

Proposed Pupil Premium Grant Expenditure: 2016/17

Pupil Premium is additional funding that is received by schools to help raise the attainment of, what the Department for Education refer to as, disadvantaged pupils. A sum of £1,320 / £1900 per eligible pupil is received each year. To qualify for Pupil Premium funding, a child will have been entitled to receive free school meals at some point in the past six years. Additional funding is also provided for pupils who have been: looked after for one day or more; adopted from care or who have left care but subject to a residency order, a child arrangement order or a guardianship order.

Number of pupils and pupil premium grant (PPG)	
Total number of pupils on roll	106
Total number of pupils eligible for PPG on roll at present	6
Amount of PPG per pupil	£1320 / £1900
Total amount of PPG expected	£9080

Our Rationale for Pupil Premium Spending:

At Staverton CE Primary School, we are committed to ensuring all our children make the best possible progress. We track the achievement of every child on a regular basis and do all we can to make sure each child achieves their potential, addressing any potential barriers to learning. We also have a duty to ensure that no group of children is disadvantaged due to their gender, ethnic origin or family income or background.

We are well staffed at Staverton CE Primary School and children in all year groups learn in classes where the staff team includes a teacher and support staff. Children are familiar with working in groups of different sizes, at different times of the day, with different adults. Children of all abilities have the opportunity to work on a 1:1 basis or in a small group with an adult; we give children extra support when they need it.

The Pupil Premium funding has allowed us to continue and extend what we already do – to monitor children's progress and to give additional support when required. Identified barriers to address have been identified as: low self-esteem, lessened emotional well-being and reduced resilience for learning.

Focus of Spending	Proposed Impact 2016/17
Additional 1:1 tuition and small group support / tuition from teaching assistants in the classrooms to support reading, writing, spelling and maths of identified children. 1:1 'Booster' opportunities / intervention programmes for children to support progress in Literacy and Maths. To access external advice to determine specific strategies to aid academic learning and accelerate progress. Support for development of phonics and reading at home through provision of individual parent workshops.	Reduce the attainment gap / potential attainment gap between the pupil and their peers and ensure they have the tools to make at least the same progress as their peers.

<p>Well-being intervention support.</p>	<p>Learning behaviours improve and levels of concentration within class are high, with increased responsibility for decisions made about learning and increased resilience meaning less adult intervention required to keep on task.</p> <p>Necessary skills are developed to cope in a range of social and learning situations and develop a positive self-esteem, and high levels of engagement in school.</p> <p>Emotionally ready and able to learn in order to close the attainment gap / potential attainment gap between the pupil and their peers.</p>
<p>Provision of access to enrichment opportunities.</p>	<p>Levels of engagement in school are high as evidenced by good attendance, completion of homework and a positive attitude to learning within class.</p>

Measuring the impact of PPG spending

Impact will be evaluated on a pupil by pupil basis in 'Pupil Progress Meetings' which take place with class teachers and the Headteacher throughout the academic year. Pupil Premium spending is monitored by Finance Committee 6 times per year and the impact of such spending is monitored by Curriculum, Standards and Safeguarding committee 3 times per year.

Evaluation will focus on academic gains and how pupils' self-confidence, self-esteem and levels of engagement have developed as a consequence of the interventions provided and strategies implemented. Ultimately progress and outcomes in reading, writing (English) and maths will increase.