



The New Forest Church of England Voluntary Aided Primary School at Landford, Nomansland and Hamptworth

Pupil Premium Strategy 2017-18

Number of pupils eligible for Pupil Premium	13 including 5 adopted from LAC
School Context	7% of pupils are eligible for Pupil Premium funding in 2016-17
Total Pupil Premium funding due for 2017-18	£19560 (payable from June 2018)
Total Pupil Funding Received since April 2017 to date	£13,780

Due to the Pupil Premium being paid within the financial year and not the academic year there is some disparity between what is actually available and what will be paid later. This means that current funding is still based on the previous academic year PPG figures. Where the school has seen a significant increase in PPG children since the October 2016 Census the figures differ. The funding will catch up following the October 2017 Census and should be available from June.

What is the Pupil Premium Grant?

The Pupil Premium Grant is a government fund to help disadvantaged children and young people do well at school. The funding is allocated to schools for children from Reception to Year 6 who have registered for Free School Meals in the last six years. Additional funding is also provided for children of service personnel, known as the Service Premium. An enhanced Pupil Premium Plus was introduced in April 2014 for looked after children, children adopted from care and children who have left care under a special guardianship or residence order.

For 2017-18 the amount allocated per pupil has been set at:

- Pupil Premium £1320
- Pupil Premium Plus £1900
- Pupil Premium Plus for children living outside Wiltshire (Hampshire) £1400
- Service Premium £300 (reported separately at the end of this document)

All of these premiums are referred to in school as part of the Pupil Premium funding.

Our Guiding Aims

Our key objective at The New Forest Primary School is to use our Pupil Premium Grant to support disadvantaged pupils to develop their potential and the skills required to be lifelong learners, enabling them to perform in line with/above their peers nationally. Our experience tells us that in order to secure positive outcomes for pupils eligible for the Pupil Premium a multi-strand approach is required. The decision on spending of Pupil Premium funding is based on our own evaluative evidence, the findings of research bodies such as the Sutton Trust/Education Endowment Foundation and through developing links with other schools. To ensure benefit to our disadvantaged pupils, use of this funding is continuously analysed and reviewed.

Our use of the Pupil Premium is guided by the following principles:

- Ensuring that learning and teaching meet the needs of all pupils
- Targeting our support specifically on raising academic attainment whilst accepting that the well-being of the whole child contributes significantly to this
- Using evidence based approaches (including research from *The Sutton Trust* and *The Education Endowment Foundation*) to inform practice
- Focusing on quality first teaching opportunities for all pupils
- Ensuring that teaching enables rapid and sustained progress
- Ensuring that effective feedback and next steps enable pupils to make progress
- Ensuring that disadvantaged learners benefit from all school wide activities as well as appropriate interventions
- Deploying staff to best support the needs of disadvantaged pupils with regular reviews.

Nature of Support

We have identified four key strands which underpin our work with the Pupil Premium funding:

Strand 1: Learning in the Curriculum

Strand 2: Social and Emotional Development

Strand 3: Enrichment Beyond the Curriculum

Strand 4: Supporting Families and Communities

Identified Barriers to Learning and Future Attainment

- Low self-esteem
- Lack of school readiness and ability to fully engage in learning
- Low levels on entry of Pupil Premium pupils particularly in communication, literacy and language
- A small number of pupils who are in receipt of Pupil Premium are also on the SEN or EAL register
- Social and emotional needs
- A small number of pupils in receipt of PPG demonstrate poor understanding of how their behaviour impacts on others and lack skills in addressing their feelings
- Limited access to a literacy rich environment
- Access to extra-curricular activities and educational experiences such as trips, music lessons and participation in physical activities
- Parental engagement with school – especially regarding attendance at information and workshop evenings and completion of homework

Planned Expenditure 2017–18

School Context:

7% of pupils are eligible for Pupil Premium funding in 2017-18

Strand 1: Learning in the Curriculum

£5,820

Strand 2: Social and Emotional Development	£5,043
Strand 3: Enrichment Beyond the Curriculum	£987
Strand 4: Supporting Families and Communities	£2,550
Total:	£14,400 (includes £620 carry forward from 2016-17)

Areas of Expenditure 2017-18

Strand 1: Learning in the Curriculum

Focus	Actions/Intervention	Cost	Impact
To instil a love of reading for reluctant and struggling readers. To develop independent reading and comprehension skills.	Boosting Reading at Primary Intervention. Three children per ten week session (nine children per year).	£1600	Vast improvement in reading fluency and understanding of texts. (See case studies within school for further information). Children who have been extremely reluctant readers and not engaged in reading outside of school now have much more interest in books. The TA leading this is particularly skilled at finding texts that suit the interests of the children being supported.
Closing the gap within maths at KS2. Ensuring that any gaps in mathematical knowledge, vocabulary and understanding are identified and addressed.	Back on Track Intervention. Two groups of four children taking part in ten weeks of additional maths support with three thirty minute sessions per week. Primarily identified within Year 3 or 4.	£600	An increase in mathematical knowledge as shown by an average 12 month increase in maths ability within the three month period. The greatest impact however is the increase in self-belief and confidence with maths. This attitude has enabled children to engage better in class and take more enjoyment in the subject.
Develop greater fluency and confidence read independently for pleasure. To promote a desire and aptitude for regular reading. To develop	Reading Intervention – Rainbow reading with a trained TA. One Group of four children, 2-3 times per week for ten weeks. Term 4-5	£300	
To develop independent learning skills within maths and English. To enable children to focus on specific areas of maths and English, relating to whole class learning without the additional requirement to write.	Provision of coloured over-lays for children who struggle to read independently. This simple intervention helps children with dyslexia but also those suffering from visual stress.	£98	Children are able to use the coloured overlays to help them within their independent reading. Becoming more responsible for their own learning. The use of the STILE equipment has enabled children to quickly achieve short tasks, self-assess, self-correct and successfully complete

