



Green Hammerton Primary School

Pupil Premium Statement 2017 - 18

What is the pupil premium?

Pupil premium is additional funding received by schools for each pupil from disadvantaged families or backgrounds. The funding is allocated to schools based on the number of children who meet one (or more) of the following criteria:

- pupils who have been eligible for free school meals at any point in the last six years
- children where a parent serves in the armed forces
- children who have ever been in the care of the local authority (this is known as pupil premium plus)

Findings show that, as a group, children who have been eligible for free school meals at any point in time have consistently lower educational attainment than those who have never been eligible for free school meals. The pupil premium funding is used to close that gap and ensure the attainment of children from disadvantaged backgrounds is equal to that of their peers.

Pupil premium plus was introduced to allow schools to help adopted children emotionally, socially and educationally by providing specific support to raise their attainment and address their wider needs.

Whilst pupil premium funds are used to benefit these pupils, the funding is not ring-fenced and the activities and resources can benefit all children in school.

Summary information					
School	Green Hammerton CE Primary School				
Academic Year	2017-18	Total PP budget <i>NB From April 2017 – April 2018</i>	£17,280	Date of most recent PP review	May 2017 (external review)
Total number of pupils	101	Number of pupils eligible for PP	11	Date for next internal review of this strategy	February 2018

Planned expenditure			
Academic year	2017-18		
Identified barriers for children eligible for pupil premium:			
<ul style="list-style-type: none"> • Emotional resilience • Difficulties with executive functioning skills (e.g. working memory, planning, reasoning, problem solving) • Hyper-vigilance/difficulties with sustained attention 			
Chosen action/approach	Aim	How we will measure impact	Staff involved
Whole staff training from PAC-UK Adoption Support Follow-up sessions to support school in planning to support individual children Follow-up resources <i>Inside I'm hurting</i> – Louise Bomber	To ensure all staff have a thorough understanding of the difficulties faced by previously looked-after children and the impact of attachment disorders.	Strategies to be put in place to meet the needs of previously looked-after children in each class. Observed in learning walks and discussions with staff.	All staff JL, SW to monitor

<p>Train two teaching assistants as Emotional Literacy Support Assistants (ELSAs)</p> <p>Six days of training</p>	<p>To provide a trusted adult that key children can spend time with and discuss emotional issues.</p>	<p>Staff feedback on engagement and learning behaviour</p> <p>Pupil and parental feedback</p> <p>Questionnaires to be issued termly.</p>	<p>FMc, RH</p> <p>JL, SW to monitor</p>
<p>Play therapy sessions</p>	<p>To allow children a safe space with a specialist professional to explore any issues that may be impacting on their emotional well-being.</p>	<p>Staff feedback on engagement and learning behaviour</p> <p>Pupil and parental feedback</p> <p>Questionnaires to be given to children before and after a set of sessions.</p>	<p>JL, SW to monitor</p>
<p>Resources to support emotional literacy in school e.g. emotion cards, story books.</p>	<p>To support children in discussing their emotions with staff in school.</p>	<p>Staff feedback on engagement and learning behaviour</p> <p>Pupil and parental feedback</p> <p>Questionnaires to be issued termly.</p>	<p>All staff</p> <p>JL, SW to monitor</p>
<p><i>A toolkit for teaching adopted and Looked After Children</i> – CD-ROM produced by Family Futures</p>	<p>To provide staff with a range of resources and strategies to support children in developing executive functioning skills.</p>	<p>Staff feedback on engagement and learning behaviour</p> <p>Pupil and parental feedback</p> <p>Questionnaires to be issued termly.</p> <p>Observed during learning walks and discussions with staff.</p>	<p>All staff</p> <p>JL, SW to monitor</p>

<p>Resources to provide sensory feedback and support concentration e.g. wobble cushions, fiddle toys</p>	<p>To provide sensory feedback for children with attention difficulties and enable them to improve their concentration.</p>	<p>Staff feedback on engagement and learning behaviour</p> <p>Pupil and parental feedback</p> <p>Questionnaires to be issued termly.</p>	<p>All staff</p>
<p>Staffing/TA support</p>	<p>Evidence shows that targeted, structured support can have a positive impact.</p> <p>‘The new findings suggest that, when used to support specific pupils in small groups or through structured interventions, teaching assistants can be effective at improving attainment.’ Education Endowment Foundation, February 2014.</p>	<p>Impact on data – measured using Classroom Monitor, Rising Stars/Headstart tests.</p> <p>Discussed at termly pupil progress meetings.</p>	<p>All staff</p> <p>JL to monitor.</p>

Pupil Premium Strategy 2016-17 – review of impact

Chosen action/approach	Impact
<p>£300 allocated to each child to spend on Hive provision, music tuition and trips.</p>	<p>In previous years, this has supported our children who were eligible for pupil premium to develop their social skills and gain wider experiences which they wouldn't otherwise have had access to. However, going forward, the make-up of our school has changed. The children that are eligible for pupil premium are now primarily children who have previously been in the care of the local authority. We have therefore decided that this allocation is not the best use of funding for these children and we will be discontinuing it for 2017-18.</p>
<p>Daily maths intervention starting at 8:30 using Singapore maths program for some PP children at KS2.</p>	<p>This intervention has resulted in small steps of progress for identified children. This is evident in their books and intervention records. However, due to the difficulties with working memory and other executive functioning skills as mentioned above, these children are still finding it difficult to apply this new learning in class. Next year we will focus our intervention on improving these skills for these children.</p>
<p>Daily 10 min session with TA using The Bear Cards to discuss feelings and ways of coping with negative feelings.</p> <p>Use of home/school book. Daily sessions to discuss emotions with teacher.</p>	<p>Members of staff report that children are beginning to share emotional experiences and are becoming more articulate in discussing their emotions.</p>