



Wheatcroft Primary School



Pupil Premium Funding

The pupil premium grant is provided to schools to close the gaps particularly those in attainment between disadvantaged pupils and their peers.

A school will receive an amount of money for each pupil of compulsory school age who fits the eligibility criteria. There are [five categories of eligible pupil](#). Each category attracts a different amount of funding.

Eligible groups and allocation amounts

The conditions of grant for pupil premium allocations in the 2016-17 financial year, published by the Education Funding Agency (EFA), explain that five categories of pupils are eligible for funding:

Type of disadvantaged pupil	Pupil premium per pupil 2016-17
Pupils in year groups reception to year 6 recorded as 'ever 6 free school meals (FSM)'	£1,320
Pupils in year groups 7 to 11 recorded as 'ever 6 FSM'	£935
Looked after children (LAC)	£1,900
Post-LAC	£1,900
Pupils recorded as 'ever 6 service' children, or in receipt of a child pension from the Ministry of Defence	£300
*Early years pupil premium (Additional Group)	£302

Financial Year 2016 / 17 report @ 10/16		Total fund allocated: at budget £ 31,680			Revised in year figure(12/16) Inc EYPP: £43,560
Key Outcome Indicator	School Focus/ planned	Actions to Achieve	Planned Funding	Actual (yr end)	Impact Sustainability & Next steps evidence
Targeted intervention across the school for pupils who meet the disadvantaged criteria and are at risk of not making age related expectations	Identify designated staff members who will, guided by teaching staff and any appropriate external advice provide focused support and intervention to raise standards	Individual children identified Intervention created (1:1 or small group). Appropriate staff members allocated to specific children. Timetables & areas organised. Data reviewed & targets set. Monitoring systems in place & regularly reviewed. 12 hours a week allocated to working with targeted chn. SpLD outreach - 5 days training for TAs in literacy work with chn, across Autumn 2016	£25 k		Evidence shows that all children have made progress from their starting points in RWM. Targets have been met & new ones set. Teachers regularly update monitoring systems to ensure targets & assessments are reviewed, appropriate and achievable. Staff training ensures development of staff expertise to ensure children's needs are met. SLT regularly monitor trends in data to inform school development plan.
Disadvantaged children to have regular access to an adult to support reading	Reading baseline assessment carried out for all chn Identify staff & parent training needs. Quality first reading training for all TAs & teachers	Children's needs identified then allocated to 1:1 or small group with a consistent adult. 15 hours a week allocated to reading with targeted chn. SpLD outreach – 2 days training for TAs, teachers & SENCO, across Autumn 2016 term	£2,500		100% of children made progress in their reading & comprehension age based on their baseline assessment Those chn who were on reading scheme have moved on through coloured progress bands. Positive responses from pupils regarding enjoyment of reading.
Targeted Maths specific intervention in Upper Key stage 2 for pupils who meet the disadvantaged criteria and are at risk of not making age related expectations	Identify pupils who will benefit from 1:1 online support with Maths who will be supported by the technology and confidence given through that approach	Identified 3 rd space as a provider. Arranged timetable and on line access and appropriate adult monitoring the sessions. 3/4 hour a week for targeted chn. Teaching staff to focus tutors and monitor outcomes.	£2,028		All children developed more confidence & focus in lessons. This contributed to these children making steps of progress against Herts For Learning steps (average 2.2 steps).

