

Pupil Premium.

CONTEXTUAL INFORMATION

Thrussington C. of E. Primary School (Academy), has a single-form entry. The number on roll has increased from 59 in 2014 to 75 in 2016, with a significant number of pupils, relatively, having transferred mid-term. The stability of the school population is 78.5% compared to 86% nationally. Therefore, mobility is slightly high.

In 2016/2017, the number of pupils eligible for free school meals had increased from 3.4% to 8.0% of the pupils on roll (National 25%). Attendance was 98.4% in 2015-2016. National average in 2015 was 96.0%.

The school deprivation indicator shows that the school is in the 15% least deprived areas in the country.

The Pupil Premium is an additional payment allocated to schools, on a quarterly basis, by the Treasury to help address the “current inequalities between children eligible for free school meals (FSM) and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most”. Pupil Premium is paid in the financial year not the academic year and will include pupils, known to be eligible for FSM in any of the previous six years as well as those known to be eligible at the January school census date, for the following financial year.

The school analyses and identifies children’s barriers to learning and makes every endeavour to match provision to need. It is accepted that a correlation exists between children’s life experiences and self –evaluation and academic progress. In some cases, for example, children require support with social integration and a programme to nurture this has to be created and implemented. All children’s progress is tracked very closely and the school has an infra-structure to address issues as they arise. The impact of intervention strategies is robustly measured.

In the event of there being a guardianship Order or Residence Order, the school can obtain extra funding which can be used to help the child.

Where children derive benefit from working together, then a contribution from those individuals’ allocation is pooled.

The academic year 2016 – 2017.

For the academic year 2016 – 2017, the school received £1320. 00 per pupil. The funding has been used for:

- The provision of 1:1 and small group teaching support to include teaching to address the specific needs of the eligible children particularly in English, Maths., a “Time to Talk” programme reasoning, problem-solving, language-based learning, comprehension, speaking and listening, phonics, personal and social development to enhance inter-personal skills and attitudes to learning; collaborative working; imaginative development; expression and empathy.
- Based on an identification of barriers, provision of accredited coaching skills programme to develop communication, social interaction, well-being to aid transition to next phase of education.
- The provision of 1:1 and small group teaching support to address a specific learning programme which includes the provision of positive playtime management.
- The provision of opportunities and access to learning enrichment and challenge such as clubs, visits, including theatre, workshops, residential visits, participation in extra-curricular activities involving the humanities. Enhancement of life experiences and to provide resources for children to draw on to support learning.
- The provision of learning resources to stimulate learning within the home environment.
- The provision of music tuition and equipment to develop social relationships; nurture social interaction and speaking and listening skills. Use of academic skills to promote enhanced and breadth of learning experiences.

Pupils on roll.	
Pupils on roll.	75
Pupils eligible for Pupil Premium Grant (P.P.G.)	6
Amount of P.P.G. received	£7,920

Nature of support 2016 2017
Learning in the curriculum
Social, emotional and behaviour
Enrichment

Record of Pupil Premium Grant Spending By Input – 2016 / 2017.

Year group	Focus	Cost	Objective	Outcome
Year 6	Revision club after school – English and Maths. Handwriting / spelling club during lunchtime. Extra-curricular clubs in Science and Music.	£660.00	To address gaps in knowledge of pupil who transferred to this school in Year 6. To address barriers to learning that this school had identified. As a result of an analysis of gaps in learning and in social skills, enrichment provision in a coached way; development of skills and knowledge to nurture positive learning attitude.	Increased attainment and progress in English and Maths. at Key Stage 2 Increased attainment and progress in Science and Music; developing skills and confidence in working with peers, exchanging views and opinions, learning skills in negotiation, performing skills with confidence before mixed audiences, including to public gallery at a town hall.
	One to one and small group tuition in English.	£660.00	To develop skills in language formation – syntax. To develop Increased attainment and progress in English at Key Stage 2.skills in comprehension, in particular, question analysis and adducing evidence and applying it effectively.	Increased attainment and progress in English at Key Stage 2. To improve skills in forming conversation – both content and construct.
	Small group tuition and nurturing for social development.	£660.00	To develop social experiences; to develop associated language to enable pupils to engage with peers, to raise self-esteem and confidence and to mitigate against prejudicial behaviour towards them; to enable them to manage social situations as part of their being “secondary school ready”	Improved skills in social interaction. Developed skills in leadership and coaching thereby forging substantial social relationships; positive attitudes to learning, which will transcend move into secondary education and support further success.
	Peer group involvement in extra-mural activities for social and educational development.	£66.00	To develop social experiences; to develop associated language to facilitate social engagement; to extend life experiences; to inculcate a realisation of value of real experiences to academic progress.	Improved skills in social interaction. Development of friendship groups thereby strengthening position socially and reducing vulnerability to prejudicial behaviour. Increased attainment and progress in English, Maths., P.E. and skills and knowledge associated with Spiritual, Moral, Social and Cultural education.
Year 5				

