

# FINLAY COMMUNITY SCHOOL

## Pupil Premium Report (2016/17)

### Summary of main barriers to learning for children eligible for Pupil Premium.

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:

In school barriers	External barriers
<ul style="list-style-type: none"> <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> <li>• Limited Social-Emotional Learning Opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• Area of high deprivation (currently at 0.35 on school deprivation indicator nationally 0.21)</li> <li>• Traditional and Socio-Cultural Barriers</li> <li>• Home learning, parental support, communication, language and literacy skills (parents)</li> <li>• Housing issues i.e. massive overcrowding, temporary poor quality accommodation and friction with neighbours and other members of the community</li> <li>• Broken family structures – family stress and low resilience</li> <li>• Poor health, diet and medical needs</li> <li>• Trauma and other mental health issues in the family and/or child</li> <li>• Safeguarding and welfare issues which may lead to multi-agency agencies involvement</li> </ul>

*For the year 2016-2017, Finlay Community School was allocated £177,580 for children who attract Pupil Premium funding. This was allocated and evaluated as follows:*

Initiative in 2016-2017	Amount	Reason for allocation	Evaluation	
Pastoral Support Team	£95,197	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> </ul>	To continue during 2017/18

			<ul style="list-style-type: none"> <li>• <b>Feedback from children (and parents where necessary) has been very positive (CASE STUDY)</b></li> </ul>	
Increased SENCO support	£23,767	To support teachers and vulnerable pupils with additional 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 vulnerable pupils</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>	<b>Continue 2017-18</b>
Play Therapy Counselling	£9,791	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 2017/18
Subsidising Educational trips	£2,610	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 2017/18
Extended service support	£6,345	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 2017/18
Increased hours for T.A's (8:30 –	£35,967	TAs to contribute to on-going planning, marking and assessment of the pupils in their class, from EYFS to Y6; to run	<ul style="list-style-type: none"> <li>• <b>Positive feedback from teachers and TAs</b></li> </ul>	To continue during 2016/18

4:30dail, including staff meeting)		targeted interventions TAs to attend staff meeting in order to improve communication and develop CPD	<ul style="list-style-type: none"> <li>• <b>Greater engagement in staff meetings and improved communication between all staff</b></li> </ul>	
Purchase resources in all year groups to support needs led teaching in classrooms	£3,903	To support children's learning	<ul style="list-style-type: none"> <li>• <b>Support for SEND/ disadvantaged 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 2017/18