

Pupil Premium Funding

Pupil Premium Funding is additional funding provided to schools for supporting children who are at greater risk of underachievement.

There are three categories of children who qualify for Pupil Premium

- ☒ Children who are eligible for Free School Meals (FSM) – currently 92 pupils
- ☒ Children looked after by the authority (LAC) – currently 2 pupils
- ☒ Armed forces children – currently 0 pupils

At Charlton Manor the progress and achievement of all our pupils is paramount so our Pupil Premium is spent to ensure progression for disadvantaged pupils including those with special needs or who are on the gifted and talented register.

Funding is spent primarily to support access to the core subjects of literacy and numeracy. We buy into additional speech and language therapy, specialised literacy and numeracy intervention programmes and provide training for staff to ensure these are delivered effectively. For those children who experience emotional or psychological barriers to their learning, we provide counselling, mentoring, daily nurture group sessions and social communication groups. It is vital that children are emotionally ready to learn and these interventions have been proved to impact positively on children's academic progress. We also recognise the benefits of early intervention which addresses difficulties at one of children's key developmental stages and have used funding for additional staff throughout the EYFS. We have many pupils coming into this stage with very low literacy, numeracy and social interaction skills and use this extra support to identify need and address it as early as possible to ensure maximum impact.

Towards the end of each Key Stage, in Years 2 and 6, we target children who require a boost to their learning and provide targeted support from specialist teaching staff. We recognise the different learning styles of our pupils and ensure these booster sessions focus on bringing the core subjects to life in an interactive and practical way.

In school this kinaesthetic approach to learning is continued in the varied learning environments we provide. Our teaching kitchen and garden are used to ensure children are able to use maths in practical situations, encouraging independent problem solving, embedding their learning and giving a greater understanding of the way that maths is used in the world around us. They are used for literacy to encourage and inspire a variety of writing exercises such as instructional texts and narratives and to provide visual kinaesthetic prompts in order to expand language, imagination and vocabulary. Our kitchen and garden are also used extensively to promote healthy eating. Children have a greater understanding of where food comes from, the effects of certain foods on the body and are more eager to eat healthily. This in turn has impacted positively on their ability to focus in class.

We have used funding to provide a History Street and historical and religious artefacts to support all subjects and, again, to bring subjects to life. Being able to see and feel the places and objects being discussed is vitally important for pupil's understanding. Drama workshops and drama activities are also used within literacy and history to enable children to 'live' their lessons and to teach empathy and understanding.

This year we have also installed a fully interactive sensory room which gives our children the opportunity to become fully immersed in their focus topics. Children are able to see, feel and smell different scenes from history or different environments. This allows the children to experience surroundings and experiences that are almost certainly inaccessible to them. Our sensory room is equally effective and valuable as a tool to support some of our children with sensory or complex needs. We have found that addressing sensory needs prior to more conventional classroom learning enables children to be more focussed, open and ready to learn.

We recognise the need for learning throughout the school day and have extra staff in the playground at lunchtimes to target specific groups of children. There are opportunities to draw, read, garden, dance and participate in sporting activities. Learning through play and through pupil choice is important for children of all ages.

Funding is also used specifically to ensure the accelerated progress of some of our more gifted pupils. Specialist teaching assistants and teacher lead intervention groups extend and challenge and projects are designed to promote independence. This year has seen the introduction of our News Team and Campaigns Group both of which allow our pupils to develop their planning, problem solving and literacy skills to a much greater extent. Across all abilities opportunities are given for children to invent, plan, advertise and run clubs, projects and activities that interest them. Our Peer Supporter and Waitering programmes give children added responsibility, enabling them to help others and improve social skills, self-esteem and confidence.

Through local, adult supported trips we have taught and practised the independence and life skills children will need to succeed in the years ahead. At Charlton Manor we feel it is important to equip all of our pupils with the tools they need for future success. We have also supported parents of vulnerable children by accompanying them on visits to prospective schools and to meetings regarding their child's future educational care.

We have continued to use local resources, such as Woodlands farm, extensively and in particular with vulnerable groups such as our Nurture Group while Years 5, 1 and Reception attend weekly Forest School sessions. These trips require a high level of adult support and resources but have been proven to have a positive effect on pupils' ability to focus and engage and consequently on their learning.

This year we have continued to provide our free Breakfast Club where staff ensure pupils who attend receive a nutritious breakfast so that they are well 'fuelled' and ready to learn.

In 2015-2016 our pupil premium money of £245,000 was allocated as follows:

- Increased staffing for early intervention in the Early Years Foundation Stage-£34,624
- Nurture Provision-£22,000
- Individual Support Teacher Sessions-£18,000
- Counselling Services (including social and transition groups)-£14,000
- Speech and Language Top-up-£6,700
- Breakfast Club resources (including salaries)-£15,506
- Specialist TA support-20,000
- Outreach Services-£14,000
- Learning Mentor Service-£7,000
- Two school minibuses-£9,800
- Peer Supporters-£250
- Waitering-£500
- Train Club-£350
- After school clubs-£9,000
- Drama workshops and activities-£4,000
- Forest School for two year groups-£6,700
- Early Years Forest School-£1,800
- Interactive Sensory Room-£90,000
- Woodlands Farm-£5,000
- Griffin House lunch club-£500
- Anti-bullying and PSHE initiatives-£2,000
- Pastoral and Behaviour intervention resources-£2,000
- Two pantomimes with anti-bullying and PSHE themes-£1,600
- Educational visits-£7,000

In 2016-2017 we received £233,640 and plan to spend it as follows:

- Increased staffing for early intervention in the Early Years Foundation Stage-£34,624
- Counselling Services (including social and transition groups)-£20,000
- Individual Support Teacher sessions-£18,000
- Speech and Language Top-up-£6,700
- Breakfast Club resources (including salaries)-£15,506 CM4
- Learning Mentor Service-£7,000
- Two school minibuses-£9,800 CM2 for educational visits
- Peer Supporters-£250
- Waitering-£500

- Train Therapy -£350
- After school clubs-£9,000
- Drama workshops and activities-£4,000
- Forest School for two year groups-£6,000
- Early Years Forest School-£1,800
- News Team-£8,500
- Campaign Group-£250
- Planetarium-£110,000
- Farm Therapy -£5,000
- Griffin House lunch club-£500
- Anti-bullying and PSHE initiatives-£2,000
- Pastoral and Behaviour intervention resources-£2,000
- Two pantomimes with anti-bullying and PSHE themes-£1,600
- Educational visits-£5,302

Pupil Premium Funding

2012-2013	£127,842
2013-2014	£184,500
2014-2015	£295,000
2015-2016	£245,000
2016-2017	£233,640

• **OUTCOMES FOR DISADVANTAGED CHILDREN 2015**

% of pupils making expected progress in Reading	100%	Points Progress	4.3
% of pupils making expected progress in Writing	100%	Points Progress	4.4
% of pupils making expected progress in Maths	100%	Points Progress	6.0

- All pupil premium children made expected progress (over 4 points the year).