



Petteril Bank Community School

Pupil Premium Grant 2017/2018

Pupil Premium is additional funding for schools based on the number of children in the school eligible for free school meals and other criteria as set out by the local authority. All members of staff, governors and teaching assistants accept responsibility for 'socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within our school environment.

Petteril Bank School is committed to 'Narrowing the Gap' between vulnerable pupils and the non- pupil premium national averages and pupil premium forms a vital part of that process. The governors reserve the right to allocate the pupil premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

Provision will be made through:

- Facilitating pupils access to education
- Facilitating pupils access to a wide curriculum
- Alternative support and intervention within the school

Number of Pupils & Pupil Premium Grant (PPG) received	
Number of children on roll	156
Total number of pupils eligible for PPG	71
Total amount of PPG received	£104,120

The school continues to identify 'raising standards' as the primary objective for using pupil premium funding.

The funding will be used to:

- Provide intervention programmes as appropriate to narrow the gaps in pupil progress and to enable as many children as possible to achieve national expectations.
- Provide additional support for pupil premium children identified as more able.
- Provide support to raise aspirations of children and enable them to access a wide range of activities to extend learning opportunities.
- Provide emotional support to enable children to be ready to access learning.
- To improve attendance for children who are eligible for pupil premium.

Based on the School Themes – overview of the evidence from the Teaching and Learning Toolkit and EEF funded projects :

Character (C), Developing Independent Learning (DI), Feedback and Monitoring Pupil Progress (F), Parental Engagement (P), School Organisation (So), Pupil Engagement and Behaviour (Pe), Literacy (L), Maths (M)

Evidence/ Rationale for choice.	Item	Cost	Objectives	Outcomes
<p>SO – School Organisation Reducing class size – moderate impact for high cost +3</p>	<p>To teach Year 6 in a smaller class to ensure accelerated progress and more pupils achieve expected level.</p>	<p>66% of teacher cost for class for year £28,045</p>	<p>To increase the quality of teaching and learning. Benefits on attainment. Improvement to behaviour and attitudes.</p>	<p>Pupils have benefitted from smaller class sizes as this has allowed more small scale teaching which has had an impact on individualised, small group and whole class teaching.</p>
<p>PE –Pupil engagement and behaviour Social and emotional learning – moderate impact for moderate cost +4</p>	<p>To provide emotional support for children and families.</p>	<p>Counsellor in school to support target children. Life bus in school. Staff trained to deliver Kid safe training £12,000</p>	<p>Children are supported enabling them to access learning with confidence. Parents are supported and are able to support their child’s learning.</p>	<p>School counsellor has been increased from ½ a day per week to a full day per week due to the increased demand for the service.</p> <p>Life Bus – no impact, Jigsaw will replace.</p> <p>Kid safe delivered to 2 classes within school.</p>

<p>PE – Pupil engagement and behaviour</p> <p>Outdoor learning – moderate impact for moderate cost +4</p>	<p>To provide additional visits and trips for children.</p>	<p>Waterpark Funding. Additional trips/ visitors to widen the experiences for children and enable them to access a wider curriculum £12,000</p>	<p>Trips generally involve <u>collaborative learning experiences</u> with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (see also <u>Meta-cognition and self-regulation</u>) may also be involved.</p>	<p>27 pupils to access the Waterpark residential trip, 65% of which were pupil premium.</p> <p>All classes went on high quality trips to enhance their education. -Christmas Pantomime, -Chocolate Factory -Theatre by the Lake</p>
<p>C - character</p>	<p>To provide additional experiences during theme weeks.</p>	<p>Theme Weeks – one per term within school. £3,000</p>		<p>5 theme weeks : -Science, art, Design Technology, Outdoor pursuits/sports, music /MFL. - Access to feeder secondary school staff. -Access to specialists e.g. Higher Level art tutors.</p>
<p>SO – School organisation</p>	<p>Each class has teaching assistant hours to</p>	<p>Additional hours to support small</p>	<p>TAs support individual pupils or small groups, which on average show</p>	<p>Precision Teaching making good impact with SEN children.</p>

<p>Low impact for high cost +1</p>	<p>deliver intervention packages to ensure that children make good progress.</p>	<p>groups in class and provide intervention. £20,000</p>	<p>moderate positive benefits.</p>	<p>Other interventions have had impact on individual children and will be carried on through the academic year. Those interventions which have showed little or no impact are to be stopped and an alternative found where needed to ensure progress to individual children / small groups.</p>
<p>DI – developing independent learning F – Feedback and monitoring progress. +8</p>	<p>Independent learning – teacher conferencing. Less marking more discussion Conferencing sessions to allow teachers to individualise and give timely feedback.</p>	<p>£5,000 ICT equipment Laptops Lexia IDL</p>		<p>Guided teaching groups / Conferencing – very positive feedback – approach is more personalised allowing for pre/ post tutoring that meetings the specific needs of child.</p>

<p>SO – school organisation</p>	<p>Administration support time to weekly review attendance of children eligible for pupil premium to ensure good attendance patterns are established.</p>	<p>Administration support hours per week for 39 weeks. £2,000</p>	<p>To increase the percentage attendance of all PP pupils. To monitor and take action where needed with regards the punctuality of PP pupils.</p>	<p>-Attendance overall – 94.63% -FSM attendance 92.54% -Pupil Premium attendance 93.83%</p>
<p>C- Character PE – Pupil Engagement</p>	<p>Jigsaw PSHE -a comprehensive primary PSHE Scheme of Work for Years F1 and 2 to Year 6 (ages 3-11). The scheme of work provides a structured and developmental PSHE programme</p>	<p>£5,000 for the jigsaw package</p>	<p>Specific skills taught purposefully linked to direct learning. Jigsaw themes ½ termly.</p>	<p>Jigsaw being taught in YR-Y6. Specific units are extremely beneficial e.g. healthy me with an emphasis on alcohol and drug misuse. Children open up during these sessions and it has helped children to realise that it is ok not to be ok and that help can be sought whenever needed.</p>

	focused on building emotional literacy and social skills within a whole-school approach.			
C – Character PE Behaviour Intervention -Moderate Impact for moderate cost +3	Nurture Room / mindfulness room	£10,200	To target interventions for those at risk of emotional or behavioural disorders.	Strong links with Barnados 2 members of staff trained on mental Health awareness. Successful work with individuals and groups.
P- Parental engagement -moderate impact for moderate cost +3	Play and stay sessions.	£2,000	Parents become interested in their children’s learning. Attendance at parent/child events increases.	70% attendance + at YR-Y2 40-50% attendance Y3-6

C – Character P - Pupil Engagement DI –Developing independent learning.	Pupil Premium Grant for looked after children	£3,800	See Separate plan for more information.	
Miscellaneous Expenses		£1,000	Additional unforeseen items used to support PP children / families.	-Uniforms/PE Kits have been handed out to families.
Contingency Fund		£75		