Children in UKS2 grouped for Maths to ensure access to extra intervention for those who require it	Identify chn based on last year's data. Teachers and TAs supporting appropriate groups. Resources identified and ordered to support work.	Children set appropriately. Staff team to create long term plan together. Identified chn work within a small targeted teacher led group during Autumn 2016.	3,000		Children's needs and gaps in learning are identified and addressed in a small group situation giving them more time to improve and develop skills. Chn are all contributing to lessons more as their confidence grows. Targets are being met & reviewed regularly. Parent feedback at consultations has been positive. Progress is appropriate to ability.
Targeted work for secondary transition for those children with SEMH needs.	Children identified. Time allocated. Outside agency, therapy & SEN advisor support where necessary.	Children have regular access to a trusted adult to discuss their needs and worries. Approx 3 hrs/wk 1:1 sessions	750		Children will have a more smooth transition to secondary school. Their self-esteem and emotional needs will be met. They will learn coping strategies.
Extended care for target children for inclusion and involvement in school life and extra-curricular acts.	Identify children and appropriate activities.	Organise access to extended wrap around care where / when necessary	£400		Children able to access quality wrap around are and targeted activities that encourage social interaction and supported learning beyond the classroom
Enable access to sports clubs, music tuition, day trips & school Journeys for disadvantaged children to ensure inclusion in wider curricular experience.	Identify disadvantaged children that would not have access unless given financial support.	Appropriate needs identified. Parents of eligible children given financial support	£300		Children will be provided with more opportunities to participate in enrichment activities to enhance life skills and experiences.
Consultant SEN advisor supporting staff in their knowledge & enabling appropriate support & interventions for identified children.	SEN advisor in school Staff awareness raised through phase meetings, staff meetings or 1:1 adult meetings	SLT identify needs with support of SMT and school development plan. Targeted advice for disadvantaged chn with SEN.	£8,000		Children's needs are better catered for Staff are given knowledge of how to use external professional agencies. Children are nurtured appropriately. Counselling elements included in work
To work with the 'Achievement for All' scheme to ensure achievement for all children	Data analysed Children's needs assessed Interventions put in place	Application to action research project targeting disadvantaged pupils.	£3000 in yr 1		All children will have more opportunities to achieve expected progress. External advice & support will be implemented. Provision for disadvantaged chn will be reviewed with an external advisor. Staff training will be reviewed, access to dedicated resources will be available. Detailed monitoring over a 2 year period.
CLA Support	AS identified in PEP		£1,900		As Reviewed in Personal Education Plan(s)
EYPP	<i>Identify & support need</i>	<i>Enhance targeted staffing</i>	£1,511		Contact time enhanced to address targeted programmes
			£ 34,139		

Financial Year 2015/16		Total fund allocated:			£ 35,074
Key Outcome Indicator	School Focus/ planned	Actions to Achieve	Planned Funding	Actual Spend	Impact Sustainability & Next steps evidence
Targeted intervention across the school for pupils who meet the disadvantaged criteria and are at risk of not making age related expectations	Identify four designated staff members who will, guided by teaching staff and any appropriate external advice provide focused support and intervention to raise standards	Individual children identified Sort term Targets for improvement set Progress monitored Targets revised & renewed frequently	32,092	32,092	Good impact. All children identified have made progress from their starting points with these interventions. Detailed monitoring & tracking of individuals & targets is in place. Pupil numbers in any cohort are small and make closer identification inappropriate
Targeted Maths specific intervention in Upper Key stage 2 for pupils who meet the disadvantaged criteria and are at risk of not making age related expectations	Identify pupils who will benefit from 1:1 online support with Maths who will be supported by the technology and confidence given through that approach	Identify appropriate provider. Arrange timetable & on line access. Staff to focus tutors and monitor outcomes.	2,028	2,028	Good impact. All those children undertaking this intervention made demonstrable progress 88% achieving age related expectation or better
Targeted workshops for all Year 6 pupils to prepare and ease transition to Year 7.	Identify provider for relaxation techniques to reduce anxiety surrounding national tests. Ongoing training in preparation for resilience@ Secondary Age	Deliver daily relaxation sessions. Organise transport to school delivering Crucial Crew.	287	287	High impact. All Year 6 were prepared and ready to take national tests feeling confident and relaxed. Attended Crucial Crew and felt ready for the challenges of staying safe and independent when moving onto secondary school.
Extended care for disadvantaged children to encourage their inclusion and involvement in school life and extra-curricular activity.	Identify children and appropriate activities.	Organise access to extended wrap around day where necessary. Select appropriate extra-curricular activities and providers.	376	376	High impact. Children were able to access quality wrap around care and targeted activities that encouraged social interaction and supported learning beyond the classroom.
Enable access to school Journey for disadvantaged children to ensure inclusion in wider curricular experience.	Identify disadvantaged children that would not have access unless given financial support.	Identify appropriate needs to gain support.	291	291	All children were given the opportunity to be included in school journeys. High impact as children gained by developing their social independence, challenging themselves in activities which are not readily available to them in the normal school day or local community.
			35,074	35,074	