

# Pupil Premium

Mundella Primary School – Pupil Premium 2016/2017

Allocation: £120,120.00

Pupil Premium Grant means the sum of money allocated to the local authority for the school under section 14 of the Education Act 2002 (a) and which is subject to a condition that that money is for allocation to schools by the local authority.

Pupil premium children can have a wide range of needs which can affect their learning as can all children across the school. Pupil Premium children may experience limited access to activities which have a cost to them. The pupil premium money is used to minimise this.

The Mundella Pupil Premium Strategy (to be reviewed annually)

At Mundella, we treat each child as an individual. Their needs are assessed as soon as they enter the school and are reassessed on a half termly basis during pupil progress meetings. This is a holistic approach; it identifies children who require support academically, socially, emotionally and financially. Children who receive pupil premium funding are highlighted in these meetings and the funds are used to target individual needs. The Assistant Head Teacher tracks and monitors this cohort and spending strategies.

We ensure that teaching and learning opportunities meet the needs of all of the pupils.

We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the pupil premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Identified Barriers to learning affecting some children:

| Barrier  | Provision to overcome barrier   | Reason for selected provision  |
|--|---|--|
| <p><b>Low levels of oracy skills at the beginning of EYFS are identified due to no attendance at pre-school or poor quality pre-school provision</b></p> | <ul style="list-style-type: none"> <li>• High quality language intervention for children in EYFS, Years 1 and 2. A structured programme will be used.</li> </ul>  | <ul style="list-style-type: none"> <li>• To build and enhance foundation language skills.</li> </ul>   |
| <p><b>Attitude to attendance is poor and this impacts on time spent in school.</b></p>   | <ul style="list-style-type: none"> <li>• A Family Liaison Officer will focus on raising the attendance of all children eligible for grant and will support parents with how to help their child at home.</li> <li>• Project 95 to support children under 95% attendance</li> <li>• Whole school and individual attendance incentives.</li> </ul>                    | <ul style="list-style-type: none"> <li>• To ensure maximum learning opportunities by pupils regularly attending school.</li> </ul>                                       |
| <p><b>Home learning is not always supported at home.</b></p>   | <ul style="list-style-type: none"> <li>• In school workshops to teach parents phonic skills, so they are very equipped to help their child read.</li> <li>• School information pod to enhance interactive communication.</li> </ul>   | <ul style="list-style-type: none"> <li>• Increase parental engagement and confidence in supporting their children to embed learning. Shared love of learning.</li> </ul> |
| <p><b>Core skills in reading, writing and maths are not developed.</b></p>   | <ul style="list-style-type: none"> <li>• Small group work for all children in reading, writing and maths, led by class teachers or TAs.</li> <li>• Lexia/ Mathletics/ Spellodrome online support programme</li> <li>• Experienced Read Write Inc leader to champion reading for enjoyment.</li> <li>• Funded spaces to the SHINE project on Saturdays to</li> </ul> | <ul style="list-style-type: none"> <li>• Targeted interventions to close the gap in learning.</li> <li>• Increased pupil confidence</li> </ul>                           |

| Barrier   | Provision to overcome barrier   | Reason for selected provision  |
|---|---|--|
|   | boost basic skills. <ul style="list-style-type: none"> <li>Experienced Beanstalk readers to encourage and support struggling readers.</li> </ul>  |  |
| <b>Readiness for Learning is not always well developed</b>              | <ul style="list-style-type: none"> <li>'Good to be green' individual incentives.</li> <li>Pupil coaching to be developed throughout the school from term 3</li> <li>Assistant Head teacher to champion Pupil Premium children and ensure an inclusive learning environment.</li> <li>Boxall Profile Nurture setting on site, to meet the emotional and social needs of vulnerable learners.</li> <li>Additional HLTA role in KS2 to enhance support and Intervention.</li> <li>1:1 emotional/ behaviour management consultant.</li> </ul> | <ul style="list-style-type: none"> <li>Increase emotional resilience and readiness to learn and persevere</li> </ul>           |
| <b>Children's involvement in the wider school community is minimal.</b> | <ul style="list-style-type: none"> <li>Funding for children to participate in wider curriculum opportunities in school.</li> <li>Projects and performances to provide experiential learning.</li> <li>Free Breakfast club spaces.</li> </ul>  | <ul style="list-style-type: none"> <li>Increase language enrichment and passion to discover learning opportunities.</li> </ul> |

In addition to the above, pupils can access a whole host of other school wide incentives.

## Allocation of Pupil Premium Funding 2016-2017

