



A summary of the main barriers to educational achievement faced by eligible pupils of the school

The barriers facing eligible pupils at Charnwood greatly match the barriers facing the majority of pupils at our school. Children struggle to attain well in reading, writing and spelling. Starting points in Early Years are below national average although outcomes are good. Maths is stronger throughout the school however attainment is below national and regional averages.

Some of the children who are eligible for pupil premium also have very individual barriers to learning some of these stem from SEN needs which means that interventions here need to be targeted on an individual or small group basis.

How the pupil premium allocation is to be spent to address these barriers and the reasons for that approach.

In 2016-2017 the pupil premium grant will continue to be spent in 3 ways.

1) **Whole school approach:** Following data analysis and KS2 results last year reading, spelling and vocabulary are areas that the school needs to focus on. As part of the SDP there is to be a whole school focus on raising attainment in these areas for all children. Engagement and enjoyment of reading is a huge barrier to this so the spending of the grant is to be targeted towards this end. The aim is to raise the awareness and status of reading within the school and at home. This can only be successful if all children are taking part thus the spending will benefit all children. Accelerated Reader and a more child friendly useable website will support the interventions being carried out in classrooms. Particular focus will be given to those who are eligible to ensure that they are narrowing the gap. A large proportion of this spend is taken up by the purchasing of new IT systems and equipment. *Spending money on IT enhancement is based on research by the EEF that digital technology can have a moderate impact on attainment when it is used by numerous subjects to extend the learning of their pupils inside and outside of the classroom.* <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/digital-technology/>

Improving home school links will also be a focus through enrichment opportunities in school and celebrating learning outside of the classroom. *This is based on research by the EEF which shows that positive parental involvement can have a moderate impact on pupil attainment.* <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/parental-involvement/>

2) **Individual approach:** Previous spending plans did not include a large proportion of individually focused spending. This year class teachers are being requested to perform a half termly spending review. They are expected to suggest ways to spend the grant on their children themselves and monitor if these interventions are successful. A more targeted approach should support those with SEN barriers as interventions will more successfully tailored to their needs.

3) **Small group:** The small group interventions of last year had mixed results. Where these were successful in raising attainment and progress they will be continued. *This strategy is based on the findings from the "Pupil Premium Net Steps" published by The Sutton Trust which emphasises the importance*

of targeted intervention. <http://www.suttontrust.com/wp-content/uploads/2015/06/Pupil-Premium-Summit-Report-FINAL-EDIT.pdf>

This also includes the continuation of nurture groups and support as well as funding for some after school clubs and activities. *This approach is based on research by the EEF which shows that targeting social and emotional barriers can have a moderate impact on attainment.*

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/social-and-emotional-learning/>

How will the school measure the impact and effect of its expenditure of the pupil premium allocation?

The spending plan shows a monitoring plan. All interventions will be monitored and assessed through data analysis. Where attainment data is not possible pupil voice, Boxall profiles and other evidence will be gathered to assess the impact of the intervention or support. Review will take place half termly by the head teacher and pupil premium co-ordinator. Review by the link governor will take place once per term. Teachers will review pupil premium progress and impact of spending each half term and there will be a conversation regarding this at their pupil premium meetings each term.