



PUPIL PREMIUM POLICY AND PLAN 2015/16

Aims

At Langley Hall we want every child to have equal access to the curriculum and the many activities that the school offers and we are proactive in finding ways in which this can be achieved.

It is our belief that no child should be left behind. It is the responsibility of every member of staff, governors and teaching assistants to ensure that our children are given every chance to achieve.

Pupil premium funding represents a significant proportion of our school budget and this policy outlines how we will ensure it is spent to maximum effect.

Background

The Pupil Premium is allocated to schools for children of statutory school age from low-income families who are known to be eligible for Free School Meals (FSM) in both mainstream and non-mainstream settings, to children who have been looked after continuously for more than six months and to children whose parents are currently serving in the armed forces.

From 2012-2013 this also included pupils eligible for FSM at any point in the last six years (known as the Ever 6 FSM measure) and also looked after and adopted children.

The Government is not instructing schools how they should spend this money; it is not ring fenced and schools are free to spend the Pupil Premium as they see fit. However we will be held accountable for how we have used the additional funding to support eligible pupils. Since September 2012 we have published online information about how we used the Premium. This ensures that parents and others will be made fully aware of the attainment of pupils covered by the Premium and the extra support that they receive.

Use of pupil premium for 2014/2015

In 2014/2015 the level of pupil premium was £1300 per pupil known to be eligible for the disadvantaged funding (this used to be called the free school meals grant) and those who have been eligible for the disadvantaged funding in the past 6 years (known as Ever 6). For children whose parents serve in the Armed Forces pupil premium is £250 and for those who are in care, or have been in care or subject to a care order in the last 6 years, or adopted the pupil premium is £1900. In 2014/2015 13% of our children were eligible for pupil premium funding. This was 96 children. We received £124,800 for pupil premium.

Use of Pupil Premium for 2015/16

In 2015/2016 the level of pupil premium is £1320 per pupil known to be eligible for the disadvantaged funding (this used to be called the free school meals grant) and those who have been eligible for the disadvantaged funding in the past 6 years (known as Ever 6). For children whose parents serve in the Armed Forces pupil premium is £250 and for those who are in care, or have been in care or subject to a care order in the last 6 years, or adopted the pupil premium is £. In 2015/2016 11% of our children were eligible for pupil premium funding. This will be 80 children. We will receive £105,600 for pupil premium.

The active involvement of Governors

Governors are fully involved in the way in which pupil premium funding is allocated. They ask challenging questions about the way in which funding is used to close the gaps in attainment between Pupil Premium children and non- Pupil Premium children.

Provision

The school supplements the disadvantaged funding to ensure that we support all of our disadvantaged pupils or adopted pupils and this fund is known as the governor's fund.

All children eligible for the disadvantaged funding are eligible to receive a free school meal, a contribution towards the cost of school uniform, payment for half of the cost of day trips and residential visits and a free violin for the weekly music workshop lessons. There is also the opportunity to attend a weekly specialist club free of charge and one to one or small group instrument tuition at half the fess with one of our peripatetic teachers.

For children who are looked after, adopted or are Ever 6 children we may use the funding differently in order to meet the needs of these children. This may include: providing small group help to pupils who need it most to meet their academic, social and emotional needs; spending time with our nurture teachers in the nurture room; free attendance at out of school hour provision including maths and English holiday clubs or use of external services such as SEBDOS or speech & language, behaviour management workshops. The money will also be used to train staff to work with these groups of children and hold coffee mornings for parents helping them to engage with the school.

The chart below shows in more detail the ways in which we will use the pupil premium funding this academic year. We have 80 children eligible for disadvantaged funding, free school meals, 50% off their uniform and 50% off residential and other school trips. They are also entitled to the use a free violin for the duration of the time they access violin tuition

Overview of the School

There are 728 pupils on role.

83 pupils are in receipt of Pupil Premium funding

47 pupils are in receipt of Disadvantaged funding

25 pupils are in receipt of Ever6

1 pupil is LAC

10 children are adopted

0 pupils with parents serving in the Armed Forces

Access to the provisions listed here are made available to pupil premium children on a case by case basis and are tailored to meet the needs of each and every child individually

<i>This year the pupil premium will be used in the following ways:</i>	<i>Amount allocated to the intervention/ action £</i>	<i>Is it a new or continued activity/cost centre?</i>	<i>Brief summary of intervention or action including details of year groups and pupils involved, and timescale</i>	<i>Specific intended outcomes – how will this intervention or action improve achievement for the Pupil Premium? What will it achieve if successful?</i>	<i>How will this activity be monitored, when and by whom? How will success be evidenced?</i>	<i>Impact of Activity – to be completed for each activity July2016</i>
Residential Trips (children on FSM)	£6500	Continued	To build resilience, learning & social skills	Children are confident, more self-aware and aware of others	Class teachers collect feedback from the children focussing on what they have gained.	This activity had significant impact on pupil's confidence, resilience, determination and grit. They learn to work as part of a team and the skills they gain impact positively upon their learning. They were able to tackle difficult challenges better because they had experienced the residential trip.100% of PP children came back from CW more confident and resilient.