	Peer group involvement in extra-mural activities for social and educational development.	£1320.00	To develop social experiences; to develop associated language to facilitate social engagement; to extend life experiences; to inculcate a realisation of value of real experiences to academic progress. Subsidies of visits to broaden experience. Enhance learning, facilitate friendship groups and contexts.	Improved skills in social interaction. Development of friendship groups thereby strengthening position socially and reducing vulnerability to prejudicial behaviour. Increased attainment and progress in English, Maths., P.E. and skills and knowledge associated with Spiritual, Moral, Social and Cultural education.
Year 2	Small group tuition and nurturing social development. Significant SEND limited pupil's scope for forming friendships and communicating effectively and has affected confidence. Correlation between self-awareness and engaging with learning detrimental impact. Small group tuition in Maths.	£880.00	To provide child with language and life experience opportunities. To develop confidence, raise self-esteem and improve attitude and disposition to learning. To improve management of and nurturing of skills in social interaction, thereby improving attitudes and disposition to learning. Child enhances and extends experiences designed to enrich and challenge learning. Development of skills through a gap analysis. First quality teaching provided To increase level of attainment as part of accelerating progress during the terms.	Pupil is growing in confidence and engages in social interaction more readily. Spoken language has improved resulting in more effective communication with peers. Attitude and disposition has improved – a happy child who enjoys school and has accelerated progress. Confidence and self-esteem have developed. Impact has been to integrate child more effectively; more engagement in learning with progress having been made. Pupil has used the content of activities to further learning and progress.
	Small group tuition to accelerate progress. Deficiencies in life experiences and access to language enrichment. To subsidise access to trips and visits related to the curriculum and field of study. Activities specifically chosen to develop empathetic approach to learning and to nurture collaborative working.	£1,027.00	To provide child with language and life experience opportunities. To develop confidence, raise self-esteem and improve attitude and disposition to learning. To improve management of and nurturing of skills in social interaction, thereby improving attitudes and disposition to learning. Child enhances and extends experiences designed to enrich and challenge learning.	Pupil is growing in confidence and has participated in extra-mural activities which have included participating in collegiate activities and a public performance. Confidence and self-esteem have developed. Impact has been to integrate child more effectively; more engagement in learning with progress having been made. Pupil has used the content of activities to further learning and progress.
	Small group tuition to accelerate progress. Deficiencies in life experiences and access to language enrichment. To subsidise access to trips	£1027.00	To provide child with language and life experience opportunities. To develop confidence, raise self-esteem and improve attitude and disposition to learning. To improve management of and nurturing of skills in social interaction, thereby improving	Pupil is growing in confidence and has participated in extra-mural activities which have included participating in collegiate activities and a public performance. Confidence and self-esteem

	and visits related to the curriculum and field of study. Activities specifically chosen to develop empathetic approach to learning and to nurture collaborative working.		attitudes and disposition to learning. Child enhances and extends experiences designed to enrich and challenge learning.	have developed. Impact has been to integrate child more effectively; more engagement in learning with progress having been made. Pupil has used the content of activities to further learning and progress.
Years 1	Small group tuition and nurturing for social development.	£258.00	To develop social experiences; to develop associated language to enable pupils to engage with peers, to raise self-esteem and confidence and to mitigate against prejudicial behaviour towards them; to enable them to manage social situations and to provide social experiences to afford nurturing of friendship groups.	Improved skills in social interaction. Developing skills in identification of characteristics in others to nurture friendships with growing independence.
	Extra-curricular clubs in Science and Music.	£258.00	Developing specific skills in attending and application of rules to secure an outcome, instructions and comply to rules in a small group situation - Develop the child's interest in music and provide wider opportunities and experiences for Aaron	Increased attainment and progress in English and Maths. at Key Stage 1 Increased attainment and progress in Science and Music; developing skills and confidence in working with peers, exchanging views and opinions, learning skills in negotiation.
	One to one and small group tuition in Maths.	£258.00	Development of skills through a gap analysis. First quality teaching provided	Increased attainment and progress in English and Maths. at Key Stage 1 (assessment data).
	Small group tuition using games as a vehicle.	£258.00	Development of social skills using overt rules in structured contexts and life experiences. Involvement of range of pupils to develop "social stories".	Improved skills in social interaction. Capacity to draw on experiences to enable increasingly successful social interaction and reduce frustration and inability to manage reactions to others leading to conflict.