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| School Context | | | | | | |
| Total number of pupils eligible for pupil premium funding. | Number of eligible boys | Number of eligible girls | Number of pupils eligible for free school meals in the last 6 years (ever 6 FSM) | Number of looked after children (LAC) | Number of Post 16 LAC | Number of Children Adopted |
| 61 | 44 | 17 | 20  (4 also LAC) | 8 | 1 | 4 |

Cohort Geography

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| Town | Total number of pupils | % of total cohort  (135) | Number of pupil premium | % of town cohort that are pupil premium | % of total school pupil premium |
| Bromsgrove | 51 | 38% | 17 | 33% | 12.6% |
| Droitwich | 23 | 17% | 14 | 61% | 10.4% |
| Redditch | 23 | 17% | 15 | 65% | 11.1% |
| Kidderminster | 11 | 8% | 7 | 64% | 5.2% |
| Rubery | 6 | 4% | 4 | 67% | 3% |
| Worcester | 4 | 3% | 4 | 100% | 3% |
| Hagley | 4 | 3% | 1 | 25% | 0.70% |
| Birmingham | 3 | 2% | 0 | 0% | 0% |
| Stourport | 3 | 2% | 2 | 67% | 1.5% |
| Alvechurch | 2 | 1% | 1 | 50% | .70% |
| Romsley | 2 | 1% | 1 | 50% | 0.7% |
| Malvern | 2 | 1% | 0 | 0% | 0% |
| Alcester | 1 | 0.70% | 1 | 100% | 0.70% |

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| Pupil premium objectives 2017 - 2018 | Total pupil premium allocation for 2017 – 2018:  Current Pupil Premium = £ 77,442.69  8 LAC Pupils x £1500 = £12,000  Pupil premium expenditure = £ 55,442.69 |
| 1. To improve standards within reading and writing. 2. To improve standards of mathematics skills. 3. To develop pupil and parental engagement. 4. To improve social and emotional wellbeing of pupils. | |

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| Objective 1: To improve standards within reading and writing. | | | | |
| Actions | Success Criteria | Timescales | Person responsible | Cost / resource implications. |
| To deliver high quality interventions, specifically targeted to ensure progress in reading and writing. | \* Interventions baseline and raise standards of progress in line with individual targets.  \* Pupils from pupil premium target group make at least good progress. | ½ termly.  Termly  Over the academic year | SLT  SMT  Kelly Ferran – English coordinator  Class teachers | £ 21,350 staffing salary to support cost of cover superviser, to enable consistent and high -quality interventions.  Resources for interventions. |
| To invest in upskilling staff in classroom delivery and interventions. | \*Staff to feel confident in delivering and providing high quality interventions. \* Progress for pupil premium students will be at least good. | ½ termly  Termly  Over the academic year. | Kelly Ferran | £3000 to cover course costs, supply and resources, including after school training for teaching assistants. |
| Create a bank of materials that engage pupils to read and write.  Ask school council what resources pupils would want to read. | Students have appropriate materials that are age appropriate yet ability appropriate to engage in reading and writing. (Low ability high age) | Ongoing | Kelly Ferran  Class teachers | £2000 to buy schemes and reading resources. |
| School to research / create an assessment package that is appropriate for whole school use in order to measure progress.  Attend Rochford review conference in London to look at life beyond P Scales and government recommendations and initiatives.  SMT to meet with assessment package providers to ascertain benefits to their subjects and phases for each package to have whole school, overview of what we need. | Assessment packages demonstrate progress towards individual targets, taking in to account the styles of learning and needs of the students and the courses they are accessing.  Bespoke and accurate assessment package developed. | Over the academic year. | SLT  SMT  Class Teachers | Attendance of Rochford review conference £900  SMT meetings with providers.  £3000  Cover for subject leads to create skills packages.  £3000  Cost of creating package  £3000 |
| Moderation of work by observing lessons and ensuring that staff are teaching appropriate content in the correct way.  Interventions to be monitored and their impact recorded, tracking pupil premium cohort. | Staff are more confident teaching the subject.  Pupils make good progress towards their individual targets.  Lessons are more accurately focussed and differentiated.  Interventions are targeted for the specific needs of the child. | Termly from September 2017. | Kelly Ferran | £200 a day supply cover for K Ferran to moderate subject area.  £400 |

