

EXPENDITURE PLANNED FOR 2016/2017 FINANCIAL YEAR	
Number of children on roll	213
Number of children eligible for the Pupil Premium Funding	19
Number of service children	7
Looked After children	2
Amount of Pupil Premium per child	19 x £1320 = £25,080
Amount of Pupil Premium for each service child	7 x £300 = £2,100.00
Amount of Pupil Premium funding for Looked After Children	2 x £1900 = £3,800.00
Subtotal	£30,980.00
Carry forward from 2015/16	£9,636.00
<b>TOTAL</b>	<b>£40,616.00</b>

### Strategies for the spending of the Pupil Premium Budget 2016/17

Strategy	Objective/s	Cost of strategy	Impact measures
<b>Families Matter Teacher</b>	To give support to families by: -offering a parenting programme on a termly basis. -supporting home learning by meeting with parents and children to talk about family matters and children's engagement with home learning.	£7837	Are families more engaged with the school? Do families feel a sense of being supported by the school?
<b>1:1 Mentor</b>	To work 1:1 with children using pre-teaching and post-teaching strategies. The mentor is directed by class teacher/s and meetings occur on a weekly basis to ensure that all mentoring is carefully targeted.	£1518	Are these children making accelerated progress? Is the mentor following up learning that is taking place in the classroom? How is this evidenced?
<b>Team Teaching</b>	x2 mornings a week, 2 teaching members of staff in the Y3 classroom to support teaching and learning. This classroom has a job share and therefore the additional member of staff is the other half of the job share who knows the children extremely well and therefore can meet the children's needs as effectively as possible using a range of pre-teaching, feedback and targeted support strategies.	£8245	What does the team-teaching model look like? What impact is it having both on the targeted group/s and the rest of the class? Are these children making accelerated progress?
<b>Closing the Gap meetings</b>	Half termly meetings to track the progress of those children who have been identified who need to 'Close the Gap' and make accelerated progress. These meetings are designed to identify potential barriers to learning and strategies that will support children's learning style. These meetings are attended by a member of SLT, the SEN manager, class teacher/s, LSA's and children (if appropriate). They are held regularly to review the impact of proposed strategies and interventions.	£1372	Are the Closing the Gap meetings valued by all those involved? Do they have an impact on classroom practice?

<b>Play Therapist</b>	Completion of 'transition project' introduced by play therapist, Emma Red, designed to support children through periods of transition. This final phase included the completion of the work with the children in Y2 and staff training.	£2500	
<b>Learning Mentor</b>	Emotional support to those children who have been identified by the class teacher as needing some additional support. The learning mentor meets with the HT on a termly basis to discuss her current case load.	£1752	Are these children making accelerated progress? Is the mentor following up learning that is taking place in the classroom? How is this evidenced?
<b>Additional Resources</b>	Funding set aside to be able to provide children from low-income families with resources to support their access to learning both within and beyond the classroom.	£2500	What impact is the additional resourcing having on the children's ability to access the learning in the classroom?
<b>Additional Learning Support Assistant</b>	To work in small groups, using pre-teaching and post-teaching strategies. The LSA is supported by class teacher/s and meetings occur on a daily basis to ensure that all small group work is carefully targeted.	£4700	Are these children making accelerated progress? Is the mentor following up learning that is taking place in the classroom? How is this evidenced?
	Anticipated spend:	£30,424	
	Remaining spend:	£10,192	

The next review is planned for July 2017