

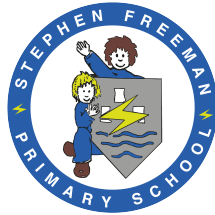
## **Stephen Freeman Primary School PLAN FOR USE OF PUPIL PREMIUM 2017-18**

The Pupil Premium is additional funding given to schools and aims to close the gap in attainment between certain disadvantaged groups of pupils and those who are more well off. In 2016-17 funding was calculated on the basis of £1320 for each pupil who has been eligible for free school meals in the past six years, and £1900 for looked after children in care for more than one day or adopted from care. There is a Service premium of £300 for children of families in the armed services. Early Years Pupil Premium is £300 for each pupil. The funding is provided to schools, which decide how best to spend this according to local needs and adds to the raft of activities and interventions already provided for all pupils.

**At Stephen Freeman School, we strive to nurture and empower everyone to aspire beyond their expectations by cultivating curiosity, celebrating individuality and creating life-long learners who contribute positively to the wider community.**

The Governors receive regular monitoring reports on the progress of all children in the school and scrutinize the effectiveness of the different interventions.

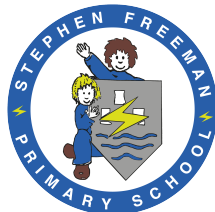
(Note: information related to individual pupils remains confidential).



**Barriers/areas we are addressing for Pupil Premium pupils**

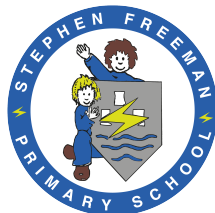
- Low levels of spoken and receptive language on entry to the school and throughout
  - Low educational aspirations
  - Lack of wider experiences
  - Attendance and engagement with learning
  - Self-regulation and emotional literacy
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- Parental engagement and support
  - Adult education

Number of school pupils 2017-18	411	
Number of pupils eligible for Pupil Premium 2017-18	117	FSM/Ever6 =93, Service =24, LAC =0 ,
Amount of Pupil Premium received 2017-18	£196,000	FSM £124,000, Service £7,200, LAC £0,
Planned expenditure 2017-18	£196,000	

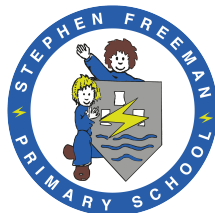


## PLAN FOR EXPENDITURE 2017-18

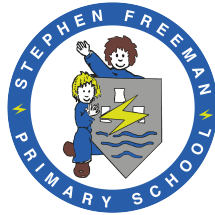
Action/approach Implementation	Desired outcomes/Rationale	Cost	Monitoring Impact: attainment & progress, by whom
<b>QUALITY TEACHING FOR ALL/TARGETED SUPPORT</b>			
Creation of Pupil Premium Mentor roles	Mentors to work in partnership with pupils and their families to develop pupil's emotional health and wellbeing in conjunction with encouraging high attendance and positive academic development.	£13,400	<p>The aim is for children and their families to have constructive inschool relationships which will in turn have a positive effect on learning, attendance, progress and attainment.</p> <p>Mentor roles to be created by end of the summer term 2018.</p> <p>PC and JB to oversee and monitor the impact of this.</p>
Inclusion Support	A full time member of staff to liase with families and agencies, attend TAF/CIN/CP meetings and is also responsible for DDSL.	£19,000	<p>A large amount of children entitled to PP are also considered vulnerable (82% of children in a formal safeguarding process are entitled to Pupil Premium funding) Therefore, this member of staff will attend all possible meetings regarding the wellbeing of the children. They will relay any necessary actions to school staff and manage any safeguarding needs and concerns.</p> <p>JB to line manage SS.</p>
Cover for teachers attending meetings with professionals	This will allow teachers to meet with professionals to discuss the	£3,000	<p>Good communication between all professionals is essential in ensuring children are well cared for and their needs are met. Cover for teachers will allow them to meet with outside agencies and discuss ongoing concerns/ needs.</p>



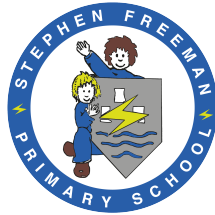
	educational and wellbeing needs of the children in their care.		JB to monitor and oversee. CG to monitor the spending of this.
Purchase of story sacks	Sacks to promote early reading and writing with EYFS PP children and their families.	£1,000	<p>Story sacks can be used in a multitude of ways. The purchase of a range of story sacks will encourage the sharing of stories and discussion around books in a non-threatening and engaging way. Story sacks are advocated by many early-years practitioners as an “excellent way of developing communication between pupils and/or adults” (Barron, I and Powell J, 2003). As we know that most pupils who are entitled to pupil premium funding have delayed language skills, this is a key method of developing speech skills in an exciting way at a young age.</p> <p>PC to work in conjunction with CH to monitor impact.</p>
Referrals to The Art Room	Art therapy based at the Aureus Secondary School.	£10,000	<p>Children who are highlighted by the Inclusion team as needing emotional/ behavioural support may attend sessions with The Art Room.</p> <p>Class teachers should complete QCA assessment sheets before the children attend and after their course has finished. The Art Room will monitor attendance and relay any other information affecting impact, compiling an end of term report.</p> <p>The Inclusion Team will oversee who is referred to the Art Room and the impact this has had.</p>
Subsides for trips, residential visits and swimming	This will ensure that financial problems do not impact on	£2,100	Children whose families suffer financial hardship may not have the funds to pay for their child/ children to attend swimming or other trips away from school. This money will ensure no child misses out on