Trips/visiting groups e.g theatre groups (children on FSM)	£250	Continued	Deliver school curriculum by providing experiences through visits and creative participation with part cost being met by Pupil Premium	To have a more in depth understanding of the topic/curriculum area and making it more relevant. It will make pupils more culturally and socially aware	Class teachers to assess follow up work/discussions	100% of PP children have extended their knowledge of British values through visits including the Garter ceremony. 100% pp children accessed visits relating to the curriculum
Individual Music/singing lessons	£600	Continued	Individual Music lessons for children who are identified as having a particular aptitude	Develop skill and self esteem and provide an opportunity to perform to a wider audience	Music teachers keep a record of progress	children who showed a desire for and aptitude towards music were given an opportunity The impact of further opportunities to learn a musical instrument can accelerated their progress.
After school club (children on FSM)	£3500	Continued	Children may choose an after school club	Develop additional skills and knowledge and provide additional after school care	Club leaders & club coordinators	All children are encouraged to enrol in a club and participate weekly in an activity of their choice. As a result pupil premium children have equal access to the extended curriculum and learn new skills.
Arts Club		Continued	An arts award	To provide a social opportunity whilst developing skills in the Arts		50% of children on the arts award scheme were PP
Musical Instruments (children on FSM)	£5700	Continued	Children are provided with musical instruments to ensure they are not disadvantaged and are able to access the full creative arts curriculum	Develop a skill in playing a musical instrument and being able to perform to a wider audience	Music workshop team and Head of Music	All PP children were able to take part in musical lessons

Dedicated LSA time for interventions	£18000 50hrsX£10X36 weeks	Continued	Planned additional interventions as on provision maps	Intervention time is time specific and run by TAs and teachers who are able to deliver interventions smartly.	Monitoring it by assessing prior to the intervention and reviewing after a set time.	90% pupils who took part in a variety of interventions achieved expected and above
Out of school hours provision	£4.600	Continued	Maths/English holiday school run for children identified as needing extra support in maths in targeted year group	Increase current levels and begin to close the gap	Assessment prior to assistance being given and following the additional support	Reading Maths and Writing – 90% achieved expected and above
Buying in external services	£5000	Continued	Support from external specialists ie SEBDOS, speech & language	Review against initial targets	Reports from specialist agency	100% of children accessing the therapy sessions enjoyed them and found them to be helpful
Nurture Group	£21000 £12000	Continued	Group of identified children to form a nurture group	To provide support to vulnerable children	TAs and observation in line with provision maps and targets	All PP children accessing the nurture provision made progress
Specialist curriculum teachers	£1000	Continued	To provide booster classes for those children who need support with maths	To improve the children's levels of attainment	TA prior to intervention & SATs results	90% of children taking part in booster classes made expected and above progress
Provision of specialist training for staff and LSAs(as detailed below)	£5000	Continued	Areas of expertise needed to be developed identified and training sourced to address these needs.	Areas identified and training provided. (listed below)	Areas for development for provision were, SALT,EAL, ASD-training provided in all areas	All LSA's took part in ASD training, AfL and code of practice and feedback that the had developed professionally
Specific LSA & teacher training	From above budget	Continued	To train staff to be able to support children with specific need		Training undertaken and completed satisfactorily	LSAs are more confident in delivering the curriculum in their intervention groups
Positive Behaviour Management training	As above	Continued	As above		As above	Staff were confident in dealing with children with challenging behaviour – children spent longer periods of time in the classroom accessing the

						curriculum
EAL training	As above	New	As above		As above	This activity did not take place this year
Phonics training	As above	Continued	To train staff and parents to be able to support their children		As above	This activity did not take place this year
Coffee mornings	£500	Continued	Social event to engage parents in aspects of their children's learning and development	Parents engage with school and awareness raised	Attendance registered.	100% of parents attending coffee mornings found them to be a valuable way of accessing information about the curriculum
Dedicated leadership time for vulnerable children and families	£27000	New	Time allocated on a weekly basis for working with individuals, families and staff	Those identified receive the support they require to ensure they can access school and other services they may require	Parent questionnaires, SLT meetings Head of Children's Services monitoring and observation. PAC meetings. Assessment coordinators, SENCO and Head of Children's Services monitoring data	90% of parents who were involved with the Early Help process felt that they were supported by the school
School Uniform (children on FSM)	£1200	Continued	Assistance given for specialist items of school uniform	To improve children's self-esteem and to ensure the children fit in to the school community	Class teachers to monitor during uniform checks to ensure children have correct uniform	All children were able to wear school uniform and feel a sense of belonging to the school community

