



Helmingham Community Primary School **Pupil Premium Action Plan 2016-17**

Headteacher: Bernie Cleland	Agreed with Governors:	Pupil premium profile 2016 - 17 16 Pupils Eligible for 'Ever 6' or Free school meals = £21,120
Chair of Governors: Glen Buckingham	Review date: Autumn 2017	Total expected Pupil Premium Income 2016-17: £21,120

Summary

At Helmingham C P School, we aim to raise the attainment of all pupils, including pupils who are disadvantaged and reduce the attainment gap between all groups of pupils across the whole school. It should be noted that the gap between our disadvantaged pupils and non-disadvantaged pupils can be positive. However we believe strongly in providing equal opportunities and treating pupils as individuals, recognising their strengths and their particular personal and academic needs.

The school has a high level of mobility and strategies are put in place to support pupils in transferring successfully to the school.

We analyse the school's performance data and the achievement of individual pupils, in order to plan Pupil Premium expenditure strategically. Pupils are discussed termly at Pupil Progress Meetings, involving the class teacher and Headteacher. Once whole-school and individual priorities have been identified, we put in place a range of strategies, interventions, programmes and other supportive actions.

Barriers to Achievement at Helmingham Community Primary School

Pupils who generate Pupil Premium funding have many and varying needs. There are some barriers to learning that are common. However, some barriers are personal and specific to individual learners. It should not be assumed that the following list is relevant to all pupils who generate additional funding or that all pupils who generate pupil premium funding have a learning need.

- High mobility – pupils often arrive with gaps in their learning, and pupils may need help to feel safe and secure and form friendships;
- Ability to fund extra-curricular activities both within school and out of school e.g. clubs;
- Ability to fund trips and other experiences that support the curriculum;
- Support with developing key literacy skills, particularly in reading;
- Support with developing key mathematical skills;
- Speech, language and communication development;
- Support with challenging behaviour through additional TA.

Specific actions / approach	Lead person	Timescale	Success criteria	Monitoring	Resources / cost
Subsidies for educational trips and residential stays in school time to support the curriculum.	Class teachers / Business manager	From September 2016 – July 2017	All pupils access curriculum-based educational visits	Business manager and HT to oversee attendance at trips	£1300
Subsidies for uniform to enable pupils to feel part of the school community.	Business manager	From September 2016 – July 2017	All pupils have and wear school uniform and feel included	Business manager to record purchase of uniform and update spreadsheet.	£400
Implementation of IPEELL writing project. The programme will be partially funded by the Challenge Fund. <i>EEF research indicates that IPEEL accelerates progress by approximately 9 months in 38 weeks.</i>	Gaynor Bakewell / Charlotte Salmon/ Collette Scrivener	Training (Summer term 2016)	Programme implemented from September 2016 with further training and monitoring. Data will show more children achieving ARE and more than expected progress in writing	Staff to provide regular updates at staff meetings. English leader to carry out pupil interviews. Include update in HT report to governors.	£1975 + supply cover £500 (50% EEF grant) £1237
Funding to allow pupils to access clubs and other enrichment activities out-of-school hours.	Headteacher	From September 2016	Entitled pupils are accessing enrichment activities.	Business Manager reviews budget termly. HT to review club attendance registers.	£850
Elklan trained teaching assistant delivers speech and communication interventions.	Headteacher	From September 2016	Pupils will have extended their vocabulary, speech-sound correspondence and clarity of speech.	Teaching assistant produces reports on attainment / and discussed at Pupil Progress meetings	½ day TA x 38 weeks = £760
Supply cover to release teachers from class to attend Pupil Progress meetings – ongoing focus on the achievement of vulnerable pupils.	Headteacher	Pupil Progress Meetings take place in the final week of every term	Pupils receive timely interventions and their progress is discussed.	Headteacher reports to governors about pupil progress at least termly	£1,500

Whole-class ensemble music tuition to allow equal access to the arts. £500 subsidy for pupils to take up peripatetic music tuition.	Headteacher	From September 2016	Equal opportunities for all pupils.	Report to governors in March 2017 about music tuition	
1:1 tuition with a teacher for identified pupils to address gaps in learning.	Headteacher/ Clare Hawes/Gaynor Bakewell	Pupils identified in termly Pupil Progress Meetings for interventions.	Selected pupils increase their rate of progress and gaps are addressed. Builds pupil confidence.	Impact discussed in Pupil Progress Meetings spring and summer 2017	£1,500
Catch –Up Numeracy intervention delivered by a trained teaching assistant to support identified pupils with numeracy gaps in their learning. <i>EEF research indicates that Catch Up Numeracy accelerates progress by approximately 3 months.</i>	Class teachers/Head teacher/ Teaching assistants	Pupils identified in termly Pupil Progress Meetings for interventions.	Pupil’s attainment and progress improves and gaps are addressed.	Impact of support discussed with Headteacher at Pupil Progress Meetings every term; Headteacher reports on pupil progress to Governors at least termly	£1680 + £50 resources
Power of 2 intervention delivered 1 to 1 by teaching assistant.	Class teachers/Head teacher/ Teaching assistants	Pupils identified in termly Pupil Progress Meetings for interventions.	Pupils attainment and progress improves and gaps are addressed.	Impact of support discussed with Headteacher at Pupil Progress Meetings every term; Headteacher reports on pupil progress to Governors at least termly	£1680 + £50 resources
Catch –Up Literacy intervention delivered by a trained teaching assistant to support identified pupils with gaps in their learning. <i>EEF research indicates that Catch-Up Literacy accelerates progress by approximately 2 months</i>	Class teachers/Head teacher/ Teaching assistants	Pupils identified in termly Pupil Progress Meetings for interventions.	Pupil’s attainment and progress improves and gaps are addressed.	Impact of support discussed with Headteacher at Pupil Progress Meetings every term; Headteacher reports on pupil progress to Governors at least termly	£1680 + £50 resources

<p>Additional staffing to support identified pupils:</p> <ul style="list-style-type: none"> • Speech and language support in class and 1:1 weekly • Small group and in-class support for identified pupils • Additional time to support identified pupils with reading; using Reading champions. • Additional lunch time supervision and in class support for pupil with challenging behaviour 	<p>Headteacher / SENDCo</p>	<p>From September 2016</p> <p>Pupils' needs are constantly reviewed, particularly in Pupil Progress Meetings every term</p>	<p>Class teachers and Headteacher devise timetable of support.</p> <p>Class teachers direct TA support.</p> <p>Pupil progress is at least expected.</p> <p>Standardised scores increase.</p> <p>Less incidences at lunch time.</p>	<p>Impact of support discussed with Headteacher at Pupil Progress Meetings every term; Headteacher reports on pupil progress to Governors at least termly</p>	<p>£8333</p> <p>(£2366.11 for additional TA for pupil with challenging behaviour)</p>
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2017 – 18

- Investigate speech, language and communication support with 'Communicate'. Elklan training £350 www.communicate-therapy.co.uk