

### **School Allocation of Pupil Premium 2017-18**

Bishop Alexander has an allocation of £120,120 pupil premium for this academic year. The table below shows how the money will be spent and the planned impact. At regular intervals throughout the year, the spending is evaluated and the impact monitored.

Our Main Objectives are as follows:

- Curriculum – to further develop strategies to ensure pupil premium children make progress in line with and exceed that of non-pupil premium children
- Teaching and Learning – further improve teaching and learning
- Wider outcomes – provide a range of opportunities for pupils, no matter what their background, to access learning opportunities outside the curriculum.
- Attendance – to ensure attendance of pupil premium children is at least 96%.

<b>Total number of pupils on roll</b>	309
<b>Total number of pupils eligible</b>	73 including FS

<b><u>Barriers to future attainment</u></b>	
	<b><u>External-Barriers</u></b>
a) Low attendance at school	
b) Disrupted home life for some identified children	
c) Wider experiences for some children are limited	
d) financial barriers	
e) Parental support for learning outside of school	
	<b><u>In-School Barriers</u></b>
a) Communication and language skills including social interaction on entry to school are low (with a select few further up school)	
b) Parental support for in school learning	
c) Low self-esteem/aspirations	
d) raise attainment in-line with national in maths and writing	

<u><b>Actions to Overcome Barriers</b></u>	<u><b>Cost</b></u>	<u><b>Rationale</b></u>	<u><b>Proposed Impact and Measures</b></u>	<u><b>Impact</b></u>
<b>Actions-(External Barriers)</b>				
a) Attendance officer employed: -monitor attendance -first day calling/home visits -change parental attitude to school attendance	£9,522	Around 40% of our persistent absentees are pupil premium children. We feel that a single point of contact who can both challenge and support with attendance will raise attendance and ensure an on-going change in attitude	At least 96% attendance by pupil premium children.  Parental attitude change to school and learning  <u><b>Monitoring</b></u> <b>Informally on a weekly basis. Formal report each half term.</b>	
b) Family support worker employed: -Build positive relationships between home and school - work with parents to understand the importance of their role in child's education -empower parents to support children -work with children to support social interactions and raise aspirations -be a first point of call for parents -make parents aware of courses and support groups outside of school.	£10,000	Some parent express concern about poor experiences of school when they were young, and feel concern for understanding how to help their children.  We have evidence that other factors in lives of the family have impact on the behaviour and learning of children.	Children are 'ready to learn' on entry to school at the start of the day.  Children's academic achievement is in line with non-pupil premium children and they make accelerated progress to achieve this Parents take an active role in their child's education.  <u><b>Monitoring</b></u> <b>Targeted families to be monitored for impact academic and emotional.</b> <b>Pupil and staff impact questionnaires to be completed</b>	
b) Parental courses – Family SEAL	Funded by authority	Family SEAL outlines the links between the support mothers, fathers, grandparents and carers provide their children when they are developing the social, emotional and behavioural skills – and children's school based work.	To help parents become familiar with what is taught in school, and to understand in what ways they can support their children with learning. To have developed a toolkit of support strategies to use as well as a bank of activities they can do to support their child.  <u><b>Monitoring</b></u> <b>Course attendance,_Pupil and staff impact questionnaires to be completed before and after.</b>	

c) Opportunities for wider experiences are funded - all school trips - extra-curricular clubs where provided by an external provider -music tuition.	£15,000	Evidence that some children were missing school on days of school trips Pupil premium children are not disadvantaged by charging for certain clubs or music tuition	All pupil premium children access wider opportunities  <a href="#"><b>Monitoring</b></a> <a href="#"><b>Half termly</b></a>	
CjTA – to run project within school working towards knowledge of wider world and experiences	£3000	Having experiences gives pupils a basis and reference point for their learning, building an increased knowledge base that will support all areas of the curriculum. To broaden knowledge and understanding of the world, providing/facilitating learning and experiences that they wouldn't otherwise be exposed to whilst creating a purpose to their learning.	Increase knowledge of wider world and create links between experiences and learning.  <a href="#"><b>Monitoring</b></a> <a href="#"><b>Half termly - data</b></a> <a href="#"><b>Teacher and pupil questionnaire</b></a>	
d) Uniform provided. Other subsidised expenses -uniform provided annually -Other on a 'need' basis – tuck, breakfast club	£1,500	Uniform helps children feel a sense of belonging in the school community and helps children have high expectations of themselves along with a sense of pride. There are circumstances where a child or family are in need of support in other ways that help ensure school learning is effective.	To ensure inclusivity and children's sense of well being  Pupil premium children are in correct uniform	
e) easy peasy app – easy peasy play	£1500	High % of pupils from disadvantaged backgrounds which have lower attainment on entry to school than those more socioeconomically advantaged, with children's language and communication skills at this point showing a low level for school readiness . Hart and Risley (1995) have shown that by the age of four, children from disadvantaged backgrounds have been exposed to as many as 30 million fewer words than children from advantaged background. This app is designed to improve early child development through increasing positive parent-child interactions and learning at home. The EasyPeasy app presents as a low-cost, accessible, non-intrusive intervention that does not place great demands on parents'	Children are 'ready to learn' on entry to school at the start of the day. Children's academic achievement is in line with non-pupil premium children and they make accelerated progress to achieve this Parents take an active role in their child's education.  <a href="#"><b>Monitoring</b></a> <a href="#"><b>Targeted families to be monitored for impact academic and emotional.</b></a> <a href="#"><b>Pupil and staff impact questionnaires to be completed</b></a>	

