

Pupil Premium Fund for 2018-19

Allocation of Spending

£39180

• Family Learning Mentor	£25990
Nurture Training	
Mindfulness Nurture Group	
• Year 6 Residential Visit/Trips	£800 4 pupil @ 50% School Trips/activities
• Mindfulness Nurture Group –	
SENCO 45 mins x2	£1383
• Intervention Programmes & boosters	£4074
Teaching Assistants Level 2 per week	
JG 2.33 x 4pwk	£1274
CB 2.33 x 3pwk	£1394
CR 2.33 x 2pwk	£1406
• Additional Teaching Support	£6933
GB TA2– 14hpw	
TOTAL	£39180

Pupil Premium Policy Statement

At Lytham C.E Primary School all members of staff and governors accept responsibility for all pupils recognising that a significant number of pupils within the school population, some of whom are not eligible for Free School Meals, may at any point during their school career require additional support and intervention. We are committed to meeting their pastoral, social and academic needs in a nurturing environment. As with every child in our care, a child who is entitled to Free School Meals, and consequently the Pupil Premium Grant, is valued, respected and entitled to develop to his/her full potential, irrespective of disadvantage.

Background & Barriers

The Pupil premium is allocated to children from low-income families who are currently known to be eligible for FSM in both mainstream and non-mainstream settings and children who have been looked after continuously for more than six months. It is also used for pupils who have been on the FSM register but no longer qualify. Schools have the freedom to spend the Premium, which is additional to the underlying schools budget, in a way they think will best support the raising of attainment for the most vulnerable pupils.

In order to meet the above requirements, the Governing Body and staff of Lytham C.E Primary will ensure that provision is made which secures the teaching and learning opportunities that meet the needs of all pupils. As part of the additional provision made for pupils who belong to vulnerable groups, the Governors and staff of the school will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for socially disadvantaged pupils, the Governors and staff of Lytham C.E Primary recognise that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered to or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

How we use the PPG funding

Academic intervention in addition to social, emotional and behavioural support are implemented through teaching assistants delivering high quality support and interventions as appropriate to the child. Analysis of tracking and progress is used as a vehicle to identify concerns and present issues and also as a measure of impact during the review process.

In addition, the school regularly considers current provision available in school and seeks to expand the range of support on offer. All PPG funded intervention and provision is assessed and evaluated to measure impact. We endeavour to then re-shape future interventions.

2018-19 Pupil Premium Strategy

The Pupil Premium is funding in addition to the school's budget. Schools are free to decide how to allocate this funding to best support the raising of attainment for the most vulnerable pupils.

In 2018/19 the school will receive £39180 in Pupil Premium allocations.

Identified Barriers are:

- Unmet needs, particularly for children on entry to EYFS – these can be a range of personal, social or emotional needs;
- Outcomes in core subjects for specific pupils;
- Speech and language development;
- Family circumstances that are not planned but require support.

How we measure impact

Our strategy to remove these barriers are outlined in detail within the action plan and includes key provision for:

- Full Time Learning Mentor;
- Mindfulness work;
- Regular and consistent feedback to ensure all children are fully supported;
- Pupil Progress meetings – these forms highlight specific pupils progress;
- Pupil Premium Data Tracker – completed termly by all staff and monitored by Assessment Leader;
- Targeted interventions that meet the pupils individual needs;
- Teaching & Teaching Assistant hours for one to one and small group teaching;
- Data for end of 2017 below:

	Reading	Writing	Maths
% achieving EXPECTED - 37 PP children	51%	43%	57%
% achieving BELOW EXPECTED – 37 PP children	49%	57%	43%

- Data for end of 2018 (to be completed July 2018) below:

	Reading	Writing	Maths
% achieving EXPECTED – 33 PP children	%	%	%
% achieving BELOW EXPECTED – 33 PP children	%	%	%

Review

This is reviewed termly by staff and by Governors via Curriculum Committee.