**Shalfleet Possible Pupil Premium Spending 2015- 2016 - The total amount received for Pupil premium this year is £30,340**

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| Recommended uses of pupil premium  | Examples of these in school | Cost implication | Impact |
| Federation ActivitiesOpportunities for the children to build their Social Skills working in the partner school across the Federation | * Focus days in each school
* Running Club
* Football Club
* Shared Trips
 | 50% reduction for attendance. | Pupils are able to access extra school activities that might otherwise not have been able. Raised engagements and feeling that they can succeed in one area, such as football that, then transfers to classroom learning. Increased confidence and self-esteem and ability to concentrate for certain pupils – impact on progress. |
| Extended Schools ActivitiesClubs, have been found to raise both attendance and self-esteem in school time and outside of school time  | * School clubs – writing, craft, cooking club, sports, Big Ideas, Rocket Science Clubs, Homework, Booster Groups, Easter School
* Provide transport for after school and out of school activities
 | 50% reduction for attendance.  | Pupils are able to access residential activities and clubs which push the boundaries. Pupils return from residential and benefit from their commitment to a club by gaining a wider group of friends, knowing themselves and others more.Pupils develop their skills of independence and confidence.Increased confidence, determination and self-esteem and ability to concentrate for certain pupils – impact on progress. |
| Extended Schools ActivitiesVisits, have been found to raise both attendance and self-esteem  | * Year 6 residential
* Year 4 residential
* Class educational visits
* Class educational visitors into school
 | Reduction on cost to allow participation  |
| Intervention SupportTo close identified gaps in learning and raise self-belief | * Additional adult support given to whole class enabling higher adult pupil ratio
* Extended hours to lead interventions – GEP, Booster groups and IEP where needed
* Ed Phy support
* Additional hours for Inclusion Manager
 | Staff CPD and training Cost of staffElement of Ed Phy buy in Increase Inclusion Manager hours | Inclusion Manger well informed to support other members of staff.Early identification of pupils with needs by staff. Data shows that pupils underachieving are quickly identified, interventions put in place and good progress is made from recognised starting points. Good attendance at Intervention clubs. |
| ELSA Support/Play Therapy To close identified gaps in learning and raise self esteem | * ELSA support set up
* Contract with Play Therapist
* Buy in with Behaviour Support Specialist
* Island Learning Centre Support
 | Staff CPD and training Cost of staffCost of Outside Agency Specialists | Pastoral support has raised the self-esteem and ability to concentrate for certain pupils – impact on progress.Data shows that pupils with emotional needs are quickly identified, interventions put in place and good progress is made from recognised starting points. |
| Transition Support | * Development of the whole child through raising self-esteem and independence in preparation for transition
* Pastoral Support for pupils
* Parent transition meetings and home visits
 | Family Support OfficerInclusion Manager time Pastoral Support time Element of supply cover to release staff for transition meetings and home visits. | No transition issues. Pupils settle to their learning quickly. |
| More Able/Talented PupilsFor those pupils who are More Able in certain subjects (including arts and PE), self-belief and self-esteem and talents can be raised by identification of the strength  | * Provided more able support
* More Able Workshops
* Sporting Activities
* Music Lessons
* Interschool More Able Workshops
* Learning Leaders
 | CPD for more able Staff release time to support Learning Leaders Reduction on workshops50% reduction on sporting activities | Children have the confidence and the self-esteem to succeed and build upon their talents. Data shows that More Able Pupils are making good progress. |
| Marking and FeedbackFeedback for children and teachers on children’s performance relative to learning goals which are challenging.  | * Further development of pupil feedback
* Further develop new assessment procedures
* Introduction of the DOJO messaging service
 | CPD for teachers around use of feedback CPD for teachers around use of assessment Staff time in DOJO messaging | The level of marking and response marking was assisting a good level of pupil learning. Pupils able to identify their own success criteria which they can stretch their own goals to achieve. Pupils tracked efficiently |
| Family Liaison Support Early intervention research shows that high-quality family support can improve the working partnership of school and home. Improve attendance and therefore attainment  | * CAF
* TAF
* Family Support Officer meetings
* Meeting with relevant parents
* Support for attendance
* Support for lateness
* Meetings with the EWS
 | Family Support OfficerStaff time for follow up and tracking Time for meetings Awards | Pastoral support has raised the self-esteem and ability to concentrate for certain pupils – impact on progress.Family Support Officer able to support families – strengthened links with the school, increased trust and engagement.  |
| ICTThe use of digital technologies to support learning can be effective, to provide differing learning opportunities at home and at school | * Increase and update hardware in school
 | Cost of the hardwareCPD for staff in use | Pupils inspired to engage in their learning through new technologies. Pupils who do not have access to technology at home can access it at school or can borrow technological devices if they wish to complete work at home  |
| Relations with ParentsThe evidence suggested that increased parental interaction can allow for increased understanding and raised levels of attainment and progress | * Parent forum
* Individual meetings with parents where needed
* Parent Information evenings
* Parent workshops
* Parents attending praise events and presentations
* DOJO messaging system
 | Time Staff release time for preparation  | Parent forum in place Good attendance at praise events and Collective Worship.Favourable feedback from parents  |
| Data TrackingEssential tracking of pupils in receipt of pupil premium  | * Designated member for overseeing pupil premium allocation and tracking to ensure best possible provision is being provided
 | Teacher release time Inclusion Manager increased hours  | Pupils at risk of underachieving were identified and interventions put in place. Data shows increased progress since interventions.  |