



**Pupil Premium 2016/2017**  
**Stanford Junior & Infant School**

<b>Amount Received</b>	£41380
<b>Total number of pupils receiving allocation at September 2016</b>	33 children
<b>Year Group/No. of children entitled to Pupil Premium funding 1st April 2016</b>	<b>Percentage of the Year Group entitled to Pupil Premium Funding</b>
Foundation Stage 2 – 1 pupils out of 30	3.3%
Year 1 – 3 pupils out of 33	9.1%
Year 2 – 5 pupils out of 33	15.2%
Year 3 – 6 pupils out of 39	15.4%
Year 4 – 6 pupils out of 35	17.1%
Year 5 – 5 pupils out of 37	13.5%
Year 6 – 7 pupils out of 31	22.6%
Total pupils on roll - 33 pupils out of 238	13.9%

**Rationale & Objectives –**

Barriers to learning amongst many Pupil Premium child nationally include challenging home life, poor literacy levels, low aspirations, low expectations and narrow experience of life outside school. Not only do we want the Pupil Premium spend at Stanford School to improve academic achievement, we also want to ensure that this cohort of pupils have access to the necessary pastoral support, as well as free cultural and sporting activities, whatever they may be. This will ensure that children look forward to their time in school with enthusiasm, resulting in the raising of attainment of PP-eligible pupils; closing the gap between PP pupils and others in the school; closing the gap between the school's PP pupils and all pupils nationally; improving behaviour in selected PP children, accelerated progress by all PP pupils; increasing opportunities for PP-eligible pupils and broadening their experience.

This will be done in part by providing high quality teaching and learning experiences for all children to overcome educational disadvantage and deprivation. We will aim to close the attainment gap pupils through targeted intervention and support and by providing an exciting curriculum which provides a wide range of engaging, quality learning and nurturing activities to broaden our their knowledge and familiarity of the world around them. This will be supplemented by a wide range of free extra-curricular activities to broaden children's learning experiences and to foster and develop each child's interests and talents.



Activities funded by the grant <i>Expected impact</i>	When implemented	Lead responsibility	Approx. cost	How measured & reviewed
<p>Employ teaching staff to provide intensive support to Year 5 and 6 – 8 hours per week to raise attainment and progress in maths, reading and writing and build learning confidence and improve progress of targeted pupils</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in reading &amp; writing in Y5 &amp; 6.</i></p>	<p>From Sept 2016 onwards with regular reviews linked to Pupil Progress Meetings and Data Analysis</p>	<p>HT/DHT – Data/PPM</p> <p>Inclusion Manager – Intervention</p> <p>CS/TH/JJ/Teaching staff</p>	<p>£15000</p>	<p>Regular reviews linked to Pupil Progress Meetings and Data Analysis (half termly).</p> <p>Teaching staff to monitor using SPTO (on-going).</p> <p>SLT to feedback to governors through the Monitoring Cycle (FGB x3 per year).</p>
<p>Employ a Learning Mentor to ensure quality pastoral provision is available for pupils and parents/carers and staff.</p> <p><i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i></p>	<p>From Sept 2016 – 3 afternoons p/w with dedicated sessions involving PP children.</p> <p>Regular pastoral classroom drop-in by LM with focus including PP children.</p>	<p>MC – Learning Mentor</p> <p>SLT:- TH- Assessment &amp; Behaviour Lead</p> <p>EH – Inclusion Manager</p>	<p>£5000</p>	<p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behaviour patterns which may direct additional intervention (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).</p>



<p>Provide specific, focused, scaffolded support and challenge for identified pupils to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 in the afternoons.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p>	8 hours per week	<p>BL – TA in Yr 6</p> <p>SLT :- CS – KS 2 Lead &amp; Yr 6 CT</p> <p>TH – Assessment Lead</p>	£4800	Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle (on-going monitoring / half termly report).
<p>Provide specific, focused, scaffolded support and challenge for identified pupils to deepen and extend learning and critical thinking through targeted provision/intervention led by TA Level 3 afterschool.</p> <p><i>To further close the gaps between Pupil Premium and Non-Pupil Premium children in maths in Y5 &amp; 6.</i></p>	3 hours per week.	<p>BL – TA in Yr 6</p> <p>SLT :- CS – KS 2 Lead &amp; Yr 6 CT</p> <p>TH – Assessment Lead</p>	£1760	Measure through regular data snapshots based on quality provision, assessment for learning and assessment without levels, linked to the monitoring cycle (on-going monitoring / half termly report).
<p>Pay for or subsidise Pupil Premium Children to attend Breakfast Club.</p> <p><i>To give the children an active and healthy start to the day, increase and maintain the positive attendance levels of PP children and to ensure that behaviour of this group is of a high standard.</i></p>	20 hours per year if all active children attend.	SG/MC/DHT	£3000	Measure through regular register monitoring, cross checking behaviour records, progress, attainment and attendance against days attending Breakfast Club (on-going monitoring / half termly report).



