



Pupil Premium was introduced by the government as a way of allocating fund to support low-income families who are eligible for free school meals, looked after children and those from families with parents in the Armed Forces. At Fishbourne School we strive to ensure that this money is spent in the most effective way possible by using current educational research; our knowledge of the children and discussion with families to help inform the decisions we make.

Schools are required to publish details of their allocation and how it has been spent in the previous academic year and plans for spending it within the current academic year. There is also an expectation that schools will detail the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom funding was allocated.

<b>EXPENDITURE PLANNED FOR 2016/2017 FINANCIAL YEAR</b>	
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**

<b>Strategy</b>	<b>Objective/s</b>	<b>Cost of strategy</b>	<b>Impact measures</b>	<b>Impact</b>
<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.	£7785	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-	£1699	Are these children making	

	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.		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.	£11412	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.	£2298	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	£2512	Are these children making accelerated progress? Is the mentor following up learning that	

	the HT on a termly basis to discuss her current case load.		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.	£5662	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.	£4810	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:	£38678		
	Remaining spend:	£1938		

### July 2017 Impact Summary:

- Engagement with our 'Families Matter' Teacher is very high. A parenting programme ran in the autumn term 2016 as has been planned and targeted our EYFS cohort. 25% of families took up this opportunity. There were significantly higher levels of engagement with our 1:1 sessions and all those families targeted took part, including several families who hadn't been referred by staff but had approached the Families Matter teacher. Several Early Help Plans were opened as a result of this engagement, as well as meetings set up with class teacher/s. This role will continue next year, with a focus particularly on supporting families to attend 'Closing the Gap' meetings which promote partnership with the school to support learning taking place in school.
- The role of the 1:1 mentor continues to have impact on those children who have been targeted. Effective communication between the class teacher and 1:1 mentor has resulted in the children being supported using both pre-teaching and post-teaching strategies. This in turn has resulted in the children showing higher levels of engagement and confidence in the classroom. Next year, the 1:1 mentor will attend the Closing the Gap meetings for the children she supports.
- The Team Teaching model has been highly effective to meet the needs of the children in Year 3. Precisely targeted and carefully planned interventions have resulted in ALL children in the classroom making significantly more progress than they have in previous years and the class teacher/s having a very secure understanding of what the children can and can't yet do. Next year, we propose this model will continue but will give the year four teacher half a term to get to know the class before this model is reviewed.
- Closing the Gap meetings result in all members of senior staff as well as class based staff knowing about the progress of groups of children in each classroom. Ideas can be shared and a shared ownership and accountability results in open, honest dialogue about ways to support the children who need to make accelerated progress. Next year, we will

pilot inviting children and families to these sessions where we talk about ways we can support the children's learning in the classroom.

- The role of the Learning Mentor is needed and appreciated at our school. She provides a positive link between home and school and is a person our children can talk to when there are challenges in the classroom, playground or at home. The children being able to access this support and nurturing results in the class teacher being able to focus more on teaching and not needing to unpick social situations with children during lesson time.
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