

Pupil Premium Strategy at Withington 2015-2016

What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. From September 2014, the premium will be worth £1,320 and goes to students who at any point in the past 6 years have been in receipt of Free School Meals (FSM); £1,900 goes to any student who has been continuously looked after for the past six months or who has been adopted from care under the Adoption and Children Act 2002 or who has left care under a Special Guardianship or Residence Order; finally £300 goes to students whose parent/parents are currently serving in the armed forces or are in receipt of a pension from the MoD. How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent.

Why is there a pupil premium?

Students who have been eligible for Free School Meals at any point in their school career have historically had consistently lower educational attainment than those who have never been eligible.

How many pupils at Withington are eligible for the Pupil Premium?

In 2015-2016 34% of pupils will be eligible for pupil premium giving an income of £25,080: 18 Pupil Premium and 1 service child.

Parents in receipt of Child Tax Credit /housing benefit are asked to complete a free school meal application form, and it is vital that the application form is completed to allow additional funding to be released to the school.

How will the impact of the spending of the Pupil Premium be measured?

To monitor progress on attainment measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium. At Withington the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform student progress and enable the early identification of need, support and appropriate intervention.

Pupil premium expenditure 2015 -2016 Barriers to achievement and key objectives	Description of approach	Reason for approach	Targets followed by Outcomes Evidenced 2015-2016
<p>Attendance, Enrichment and Enjoyment: To offer a range of opportunities to PP pupils that these barriers would normally inhibit.</p> <p>To narrow the gap between attendance at extracurricular activities and trips between PP and non PP pupils.</p> <p>To enrich and enhance pupils life opportunities through wider access to enrichment activities.</p>	Budget held by Head of Learning to mitigate against barriers such as uniform, which ensure that the PP pupils have a sense of pride and belonging at Withington.	To ensure that the PP pupils have a sense of pride and belonging at Withington.	<p>100% PP attend 2 extracurricular clubs during the year. Uptake has increased all pupils attended 2 extracurricular clubs, next steps to widen the opportunities on offer to PP pupils through clubs.</p> <p>All PP pupils to take part in trips and residential. 1 pupil did not take part in trip to LEGOLAND, as parent concerned by distance, otherwise 100% attendance on trips during the year. Trips included LEGOLAND, pantomime, Warwick Castle, Gloucester Climbing Centre, Birmingham Hippodrome.</p> <p>To ensure all PP pupils achieve national expectations in swimming. Through smaller groups attending swimming sessions, more badges were achieved. All Year 6 PP pupils leaving Withington had achieved national expectations in swimming.</p>
	Financial support for trips and residential eg London and Malvern	To allow children opportunities to experience the wider world and broaden their horizons.	
	Weekly swimming lessons and transport	To ensure healthy pupils, who also have a sense of water safety and enjoy swimming opportunities.	
<p>Barriers to achievement, attainment and progress in English, Maths and Communication:</p> <p>To enable children to develop a firm foundation of phonics understanding, enabling them, to become confident readers and in turn enriching their writing.</p> <p>To ensure PP pupils are having regular opportunities to read and during these opportunities</p>	LSSA reading manager and reading support	To encourage a love of reading, allowing the children opportunities to experience reading and widen their horizons through literacy.	<p>Through identification and reading intervention, 83% of Year 6 pupils reached a good level of development in the Year 6 SATs, above national expectations.</p> <p>Through focused teaching and working with English specialist from federation High School, 83% of Year 6 pupils reached a good level of development at the end of Year 6.</p>
	Purchase of higher reading books to encourage a love for reading.		
	Purchase class sets of thesauruses to enable children to widen their vocabulary.		
	LSSA training in literacy, maths and reading.	To keep staff up to date with changes to curriculum and learning styles.	
	Class teachers to take part in writing training as a federation, to ensure all pupils progress in writing.	To develop and embed key mathematical principles allowing the PP pupils to become confident	

<p>experiencing a wide range of texts both fiction and nonfiction.</p> <p>To ensure that PP pupils have the ability to approach their learning in a range of learning styles e.g. kinaesthetic learners.</p> <p>To narrow the gap between the achievement (at the end of key stage 2) of PP and non- PP in Literacy and Numeracy</p>	<p>Purchase of key texts to match literacy topics, also purchase of MP3 players to allow all PP learners to access texts.</p>	<p>mathematicians. To foster and enjoyment for maths and its wider application outside of school.</p>	
	<p>Supporting the focus on English and Maths by maintaining low teacher/ pupil ratios across the school</p>	<p>To enable personalised learning and PP pupils to progress and in turn narrowing the gap between them and their peers.</p>	
	<p>LSSA support in for numeracy and literacy in lessons</p>	<p>Allow quick intervention and addressing of misconceptions.</p>	
	<p>Support from federation staff (Administrative and technical)</p>	<p>To ensure classroom environment is enabling access through new technology. Administrative staff ensure SIMS is up to date and PP pupils tracked appropriately.</p>	
<p>Barriers to behaviour</p> <p>To improve attitudes to learning for PP pupils and ensure that they develop a thirst for learning.</p>	<p>Behaviour intervention groups</p>	<p>To allow all PP pupils to overcome their barriers to learning through focused assessments and interventions.</p>	<p>All PP pupils to access the curriculum and in turn narrowing the gap between themselves, their peers and national expectations.</p> <p>Through specialist assessments and interventions put into place, PP pupils in Year 6 achieved a good level of development in maths, reading and writing. Scoring a scaled score of 99 in SPAG</p>
	<p>1 to 1 behaviour support</p>		
	<p>Ed Psych visits to school to help support PP pupils overcome barriers</p>		
	<p>Specialist teachers to help support PP pupils overcome barriers</p>		
Total Spend	£25,700		
Review date – June 2016			