		<p>time or resources. As the content is evidence-based, covering all areas of the Early Years curriculum, the app shows potential as a quality learning resource to support parents and positively impact on the home learning environment and early years attainment.</p>		
<b><u>Actions-(In-School Barriers)</u></b>				
a) Intervention and staff CPD for EYFS -language lead training -TA intervention for speech and language -FS – Nuffield Early Intervention Programme – 30wk prog.	£7,000  £1500?	<p>Language and communication intervention during the year for identified children is crucial for all aspects of the children's learning.</p> <p>EEF Research - children receiving the 30-week version experienced the equivalent of about four months of additional progress.</p>	<p>Language and communication area of foundation stage profile is in line with national figures</p> <p>New staff are trained</p> <p>Structured SpLC intervention in place.</p> <p><a href="#"><u>Monitoring</u></a> <a href="#"><u>Termly data packs</u></a></p>	
a) Release time for SpLC lead to develop SpLC intervention program for KS1/2 and then train/coach a member of staff to continue in phase.	£4,000	<p>EYFS has a good model in place. Now this needs to be filtered through in main school. With a member of staff who can run.</p>	<p>Intervention programme designed</p> <p>Member of staff coached by language lead</p> <p>Target group of pupils show accelerated progress to close the gap.</p> <p>Support packs/resource bank created for class teachers</p> <p><a href="#"><u>Monitoring</u></a> <a href="#"><u>Half termly</u></a> <a href="#"><u>ECAT assessments, teacher feedback, pupil questionnaire</u></a></p>	
a)and c)social interaction group – TA  Art psychotherapy – Based on PACE model.	£3000  Funded by SBAP	<p>Key pupils within school demonstrate a lack of understanding in social etiquette which then impacts on their progress, attainment and emotional wellbeing. This group will teach the children the key skills to promote positive interaction and self-regulation.</p> <p>Based on evidence-based PACE model (Playfulness/ Acceptance/ Curiosity/ Empathy) of the emotional development of the child. It aims to support children with emotional difficulties who are not currently having counselling. It is to do with the establishment of an 'embedded' cutting-edge approach to supporting children's mental health within the school</p>	<p>Improve child relationships, raise self-esteem, improved class behaviour, increased independence, learnt self-regulation strategies and increased confidence. Pupils also understand their actions, how they impact on others and appropriate social responses.</p> <p><a href="#"><u>Monitoring</u></a> <a href="#"><u>Half termly</u></a> <a href="#"><u>Pupil and staff impact questionnaires to be completed</u></a></p>	

a)easy peasy app – pod – creating a clear structured approach.	As above	Refer to above		
b)easy peasy play	As above	Refer to above		
b) Family Learning Helps (Corum Life Education) 8wk prog.	£1,700	Parental engagement, attendance at courses, workshops and feedback from Parents Evening, attendance officer and family worker work has demonstrated that even though a % of parents are beginning to further understand the importance of education and learning, further work needs to be done. Research has shown how early intervention with regards to parental support can have a high impact on pupil progress.	<p><b>The main aim of Family Learning is to:</b></p> <ul style="list-style-type: none"> <li>• engage parents in working with their children</li> <li>• develop the skills and knowledge of both adults and children</li> <li>• contribute to a culture of learning within the family.</li> </ul> <p><b>Family Learning helps:</b></p> <ul style="list-style-type: none"> <li>• mothers, fathers and other adults who care for children to become more actively involved in supporting their child's learning.</li> <li>• parents and carers understand the impact of their support.</li> <li>• to improve attitudes towards learning.</li> <li>• to develop employability skills and support improvements in pupil attainment</li> </ul>	
a), c) and d) Outdoor adventure learning – EEF  KS1 – adventure day LKS2 and UKS2 - residential	£6000	On average, pupils who participate in adventure learning intervention make approximately four additional months' progress over the course of a year. It also shows a significant impact on non-cognitive outcomes, self-confidence and development of self-regulation skills. EEF – moderate cost, moderate evidence, +4 mnths additional progress	<p>Improve progress and attainment</p> <p>Improve self-confidence, self-regulation, resilience and team work</p> <p><b>Monitoring</b> Half termly</p> <p>Pupil and staff impact questionnaires to be completed</p>	

			<a href="#">Data</a>	
c)TA– to run project within school working towards knowledge of wider world, supporting in raising aspirations and esteem levels	As above	Refer to above		
d) Feedback model for teaching intervention – promoting meta-cognition and self –regulation	£25,000	Intervention by the class teacher has proven most effective during the past year as it targets immediate intervention and high quality feedback. Promoting meta-cognition and self –regulation (high cost, significant evidence, +8mnths additional progress)	Pupils achievement is getting closer to national figures over the key stages with accelerated progress <a href="#">Monitoring</a> <a href="#">Pupil progress meetings 6 x a year</a> <a href="#">Data pack analysis</a>	
d) High quality teaching of mathematics CPD programme in place Online program –Mathletics	£10,000	Maths has been the lowest area of achievement and shown least progress. It is the key priority on the SDP. High quality teaching is required throughout the school. Parents find this area the hardest to support their children with Staff and leaders need to ensure accurate assessment of achievement and progress so the gap is closed between pupil premium and none pupil premium children.	Maths data improved at EYFS, KS1 and KS2 assessment <a href="#">Monitoring</a> <a href="#">Pupil progress meetings 6 x a year</a> <a href="#">Data pack analysis</a>	
d)High quality teaching and learning in writing Teaching through experiences Using self-Regulation to improve writing.	£1750	EEF – low cost, moderate evidence, +9mnths additional progress.  Clearly structured to support staff new to teaching.	Y5/6 Close the gap with National expectations Improve confidence Develop strategy tool Increase % of pupils who enjoy writing (boys especially) <a href="#">Monitoring</a> <a href="#">Data pack</a> <a href="#">Child's enjoyment and confidence in writing Q'naire</a>	