|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Pupil Premium Grant Expenditure Plan 2017/18 and current 2016/17 Outcomes (April 17 update)****(April 17-April 18 straddling 2 Academic Years)** **Tibberton CE Primary School****Coordination of support for PP, LAC, Forces and post care pupils is through the Inclusion Leaders, Mrs Rita Coates and Mrs Rachel Tomkinson, Miss Helen Osterfield Designated LAC Lead, supported by the Governing Body PPG Champion from the Mrs Alison Mills and Safeguarding Lead, Mrs Sandra Towers.****Mrs Naomi Musters (PP Teacher) and Mrs Cathy Leaver (PP TA support) work together with class teachers and Inclusion Leaders to tailor appropriate support both within and outside the classroom, small group and one to one provision.****Support from these staff is delivered in planned blocks of time across the year to enable the secure learning and embedding of targeted skills.****Overarching objectives in spending PP:*** **To provide emotional and practical support that PP pupils need to enable them to learn effectively and achieve at least Age Related Expectations in reading, writing and mathematics.**
* **To provide catch-up interventions to close the gap between PP and all non-PP pupils**
* **To provide appropriate extension activities and support to enable PP pupils to build confidence and resilience and meet their potential.**
* **To train all staff in the most effective strategies for improving the performance of pupils in disadvantaged groups.**

**Overview of the school:**

|  |
| --- |
| **Summary information:** |
| **Academic Year: 2017/18** | **Total PP Budget: £25,701** **(Projected, based on previous year funding)** | **Date of most recent PP review:** | **April 17** |
| **Total no of pupils: 148** | **Number of pupils eligible for PP: 15** **(10% school population)** | **Date for next internal review:** | **July 17 ( when SATS data available)** |

**What current PP pupils say of the support they receive:****‘You have helped me with my times tables.’****‘Mrs Musters has taught me English, maths and is really fun to learn with.’****‘I have learned how to recap a story…I enjoyed working with Mrs Musters and Mrs Leaver because they are fun.’****‘You have helped me with my reading, you give us stickers.’****Current attainment /Outcomes for pupils 2016/17 @April 2017**

|  |  |  |
| --- | --- | --- |
| **% achieving ARE or above in** | **Pupils eligible for PP at Tibberton CE Primary** | **Pupils not eligible for PP ( national average)** |
| **Reading, writing & maths** | **TBC** | **53%** |
| **Reading** | **88%** | **66%** |
| **Writing** | **88%** | **74%** |
| **Mathematics** | **87%** | **70%** |
| **SPAG** | **86%** | **72%** |
| **Science** | **86%** |  **TBC** |
| **%Key Stage 1-2 progress in** |  |  |
| **Reading** | **61%** | **TBC** |
| **Writing** | **54%** | **TBC** |
| **Mathematics** | **54%** | **TBC** |

**Note: The data refers to a small number of pupils. Of that small group, 2 have significant SEN. Internal tracking identifies that most pupils are very close to securing at least expected progress by the end of the year.****Future attainment 17/18**

|  |
| --- |
| **Barriers to future attainment ( pupils eligible for PP)** |
| **1.** | **Low resilience and resourcefulness, particularly with writing and maths challenges.** |
| **2.** | **Social and emotional difficulties, cooperation and collaboration.** |
| **3.** | **Confidence in own learning, external support.** |
| **Desired outcomes** | **Success criteria** |
| **1.** | **All PP pupils make at least expected progress and able PP pupils achieve greater depth and the higher standard in maths and writing.** | **Accelerated progress reducing the gap between PP pupils and non-PP pupils through increased confidence and resilience.** |
| **2.** | **Greater resilience and collaboration built on good learning behaviours.** | **Supportive working friendships established with PP pupils taking the lead some of the time.****Pupils confidently take on new learning and experiences, including leadership roles in school where appropriate.** |

