

# FINLAY COMMUNITY SCHOOL

## Pupil Premium Report (2015/16)

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| <p><b>Summary of main barriers to learning for children eligible for Pupil Premium.</b></p> | <p>We consider the context of our school and the subsequent challenges faced. Our pupil premium will be allocated following analysis of current needs which will identify priority classes, groups or individuals. Our barriers include:-</p> <ul style="list-style-type: none"> <li>• Area of high deprivation (0.35 on school deprivation indicator)</li> <li>• Poor communication, language and literacy skills (parents)</li> <li>• Low attainment on entry in EYFS – below Local and National</li> <li>• Low attainment and progress throughout KS1 and KS2</li> <li>• High percentage of SEND children, including those with EHC plans, mainly with communication and language difficulties</li> </ul> |
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*For the year 2015-2016, Finlay Community School was allocated £185,440 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:*

| Initiative in 2015-2016 | Amount  | Reason for allocation   | Evaluation   | Action                     |
|-------------------------|---------|---|--|----------------------------|
| Teacher - SENCO         | £45,900 | To support pupils with special needs, providing social and emotional support /interventions to improve attendance and behaviour   | <ul style="list-style-type: none"> <li>• <b>On-going support for teachers and TAs in terms of educational outcomes for children with SEND</b></li> <li>• <b>Liaise with Learning Mentor team, undertake training and monitor impact alongside FSW</b></li> <li>• <b>Attend relevant training in order to keep staff up-to-date with changes</b></li> </ul> | To continue during 2016/17 |
| Pastoral Support Team   | £56,613 | To support children with barriers to learning. Targeted focus work with families to enable them to support their child/ren learning and wellbeing. Raise self-esteem, promoting confidence and increased motivation | <ul style="list-style-type: none"> <li>• <b>Reduced behavioural incidents (DATA)</b></li> <li>• <b>Positive impact upon engagement in class of target children (CASE STUDY)</b></li> <li>• <b>Feedback from children (and parents where necessary) has been very positive (CASE STUDY)</b></li> </ul>  | To continue during 2016/17 |

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| Play Therapy Counselling  | £14,000 | Providing the opportunity for children who are experiencing emotional difficulties to use play to communicate and help prevent or resolve psychosocial challenges. To help them towards better social integration, growth and development. | <ul style="list-style-type: none"> <li>• <b>Positive impact upon engagement in class of target children (CASE STUDY)</b></li> <li>• <b>Feedback from children (and parents where necessary) has been very positive (CASE STUDY)</b></li> </ul>                             | To continue during 2016/17 |
| Subsidising Educational trips   | £1,500  | To support participation in school based activities  | <ul style="list-style-type: none"> <li>• <b>Increased number of educational trips linked to our developing curriculum – as a result there is greater curriculum engagement from the staff and children, demonstrated by quality of outcomes</b></li> </ul>                 | To continue during 2016/17 |
| Extended service support  | £9,611  | Subsidy of breakfast club, whole school- targeted  | <ul style="list-style-type: none"> <li>• <b>Improved attendance of target children (DATA – previous and current absences)</b></li> <li>• <b>Where there has not been an improvement, these children are picked up by Nurture Team</b></li> </ul>                           | To continue during 2016/17 |
| Increased hours for T.A's (8:30 – 4:30dail, including staff meeting)              | £20,362 | TAs to attend staff meeting in order to improve communication and develop CPD<br>TAs to contribute to on-going planning, marking and assessment of the pupils in their class, from EYFS to Y6.   | <ul style="list-style-type: none"> <li>• <b>Positive feedback from teachers and TAs</b></li> <li>• <b>Greater engagement in staff meetings and improved communication between all staff</b></li> </ul>   | To continue during 2016/17 |
| Funding for extra-curricular visits and clubs.                                    | £1,800  | To ensure all children are given the same opportunities to access extra-curricular activities as their peers.  | <ul style="list-style-type: none"> <li>• <b>Children have been able to access extra-curricular activities alongside their peers – something they may have been able to do without the financial subsidy (CASE STUDY)</b></li> </ul>  | To continue during 2016/17 |
| Walking Bus   | £2,000  | Target children with poor attendance   | <ul style="list-style-type: none"> <li>• <b>Improve attendance, punctuality and readiness to learn</b></li> </ul>  |                            |
| Purchase resources in all year groups to support needs led teaching in classrooms | £7,000  | To support children's learning   | <ul style="list-style-type: none"> <li>• <b>Support for SEND pupils with specific resources</b></li> <li>• <b>Interventions and whole school initiatives with a focus upon improving attainment and progress of disadvantaged pupils (closing the gap) DATA</b></li> </ul> | To continue during 2016/17 |
| Assistant Head  | £26,654 | To support teaching and learning throughout the school   | <ul style="list-style-type: none"> <li>• <b>Weekly meetings with staff linked to on-going performance management targets</b></li> </ul>  | To continue during 2016/17 |

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|  |  |  | <ul style="list-style-type: none"><li>• <b>Developing and leading curriculum implementation across the whole school</b></li></ul> |  |
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