



THE PUPIL PREMIUM

How it is used, and its impact

Type of Pupil Premium	Number of children receiving it 2014-15	Number of children receiving it 2015-16	Amount 2014-15	Amount 2015-16
Free School Meals	6	13	£7,800	£17,160
Service Family	54	54	£16,200	£16,500
Looked After Children	3	3	£5,700	£5,700
Total	N/A	N/A	£29,838	£39,360

How is it used?	What has been the impact?
<p>To staff and run our Nurture Group</p> <ul style="list-style-type: none"> Children are identified for support if they have emotional needs that are a barrier to their learning – these can be Service Family children, children receiving Free School Meals but also children with a range of other issues An initial assessment of the children is made using The Boxall Test as a benchmark Children attend for 3 sessions a week and are set specific targets to address their needs Time spent in the nurture group is fluid – and can be used to support children who are struggling emotionally when a parent goes away on deployment 	<ul style="list-style-type: none"> Often, a short spell in the Nurture Group addresses the issues that are preventing a child from learning and progress can be rapid as a result Links have been built with parents away on deployment which lessens the anxieties that children have, and so impacts positively on their learning Subsequent assessments using The Boxall Test show that gaps in children’s emotional development have invariably been closed. Questionnaires given to parents when their child leaves nurture group support the impact that it has had on the emotional well-being of their child
Specific sessions for Service Family	

<p>children and parents</p> <ul style="list-style-type: none"> • There are weekly 'drop in' sessions on a Wednesday morning when children can join a group of children to write letters and 'blueys' to their parents, talk about any issues and concerns they may have and talk about their feelings • A display featuring a world map has been put up with pictures and photos of the parents who are away and a link to the part of the world that they are serving in • We have introduced monthly coffee mornings on the first Wednesday of every month for parents who have partners working away (KIT – Keeping in Touch). This is not solely for Service Families as we have some parents whose partners working on Oil Rigs who also attend. 	<ul style="list-style-type: none"> • Parents have commented on how much the children have enjoyed these sessions and look forward to them. Parents working away love to receive letters from the children • The adults running the sessions say that children often talk openly about their sadness about a parent being away and also mention that they don't talk about this sadness at home 'in case it upsets Mummy'. • Parents who have returned from deployment have come in to see the display and say that it helps them feel that they have not been forgotten • The coffee mornings provide a chance for parents to share ideas about how to keep in touch, share experiences of being without a loved one, and generally offer moral support. They have been very well attended.
<p>To pay for the services of a Family Liaison Officer</p> <ul style="list-style-type: none"> • The Crofton Cluster has joined together to maintain the services of our excellent FLA, Lisa Dalglish • Lisa works with families in their own homes and supports them with parenting issues, attendance and a range of different behaviours • Because Lisa is employed by the Cluster of schools this support can then continue seamlessly as the children move between the different phases of education • Lisa also targets two days support a week at Service Families, helping at times of deployment and preparing children who are about to move to another school 	<ul style="list-style-type: none"> • Lisa keeps all schools regularly updated with the work she is undertaking with parents has a wide range of evidence to show the impact that her work is having • Lisa liaises with our Nurture group to ensure that her work with our families at home can also be supported at school • Several families have been supported in improving their child's attendance at school, which in turn, improves their opportunities to learn • Parents have welcomed the support at times of transition to other schools
<p>To ensure that children on Free School Meals have access to school visits and after school clubs</p> <ul style="list-style-type: none"> • Parents of children on Free School Meals are exempt from paying for school trips and after school clubs • These are funded directly from the Pupil Premium 	<ul style="list-style-type: none"> • No child is disadvantaged and is able to have equality of access to all of the opportunities available in school
<p>To provide extra learning and extra-curricular support for Pupil Premium children</p> <ul style="list-style-type: none"> • An additional teacher has been employed on a Friday morning to work with our Looked After Children 	<ul style="list-style-type: none"> • Children's learning targets are very specifically addressed and interventions put in place where

<p>on their educational targets</p> <ul style="list-style-type: none"> • Opportunities for extra-curricular activities are put in place for pupil premium children – i.e. ukulele and hula hooping 	<p>necessary</p> <ul style="list-style-type: none"> • Children are able to access the broader curriculum during the school day
<p>For training and development of teaching and support staff</p> <ul style="list-style-type: none"> • We target training at our support staff to ensure that they can provide the highest quality interventions for all children, including those receiving the Pupil Premium • Teachers are about to undertake an action research project on 'Effective Feedback' with other teachers in the cluster. This is supported by Winchester University. 	<ul style="list-style-type: none"> • One TA has been trained in providing a specific maths intervention, which has had a significant impact on achievement – at twice the rate of other children in some cases • The Hattie Research and the Sutton Trust have stressed the importance of effective feedback in moving children on in their learning which is why we have chosen this as the focus for our research.