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| Objective 2: To improve standards of mathematical skills. | | | | |
| Actions | Success Criteria | Timescales | Person responsible | Cost / resource implications. |
| To deliver high quality interventions, specifically targeted to ensure progress in mathematics. | Interventions baseline and raise standards of progress in line with individual targets.  Pupils make at least good progress against challenging targets. | ½ termly  Termly  Over the academic year. | SLT  SMT  Niki Byrne  Class teachers | Cost of cover superviser to enable interventions to be staffed by high quality, trained deliverers.  Cost is stated in Objective 1 but will cover Objective 2 as well. |
| To invest in upskilling staff in classroom delivery and interventions. | Staff feel confident delivering interventions. They know how to baseline and measure progress towards individual targets.  Progress for pupils in this cohort will be at least good. | ½ termly  Termly  Over the academic year. | Niki Byrne | £3000 to cover course costs, supply and resources, including after school training for teaching assistants. |
| Moderation of work by observing lessons and ensuring that staff are teaching appropriate content in the correct way.  Interventions to be monitored and their impact recorded, tracking pupil premium cohort. | Staff are more confident teaching the subject.  Pupils make good progress towards their individual targets.  Lessons are more accurately focussed and differentiated.  Interventions are targeted for the specific needs of the child. | Termly. | Niki Byrne | £200 a day supply cover for N Byrne to moderate subject area.  £400 |
| School to research / create an assessment package that is appropriate for whole school use in order to measure progress.  Attend Rochford review conference in London to look at life beyond P Scales and government recommendations and initiatives.  SMT to meet with assessment package providers to ascertain benefits to their subjects and phases for each package to have whole school, overview of what we need. | Assessment packages demonstrate progress towards individual targets, taking in to account the styles of learning and needs of the students and the courses they are accessing.  Bespoke and accurate assessment package developed. | Over the academic year. | SLT  SMT  Class Teachers | Attendance of Rochford review conference  SMT meetings with providers.  £3000  Cover for subject leads to create skills packages.  £3000  Cost of creating package  £3000  \*These costing have been accounted for in Objective 1. |

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| Objective 3: To develop pupil and parental engagement | | | | |
| Actions | Success Criteria | Timescales | Person responsible | Cost / resource implications. |
| To invest in a new broadband system, Smoothwall, and purchase laptops for each class. | Pupils who do not have access to ICT at home can use school equipment to access safely.  Pupils complete extended learning.  Pupils learn how to use ICT safely due to restrictions on the broadband. | From January 2018. | SLT  Tom Waller  Dan from C.I.S | 13 laptops  £9100  Broadband contribution.  £1500 |
| To employ grade 3 Teaching assistants as parental liaison officers. | Parents attend courses run by our staff.  Parents come to school to meet and gain advice.  Increased parental engagement. | Interviews July 2017, posts to start September 2017. | SLT | Increase in wage covered by school budget. |
| Develop parental support groups that can support more disadvantaged families. Links with First Schools in Key cohort areas in order to run sessions at their schools. | Parents who may not have transport can access parental support groups in their local area.  Increased parental engagement of families who are eligible for pupil premium.  Impact reports | Parent Liaison officers to create links with schools from January 2018. | SLT  Kate Ryder  Trudy Hood  Louisa Giles | 2 blocks of 5 week sessions  2 hours a week for 2 staff.  £480 |
| Investigate transporting pupils back to their homes after clubs in order to open up clubs to pupils from disadvantaged families.  Analyse number of pupil premium pupils who access clubs, the provision we offer and the barriers to attendance. | Uptake of clubs by pupils on pupil premium increase over the year.  The offer of clubs is more in line with pupil voice. | January onwards | SLT  Tom Waller | Research and meeting with providers. |
| Use of social media to engage parents with work of students.  Run twitter account.  Investigate a closed Facebook account to engage more parents. | Parents / Carers are able to see work on a regular twitter feed from the school account.  More parents able to access through increased platforms. | Daily - ongoing | SLT | None. |

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| Objective 4: To improve the social and emotional wellbeing of the pupils. | | | | |
| Actions | Success Criteria | Timescales | Person responsible | Cost / resource implications. |
| To deliver high quality interventions for social and emotional issues such as talkabout and  Play Therapy.  For a member of staff to develop interventions that are bespoke to individual need. | Pupils to feel more able to deal with any social issues that they have.  Reduction in need to respond to behaviours due to students being emotionally regulated.  A programme of work can be implemented with pupils as soon as need is identified.  Impact reports on sessions delivered and work covered. | Over the academic year.  On going | SLT  SMT  Letisha Smith | Cost of staffing cover superviser as outlined in objective 1. |
| To train staff in key areas of mental health and ensure that they are able to identify emotional wellbeing.  Meet with Blues programme to develop a plan to support pupils with depression. | Staff are more confident in recognising mental health problems and are able to support at a low level.  To be able to signpost pupils to the appropriate support when required.  Impact report completed half termly. | Beginning September 2017. | SLT  SMT  Tina Deooray  Letisha | £1900 for courses and resources. |
| Support access to school events, by funding trips, if required. | All pupil premium pupils access all trips available.  Monitor numbers of trips and numbers of pupil premium pupils accessing trips. | Ongoing | SLT | £2500 |

Total expenditure: £55,530

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| Looked After Children | | | | |
| Complete PEP reviews three times a year per pupil to ensure educational provision is appropriate.  Budgets to be allocated appropriately linked to individual need. | Targets set and monitored.  E pep / welfare call or paper pep’s completed.  LAC pupils make good or better progress. | Ongoing | SH  Phase leader (if required) | £500 per pupil per term, to be allocated through successful completion of PEP. |

Total expenditure: £12,000