**Tibberton CE Primary Pupil Premium Grant planned spend 2017/18 (includes Summer Term 17)**

|  |  |  |
| --- | --- | --- |
| **Cost** | **Actions to support PPG Pupils** | **Intended outcomes** |
| **£16300****£3750** | 3 terms: Summer/ Autumn/Spring* M6 teacher: 0.5 Summer Term 0.4 Autumn and Spring Terms
* TA in class support: 3x mornings/week.
 | To provide regular extra academic and pastoral support for vulnerable pupils- in class and targeted 1:1 to secure at least expected progress and ARE where possible ( SEN).To secure additional support for learning: Cool Kids/PE/ gardening/outdoor learning/interventions/additional activities. To provide regular extra academic and pastoral support for vulnerable pupils, develop confidence and good learning behaviours and support social interactions. |
| **£1700** | Contribution towards residential visit to Kingswood, educational and sporting experiences, access to activity clubs and music lessons. | To enable equal access for all pupils to additional experiences to enhance the curriculum, including support for pupil voice activities and pupil leadership tasks, linked to the SDP, to develop pupil confidence. |
| **£200****£295** | Staff training and resources: | To develop the quality of support offered by teachers and TAs for social and emotional wellbeing of pupils: Telford & Wrekin support for pupil health and well-being: Future In Mind Programme- continue with training for all staff and implementation of the Emotional Health & Wellbeing Toolkit across the school. ( Cover for teacher to access the ongoing training and for TA support staff to attend in school training)ELSA Training – Telford & Wrekin Support Services- one staff member to undertake the training in support of the social and emotional support for pupils, developing good learning behaviours and strategies for building resilience.  |
| **Total : £24,938 (Funds for 17/18 £25,701- projected, based on previous year funding)** |

**Review of expenditure 16/17****Tibberton CE Primary Pupil Premium Grant planned spend 2016/17 (includes Summer Term 16)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Cost** | **Actions to support PPG Pupils** | **Intended outcomes** | **Outcomes April 17** |
| **£18800****£3750** | 3 terms: Summer/ Autumn/Spring* M6 teacher Summer Term, 0.5 teacher Autumn and Spring Terms
* TA in class support: 3x mornings/week.
 | To provide regular extra academic and pastoral support for vulnerable pupils- in class and targeted 1:1To secure additional support for learning: Cool Kids/PE/ gardening/outdoor learning/interventions/additional activities. To provide regular extra academic and pastoral support for vulnerable pupils.  | Writing workshop to enable Greater depth in lower KS2 class.Regular reading support enabling those needing to accelerate their reading progress from below age related to achieve age related this year across the key stages successful. Precision phonics and spelling interventions to plug gaps in phonics and spelling approaches, successful across KS1 and lower KS2.SEN intervention enabling children to access curriculum and develop the next skills needed to progress.Upper KS2 children developed leadership skills: organising and carrying out a music skills audit and provision review including preparing a report for the governors.Child supported to achieve the Arts Award.Children given the support and exam technique training to enable successful approach and completion of KS2/1 SATs in May 2016 and preparation for KS2 SATs 2017.Accelerated greater depth learning in a higher level maths challenge involving operational research achieved by Upper KS2 children.Pupil engagement with the additional learning opportunities developed friendships across the year groups and gave pupils space to try something new- which they did with great enthusiasm. Pupils reported how much they had enjoyed the outdoor opportunities. |
| **£2100** | Contribution towards residential visit to Condover/Arthog Outreach/experiences/activity clubs/ music lessons  | To enable equal access for all pupils to additional experiences to enhance the curriculum, including support for pupil voice activities and pupil leadership tasks, linked to the SDP, to develop pupil confidence. | 9 pupils experienced the Condover residential visit; all successfully took part in a range of personal challenges and team building activities.KS1 pupils attended the Arthog Outreach facility for team building activities. All joined in the activities with enthusiasm and reported that it had been a brilliant experience.One pupil was inspired to learn the piano after a music activity and is now taking regular lessons in school. |
| **£500** | Staff training and resources: | To develop the quality of support offered by teachers and TAs for social and emotional wellbeing of pupils: Telford & Wrekin support for pupil health and well-being: Future In Mind Programme, whole school training offer, including resources and Emotional Health & Wellbeing Toolkit: £300/year. Academic year 16/17.Reading resources in support of developing extended reading opportunities. | One member of staff is trained in the initial materials for the Future in Mind Programme, now training all school staff in the use of the Toolkit materials, now in use with pupils.Pupils across the school with anxiety issues are more readily recognised and supported.Extension reading books in place, engaging KS1 PP pupils, developing and confidently applying phonic skills and encouraging extended reading outside school.Positive outcomes from end of KS1 SATs 2016: Reading- 64% at ARE for Y2, PP pupils 85% at ARE |
| **Total Funds for 16/17: £25180** |  |

 |
|  |