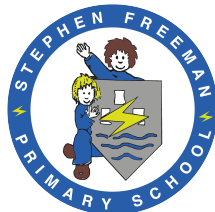
	children's ability to access the curriculum.		swimming or other educational visits.  PC and CG to monitor the spending of this money.
Specially trained Teaching Assistants	Carrying out targeted interventions across the school for children who need extra support.	£45,000	The school employs some 1:1 Teaching Assistants but also some who are tasked with delivering interventions across the school to children who need extra support. Training is provided to keep their knowledge of resources and strategies up to date, meaning our children receive the best quality support.  JH to line manage Teaching Assistants. PC and JH to monitor the impact of interventions through the spreadsheet maintained by the Inclusion Team.
Contribution towards educational websites	Subscriptions for websites such as RM maths and phonics play	£1,500	These websites ensure that teachers have access to a range of up-to-date and engaging resources which will promote quality first teaching. These subscriptions will also mean that children can use these at home, encouraging children to take responsibility for their own learning.  PC to monitor and encourage uptake.
Forest School	Provision, staffing and resources	£5,000	Children who are highlighted by the Inclusion team as needing emotional/ behavioural support may attend sessions with Forest School. Class teachers should complete QCA assessment sheets before the children attend and after their course. DB will monitor attendance and relay any other information affecting impact. Photos may also be taken and shared with staff.  The Inclusion Team will oversee who is referred to Forest School and the impact this has had.



HSLW	As part of the school partnership, each school contributes to the payment of Home School Link Workers	£8,000	<p>Families may be referred to the Home School Link Workers if they need support in the home environment for a whole range of issues. The Inclusion Team may suggest families in need of support or families may put themselves forward.</p> <p>Referrals are completed and meetings are held by SS. The Inclusion team will oversee who is referred and the impact this has had.</p>
Phonics resourcing and training	To support key skills into KS2. 17% of children entitled to PP in Year 3 are working at the age-related expectation in reading, 25% of Year 4, 28% in Year 5 and 19% in Year 6. More needs to be done to diminish the difference. Phonics training will be the start of this.	£2,000	<p>Class teachers are to monitor the impact of this regularly and input data into Integris as part of their assessment work every half term. SLT will look at and monitor progress data each half term. Progress meetings are held regularly across the school.</p> <p>The Inclusion team will look at how highlighted children are working and making progress each half term.</p>
Early Talk Boost Training	To boost the language and communication skills for children aged 3-4.	£550	<p>Due to the delayed language, communication, listening and attention skills which some children entitled to Pupil Premium can struggle with, staff are being trained on how to run this intervention successfully. This intervention can be monitored with the resources provided with the intervention. Communication skills will enable children to access the curriculum and benefit them socially as they grow.</p> <p>PC to monitor the intervention with data provided by teachers and TAs</p>



			of children attending the group.
Participation in music lessons	To ensure every child in Year 3 and beyond has the opportunity to learn a musical instrument if they wish to.	£3,000	Learning how to play a musical instrument could be something that parents are not able to afford for their child. This funding will enable every child to learn a violin or cello once they reach Year 3. If they wish to continue this after Year 3 and need financial assistance then this may be provided.  CG and PC to monitor.
Wider life experiences	This includes a pantomime, Christmas meal, Living eggs etc To boost every child's knowledge of the world, customs and traditions.	£500	Children who would otherwise not be able to experience these things due to financial hardship, can now take part. Taking part in events like these will mean that no child will miss out on the experiences which will inform their knowledge of the world. Parents may request financial support to pay for their child's share in these activities.  CG and PC to monitor.
Funding for individual pupils to access learning and extracurricular opportunities	This funding is crucial to confirm that every child has what they need to make educational progress and to safeguard their emotional needs.	£100 per child (£11,700)	Any purchases must have an educational or emotional impact which will be measured accordingly by PC. PC to liaise with parents/ carers regarding their child/children's needs. CG to monitor the financial implication of this.
Staff CPD	To ensure that teaching is consistently good or better across the school	£1,000	SLT meet with staff in their teams as part of the appraisal process to discuss any training needs. This information should be passed to CG and JB as necessary/ when courses are advertised.  Quality first teaching is essential to ensure we are diminishing the



			difference.
Play Therapy	Emotional support for children who are identified as needing it by the Inclusion Team.	£30 per hour per child (£4,200)	Children who are chosen by the Inclusion Team as in need of extra emotional support may need play therapy. A QCA behaviour assessment is completed by the class teacher before and after the course to measure impact.  The Inclusion team will choose children to attend and class teachers will monitor impact.
Total		£126,150	

Initials	Staff member	Job title
JB	Jess Butler	Headteacher
PC	Polly Cheswick	Pupil Premium Coordinator
CG	Corin Gouede	School Business Manager
SS	Sue Shaw	Inclusion Support
CH	Carolyn Hanwell	Early-Years Coordinator
DB	Debbie Bolton	Forest School Lead
JH	Jill Hazeldine	SENDCo