

Pupil premium strategy

Summary information of pupil premium (PP)

Name of school:	Tivetshall Primary School		
Year:	2016- 2017	Total PP budget for year:	£13 800
Total number of pupils:	Total number of pupils on roll October 15 census = 33	Total eligible for PP - inc EV6 +LAC 11	
Amount per pupil:	£1320 + £ 600 per term LAC(out of county)	Reviewed:	Pupil progress meetings including monitoring efficacy of interventions using Boxall Profile + core assessments Report to Governors' Progress Cttee

Mission statement

To ensure all pupils are given opportunities that will provide potential for equality of outcomes with support for improved attainment, raised expectations and readiness for life and learning.

Barriers to future attainment for pupils eligible for PP

In-school barriers:	
A.	Vocabulary skills - pupils generally enter school with a deficit in terms of everyday vocabulary
B.	Limited language and communication skills impacts on access to areas of learning
C.	Emotional and social needs often accompanied by low aspirations and fixed mindset
External barriers:	
D.	Some issues with attendance and sporadic support at home.

Pupil premium expenditure is reviewed by the senior staff and adjusted to meet any additional needs. We use the latest John Hattie meta-analyses and the data relating to 195 'effects' on student achievement. We also refer to the Education Endowment Fund Toolkit for additional information.

Planned expenditure

Approaches used:	Linked to Barrier A/B/C/D	Implemented through:	Total Cost
Effective and timely feedback	<u>A/B/C/D</u>	Quality first teaching in the classroom with further adult support to provide opportunities to improve and to ensure this is a successful activity. Avoiding comparison with others - rather developing self worth and growth mindset (Staff CPD)	
Professional Development	<u>A/B/C/D</u>	Boxall Training	
Nurture groups	<u>A/B/C/D</u>	Identified needs through Boxall profiling. Targeted group work to implement Boxall interventions.	£13806
Behaviour and learning support to reduce negative impact on self and peers	<u>A/B/C/D</u>	1:1 TAs 60.75hrs a week = £30293 - £16487 from cluster = £13806	
Increase the range of experiences	<u>A/B/C/D</u>	Trip subsidies £300	Approx. £300

Resources - classroom	<u>A/B/C/D</u>	Mighty Writer - one classroom set to complement CPD	Approx. £349
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Impact	
Nurture Groups	<p>Enabled two children in danger of exclusion to stay in school and also reduced the impact of their disruptive and negative behaviour on their peers.</p> <p>ASD/ADHD pupil given strategies to begin to interact with a small group of his peers and develop social skills to support his needs in and out of school . A forum to address their behaviour.</p> <p>Evidence - pupils remained in school, the frequency and severity of incidents reduced, fewer incidents recorded in behaviour logs.</p>
Behaviour and Learning Support	<p>Children perceived themselves to be supported by a 'key person' therefore more secure. Behaviour outcomes more positive.</p> <p>Specific interventions;phonics,handwriting, mental arithmetic.</p> <p>Additional support to develop vocabulary skills (School Development Plan)</p> <p>Evidence Provision mapping for every pupil; reviewed half termly.</p>
Boxall Training	SENCo and TAs able to assess and deliver appropriate behaviour and emotional and social interventions.
Financial Support for Trips	Financial difficulties will not prevent a child from participating in any school trips, including the residential for UKS2.