

Pupil Premium Strategy 2016-2017

At Horton CE VA Primary School we are committed to ensuring that each individual pupil receives the very best education allowing them to reach their full potential academically and socially. This belief is reflected in our school vision:

Horton CE VA Primary School is:

... a place of excellence; an innovative Church school

... a stimulating environment where children enjoy achieving full potential in their academic, creative, personal, physical, moral and spiritual development

... a caring place where the individuality, gifts and talents of all children and adults are nurtured

... a community living and learning through Christian values

... a partnership between children, parents, staff, governors, the Church and the community as a whole.

Our learning to learn culture ensures that we have the highest expectations and that we continually strive to ensure that no pupil is left behind. We focus on providing provision which secures teaching and learning opportunities that meet the needs of all pupils.

Each child entitled to the pupil premium grant is unique in their situation and our response to their needs must reflect this. With this in mind, at Horton CE VA Primary School we aim to build the capacity and expertise to enable us to provide a highly personalised programme of support in order to allow each child to reach his/her full potential.

Our key objective in using the pupil premium grant is to diminish the attainment and achievement differences between those entitled to pupil premium and those not.

We will ensure that:

- A high profile is given to Pupil Premium Pupils
- All staff are accountable for the progress of Pupil Premium children

The progress and attainment of all pupils at Horton CE VA Primary School is carefully tracked and analysed in order to draw conclusions and develop action plans. We also make use of educational research in order to decide how best to spend our funding to maximise the opportunities for our pupils.

Funding for 2016-17: £1,320 per child Allocation: £20,100 (estimate)

Identified barriers to learning: lack of funding for trips and residential; poor language and communication skills; complex family situations; SEN difficulties; lack of parental engagement.

Our funding priorities for 2016-17 fall into 3 key areas:

1. Learning and the Curriculum
2. Social and Emotional Support
3. Parents and Families/ Enrichment within and beyond the curriculum

Learning and the Curriculum

- Providing high quality teaching
- Providing a range of proven teacher and TA led interventions including specialist reading support
- Small classes with a high ratio of adult to child support
- Specialist support for children

Social and Emotional Support

- Mentoring including sand tray intervention
- Pastoral support in the playground
- Behaviour support

Enrichment Within and Beyond the Curriculum

- Enriched curriculum opportunities- subsidised trips and visitors
- After School Clubs
- Subsidised residential trip

Parents and Families

- Home-school books
- Parents invited into school for workshops
- Improving attendance and punctuality
- Resources supplied to use at home to support learning
- Behaviour support link to support parents at home

The impact will be measured through data analysis, behaviour analysis, pupil voice, attendance analysis, attendance of parents at school events, % of children attending clubs, trips and residential.

Review of the 2015/16 academic year		Total pupil premium allocation for 2015/16: £21,120
Summary of objectives	Summary of expenditure	Impact on progress and attainment of eligible pupils
<p>To ensure pupil premium children make good to outstanding progress in all core subjects.</p> <p>For all pupil premium children to have extra reading support from a qualified teacher.</p> <p>For pupil premium children to be supported socially at playtime.</p> <p>For pupil premium children to receive mentoring as deemed necessary.</p> <p>For pupil premium children to receive extra support within the classroom through extra TA support, (with teacher regularly supporting pupil premium children).</p> <p>Parents receive support to help children academically at home.</p> <p>All pupil premium children to be supported to enable them to take a full and active part in extracurricular activities</p>	<p>TA employed 21 hours a week working with individual readers and support in class.</p> <p>TA appointed 14 hours a week working with individual readers, supporting in class and pastoral support, (building relationships with parents and supporting children).</p> <p>mentoring</p> <p>Packs of resources given to identified children for the summer holidays.</p> <p>School trips and camp paid for.</p>	<p>Pupil premium children have made better progress in core subjects than their peers.</p> <p>Parents more engaged and have attended training put on by school.</p> <p>Mentoring has led to improvement in behaviour.</p> <p>Behavior of pupil premium children within the classroom has improved with better learning behaviours displayed.</p> <p>The children are making good progress.</p> <p>All pupil premium children have been able to attend trips and camp</p>