			a range of English and maths tasks linked to the current class learning. The tasks are simple, enjoyable and do not rely on written answers, removing some of the potential barriers to learning. Because children of all abilities are able to use these resources, children don't feel different or self-conscious..
Increase opportunities for reluctant writers to fully engage with writing and develop home learning opportunities.	Use Clicker 7 across the school to promote easier access to word processing opportunities. Home user package to enable children to continue work at home using the same resource at no cost to parents.	£758	Implemented in April 2017. Clicker 7 is now on all KS2 laptops. EYFS, Year 1 and Year2 each have access to two laptops containing Clicker 7. This has enabled reluctant and struggling writers to engage with written tasks. This has worked particularly well in those classes where the Clicker resource has been used by all children, removing any negative connotations of needing to use a different resource.
To engage children in learning and provide personalised opportunities.	Investment in suite of tablets – to contribute towards the cost of implementing tablet technology at our Landford Site in partnership with our PTA. To make greater use of the many APPs available to support all aspects of learning.	£990 (£8000 PTA contribution)	Pupils within KS1 to have greater access to on-line supportive content, linking with familiar technology. Greater engagement in learning, phonics and richer curriculum activities and opportunities available. The new LearnPad tablets are being used across the three classes at our Landford site. These have enabled children to really engage with technology. Additional Training in November 2017 was helpful. There have been some major technical issues inhibiting the full use of the LearnPads but these have now been resolved and children are beginning to make very effective use of this technology. Through a personal anonymous donation we have been able to extend the provision of LearnPads to our KS2 children. This will help with transition from Year 2 to Year 3.

To further develop comprehensions skills through interesting and supportive reading materials	The provision of First News and the iHub. To provide home access for children to access iHub for home learning tasks. 12 paper copies of the First News Paper are distributed across the school for guided and independent reading.	£274 (additional £300 funded by Service Premium to challenge more able children)	The iHub is used for home learning and enables children to access high quality reading resources independently at home. Those children without home access are able to engage with the extra-curricular and home learning tasks through our KS2 homework club. First news is used for guided reading using both the paper copies and the tasks provided on the iHub. The current news stories have captured the interest of children and the shorter sections of text are engaging to our more reluctant readers.
To provide enrichment across the curriculum.	The provision of Purple Mash for the whole school including home access.	£1200	This enhances the curriculum for all children. Enabling disadvantaged pupils to easily engage with the curriculum without being shown to be different. Purple Mash supports all areas of the curriculum and is used at home to enable children to continue their learning outside the classroom.

Strand 2: Social and Emotional Development

Focus	Actions/Intervention	Cost	Impact
Support children to understand their feelings and how to manage them appropriately.	ELSA support time within school day.	£4796 (further £300 funded by Service Premium)	ELSA support is taking place on each of our school sites. Teachers are able to refer to our ELSA team for guidance and support. Further provision in terms of time available may be required in the coming months to enable our ELSAs to manage their workload effectively.
Enable children to work on managing feelings appropriately.	ELSA resources: a wide variety of books, games, support request boxes, cushions and activities to support children understand their emotions and prepare for learning.	£247	Children supported by ELSA report that they have enjoyed the games and stories and they have found them helpful.

Strand 3: Enrichment Beyond the Curriculum

Focus	Actions/Intervention	Cost	Impact
Ensure that all children have full access to educational trips and visits.	All Pupil Premium children have been able to attend all school trips due to funding from the Pupil Premium Grant. The benefits of trips and visits in engaging children in their	£716	The school is able to fund those children in receipt of PPG to attend some of our educational visits to ensure that they receive

	learning has been widely feedback by both teachers and parents.		the same opportunities as their peers. This is particularly impactful on those children who would otherwise not experience residential experiences due to financial restraints. The children are able to fully access and participate with their peers and develop important skills such as resilience, perseverance and co-operation.
To develop extra-curricular interest and specific skills.	Provision of flute lessons for individual children	£271	These lessons have helped improve the self-esteem of individuals. The discipline of learning to play an instrument and practicing a skill is helping to develop self-discipline and a sense of pride

Strand 4: Supporting Families and Communities

Focus	Actions/Intervention	Cost	Impact
Provide practical advice and support to parents in challenging circumstances.	Parent Support Advisor available at all times through a shared cluster initiative. Support for families who face changing or challenging circumstances.	£1900	Parents feel that they have someone to turn to. Parental feedback demonstrates success as parents feel supported.
Provide support and advice to parents with practical ways of improving their parenting skills.	Parent Talk course. Six afternoon training sessions for parents to work through a variety of parenting issues. Summer 2018	£650	

Service Premium Strategy 2017-18

Number of pupils eligible for Service Premium	2		
School Context	1% of pupils are eligible for Service Premium funding in 2017-18		
Total Service Premium funding received for 2017-18	£600		
Focus	Actions/Intervention	Cost	Impact
Ensure that the pastoral needs of our children receiving Service Premium are fully met.	Contribution towards the cost of ELSA Support	£300	Provision of safe place to go when feeling anxious about their family situations. Children are able to come into school more confidently and know that they have a safe place to go when they feel upset or worried.
Create opportunities for the more able Service Premium Children to access reading in an engaging way	Contribution toward the cost of online opportunities to extend and challenge within reading through	£300	Increased independent and shared reading activity both in and out of school.

<p>both in an out of school to provide motivation and develop mastery.</p>	<p>subscriptions to First News which is accessible both in and out of school.</p>		<p>An opportunity for the more able to excel within this reading. The paper copies are used within class for the more able readers to read independently.</p>
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