



## LONGWELL GREEN PRIMARY SCHOOL

### PUPIL PREMIUM FUNDING 2016-17

**NUMBER OF FSM PUPILS:** 25 (6%)  
**NUMBER OF SERVICE PUPILS:** 2 (0.5%)  
**NUMBER OF CHILDREN LOOKED AFTER:** 2 (0.5%)  
**AMOUNT OF PUPIL PREMIUM FUNDING 2016-17:** £54700

AREA OF SPEND	TOTAL PP SPEND	DESCRIPTION OF INTERVENTION TO OVERCOME BARRIERS TO LEARNING	INTENDED OUTCOMES	MEASURING IMPACT
<b>PUPIL PREMIUM LEADER TIME (DHT)</b>	<b>£12000</b>	<ul style="list-style-type: none"> <li>-Working closely with pupils to improve their engagement in learning (Learning Explorers)</li> <li>-Developing growth mindset</li> <li>-Helping parents support their children's learning</li> <li>-Tracking progress weekly</li> <li>-Supporting and developing teaching and learning in class</li> <li>-Peer mentoring</li> </ul>	More pupils making expected progress or greater. Pupils demonstrate high levels of resilience and self-esteem. Parents consistently engaged in their children's learning.	Numbers of pupils making expected progress or higher has increased compared to 2015-16.  Improved pupil voice scores.  Improved parent participation in school events linked to 6% benchmark.
<b>SCHOOL TRIPS SUBSIDY</b>	<b>£1000</b>	<ul style="list-style-type: none"> <li>-Ensuring all pupils are able to make the most out of trips and residential visits</li> </ul>	Pupils are able to take part in high quality enrichment activities.	High participation in school trips and residential visits compared to cohort size.
<b>EXTRA CURRICULAR PROVISION</b>	<b>£1700</b>	<ul style="list-style-type: none"> <li>-Ensuring all pupils can access Breakfast Club if required</li> <li>-Funding for extra-curricular activities may be provided on a case by case basis</li> </ul>	Pupils are motivated and well supported.	Pupils and parents report high levels of satisfaction in extra curriculum provision accessed.
<b>PLAY LEADERS (LUNCHTIMES)</b>	<b>£5300</b>	<ul style="list-style-type: none"> <li>-Targeted pupils' have support to overcome social and personal development needs</li> </ul>	Pupils with specific social and emotional needs are well supported at lunchtimes.	Behaviour tracking shows a very low level of disruption and poor

				behaviour.
<b>TEACHER &amp; TEACHING ASSISTANT INTERVENTION</b>	<b>£20000</b>	-Intervention work with small groups of identified children across the school to include: <ul style="list-style-type: none"> <li>• English and maths to secure accelerated progress and improved attainment</li> <li>• Social and/or nurture interventions to support pupils' well-being and emotional literacy</li> </ul>	Accelerated progress and raised attainment for pupils identified as needing additional support in English and Maths. Increased confidence in pupils with improved social and emotional skills.	Gap between FSM and non-FSM pupils is closing. Improved attainment for FSM pupils. Improved progress. Emotional needs are being met.
<b>FAMILY LINK ADVISOR TIME</b>	<b>£11400</b>	Family and parent support to raise engagement through coffee mornings, workshops, 1:1 sessions to signpost, completing referrals and attending SAF meetings.	Parents and families of our vulnerable pupils are engaged.	High levels of engagement are seen.
<b>PROFESSIONAL ADVICE AND SUPPORT</b>	<b>£3100</b>	-Pupils receive educational psychologist and inclusion support input as appropriate	Pupils supported to remove barriers to their learning.	Log of number of PP supported; percentage and impact seen