Minibus	£15 per week per child	Continued	To transport child or children to and from school for a specified period of time	To enable a child to get to school on time and without stress or worry	Reviewed termly	Overall attendance improved from 95.92% to 96.2%.
Occupational therapy provision	£6.700	New	Specific children identified throughout the school for short term interventions	Children's physical needs are met and teachers are supported in providing appropriate therapies and activities.	SENCO will monitor through observation and reviewing provision and planning	100% of children accessing OT have improved their fine motor skills
Arts therapy counselling	£3.200	New	Specific children identified throughout the school for short term interventions	Children's emotional needs are met and teachers are supported in providing appropriate therapies and activities.	SENCO will monitor through observation and reviewing provision and planning	100% of children accessing the therapy sessions enjoyed them and found them to be helpful
Psychotherapy	£4,000	Continued	Specific children identified throughout the school for short term interventions	Children's emotional needs are met and teachers are supported in providing appropriate therapies and activities.	SENCO will monitor through observation and reviewing provision and planning	100% of children accessing the therapy sessions enjoyed them and found them to be helpful
Speech and Language therapy	£8,000	New	Specific children identified throughout the school for short term interventions	Children's speech and language difficulties improve.	SENCO will monitor through observation and reviewing provision and planning	100% of children who accessed have improved their speech sound production and communication skills
11+ booster classes during summer holidays prior to taking the test.	£3.800	Continued	Small group assistance given to year 5 children who are identified as needing support	Children are successful in passing the 11+ and allocated places at Grammar Schools	Assessment coordinators and Head of Upper School to monitor 11+ results.	shane
Use of research toolkits to determine the strategies that will help children in the most effective way.	£900	Continued	Use of research toolkits to determine the strategies that will help children in the most effective way.	Wider range of strategies employed to support children's learning.	Specialist teachers i.e nurture teacher, through observation and monitoring.	Staff felt that the access to research material ensured that they good plan effectively and knowledgeably
Curriculum resources to enhance the engagement of disaffected students	£9,000	Continued	Resources such as Bug Club ,Espresso and Purple Mash	Disaffected students engage and enjoy learning	Class teachers to monitor	Staff felt that the access to research material ensured that they good plan

						effectively and knowledgeably
Laser drop in sessions to support parents in accessing Laser	£2,191	Continued	Sessions organised on a small group or 1:1 to support parents in accessing the Laser system	Parents access Laser more effectively and children are more engaged with school activities including homework	class teacher and Head of Children's Services	All parents are able to access the laser and support their children's learning A computer is now made available for parents to access

Case Study:

Child A has Free School Meals and is in key stage one. He struggles with his reading and written work and the Pupil Premium has been used to provide intervention work in phonics and literacy. He has emotional issues being unable to regulate his feelings appropriately and we have arranged for him to see a children's counsellor. To help him and other children in the school with self-esteem issues we paid for specialist peer mentor training for children who has been selected because they displayed a high level of empathy and kindness. Child A would not have been able to go on our residential educational visit if we did not provide support funding. This trip was of immense value to him and positively impacted on his behaviour and work back in the classroom.

Case Study:

Child B is claiming free school meals. He has ADHD but does not have a statement of educational needs. Child B requires one-to-one assistance at certain key points in the week. The Pupil Premium allows us to provide this level of support so that he can focus on his numeracy and literacy and does not fall behind. Child B is really interested in film and the pupil premium enables him to attend our after-school film club. Through this activity he has developed his ability to read and write text because he is totally enthused by the tasks he is involved in.

Case Study:

Child C is claiming free school meals. She is very artistic and by using the Pupil Premium she is able to attend a weekly after-school art club. She is doing well in class and loves to be involved in all of the activities the school provides. She has been given a violin for her weekly lessons, has received assistance with the cost of the residential educational trip, and with other day trips that have been arranged for her class. She would not be able to access these if the Pupil Premium was not available to provide this assistance. Before coming to Langley Hall she had not visited a Theatre. Accessing these activities is broadening her horizons and enabling her to achieve her full potential.

Case Study:

Child D was a looked after child who is now adopted. She has emotional needs that are met by the school via attendance at our nurture group on a daily basis. Specialist external staff are employed to provide support and counselling and learning support assistance for some of the day. This enables her to access the curriculum and feel adequately supported in learning activities.

Achievement of pupils who met or exceeded national expectations for whom we receive pupil premium funding:

End of KS1 Pupils working at level 2 or above 20% (1/5 children)

End of KS2 Pupils working at level 4 or above 50% (5/10 children)