<p>Support and fund educational visits for PP pupils</p> <p><i>To help ensure that children look forward to their time in school with enthusiasm and broaden their experience of the world.</i></p>	<p>From Sept 16 - Aug 17  Hook Days, Visits  And PGL (April 2017)</p>	<p>Office / TH</p>	<p>£1200</p>	<p>Promote the funding of trips and ensure PP children are aware that they can access the trips at no / reduced cost (on-going monitoring of trip registers / letters to include notice to PP children)</p>
<p>To provide free milk to those in receipt of funding .</p> <p><i>To help ensure that children get a healthy drink at the start of the day as part of an ongoing balanced diet, to help support a positive behaviour and engagement in school.</i></p>	<p>From Sept 2016</p>	<p>Office / TH</p>	<p>£150</p>	<p>Promote the funding of milk and ensure PP children are aware that they can access it at no cost (on-going monitoring of milk registers / letters home to include notice to PP children)</p>
<p>CPD to continue to improve Quality First Teaching</p> <p><i>To help teachers to maintain engagement amongst disadvantaged pupils and ensure that provision of support is tailored to meet the needs of specific groups.</i></p>	<p>Staff Training Days</p>	<p>LH/TH</p>	<p>£1250</p>	<p>Staff training delivered to all teachers. Compare registers, pupil progress and attainment and behaviour prior and post training to assess impact.</p>
<p>To provide extra-curricular and therapeutic activities in music.</p> <p><i>To help promote an ongoing positive ethos towards life school and learning; and to help support a positive behaviour and engagement in school.</i></p>	<p>From Oct 2016 - July 2017</p>	<p>SB – Music Lead  EH – Inclusion Manager  DK - SBM</p>	<p>£1500</p>	<p>Measure through regular register monitoring, cross checking behaviour and attendance against days attending afterschool provision (on-going monitoring of registers / termly clubs report)</p>



<p>To provide 1-1 TA support where appropriate to re-integrate and access the curriculum.</p> <p><i>To help pupils to quickly reintegrate into lessons following any absences or issues to help support positive behaviour and engagement in school.</i></p>	As required	EH – Inclusion Manager TH - Behaviour	£750	Measure through regular behaviour log / pastoral folder monitoring (on-going monitoring).
<p>To provide extra-curricular activities PE activities</p> <p><i>To help promote an ongoing positive ethos towards life school and learning; and to help support a positive behaviour and engagement in school.</i></p>	Sept 2016	TH – Assessment Lead/PE Lead EH – Inclusion Manager DK - SBM	£2620	Measure through regular register monitoring, cross checking behaviour and attendance against days attending afterschool provision (on-going monitoring of registers / termly sports report)
<p>To further develop the role of Play Leaders to support and nurture a playtimes</p> <p><i>To help support positive behaviour and engagement in school.</i></p>	Sept 2016	SG – SMSC  EH – Inclusion Manager	£750	<p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting of playtime and lunchtime incidents (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions which are linked to playtime issues (on-going monitoring / half termly report).</p>
<p>Fit for Food Workshops</p> <p><i>To help promote an ongoing balanced diet, to help support a positive behaviour and engagement in school.</i></p>	Jan 2017 onwards	SG – SMSC	£600	Promote the opportunities and ensure PP children and their families are aware that they can access these workshops at no cost (on-going monitoring of attendance registers).



<p>Coaching for targeted children.</p> <p><i>To further promote positive behaviour and to see a reduction / low levels of negative behaviour amongst Pupil Premium children, to raise the levels of self-confidence and self-esteem with the view to impact on progress and attainment.</i></p>	<p>Oct 2016 Onwards</p>	<p>TH – Behaviour  MC – Learning Mentor  EH – Inclusion Manager</p>	<p>£3000</p>	<p>Behaviour Monitoring Log to take account of Pupil Premium children in recording and reporting and used to highlight any trends or behaviour patterns which may direct additional intervention (on-going monitoring / half termly report).</p> <p>Learning Mentor to keep record of pastoral work and to record the outcomes of targeted sessions (on-going monitoring / half termly report).</p>
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