



Pupil Premium 2017/18

Information Funding Allocation for 2017/18

In the academic year 2017/18 Tooting Primary School will receive £59,400 of pupil premium funding and will use it in a range of ways that continues to support these learners.

The governing body believe that no child should miss out on any aspect of school life based on financial reasons. To ensure that we are fully inclusive of all children's needs and there is a basic equality of provision and access across all areas of the school PP funding continues to be used to support disadvantaged children in the following ways.

Funding information

- School trips
- Uniform
- Clubs
- Interventions/additional adult support
- Swimming lessons
- Music lessons

Barriers to Learning and Development

The main barriers to learning for our children include:

- *Home routines*
- *Speech, Communication and Language Needs*
- *Social development issues linked to behaviour, this includes emotional well-being*
- *Physical fine and gross motor skill limitations*
- *Delayed literacy skills, including reading and writing*
- *Dyscalculia*
- *Impaired social skills and difficulties with early play skills*
- *Autistic Spectrum Disorder*
- *Attention Deficit Hyperactivity Disorder*

Based on these findings the following interventions were run in 2016/17 (and will continue to run in 2017/2018) in our school to support disadvantaged children:

5 minute box MATHS	Lego Therapy	Occupational Therapy support	Attention and Listening Groups – SALT
Additional Reading groups	Targeted Maths and Literacy Groups	Sensory Circuit	Play Therapy
Chatterbox - SALT	Social Skills Groups – including play sessions and planned interventions	Reverse Integration - targeted teaching by intergrating mainstream children with additional needs in to the Discovery Zone	Draw and Talk
Fine and Gross Motor Skills	5 minute box LITERACY	Stiles intervention	Sharing Circle
Catch Up Literacy	Numicon	Specialist Literacy Support Teacher	

Outcomes for disadvantaged children for 2016/17

Reading	Attainment –ARE	Boys	Girls	Progress -Expected
EYFS (9chn)	56%	66%	50%	80%
Year 1 (10 chn)	60%	60%	60%	80%
Year 2 (13 chn)	46%	43%	43%	66%
Year 3 (12chn)	67%	60%	71%	92%

Writing	Attainment –ARE	Boys	Girls	Progress -Expected
EYFS (9chn)	56%	66%	50% (3/6)	90%
Year 1 (10 chn)	50%	40%	60% (3/5)	90%
Year 2 (13 chn)	46%	33%	57% (3/7)	66%
Year 3 (12chn)	50%	40%	57% (5/7)	75%

Maths	Attainment –ARE	Boys	Girls	Progress -Expected
EYFS (9chn)	56%	66%	50%	80%
Year 1 (10 chn)	50%	40%	60%	80%
Year 2 (13 chn)	25%	17%	29%	66%
Year 3 (12chn)	67%	40%	86%	83%

Intervention support Plans

- 3 members of staff, including the SENCo, will attend ELKLAN training to improve our provision to support children with social, communication and language needs.
- As a school we continue to use a Maths Mastery approach and will review and evaluate the impact of this through assessment information and feedback from the maths co-ordinator as well as teaching staff.
- Sharing Circle – this intervention has continued to be successful and a number of children access this optional lunchtime club. Training opportunities will be sought in order to upskill TAs leading this intervention
- ELSA – a member of staff will become a trained Emotional Literacy Support Advisor (training starting in Autumn term 2017). The next review of Pupil Premium spending to evaluate how strategies are working will take place in July 2018.
- The school is working alongside the SCPS to begin interventions that are new to the service. More information will be shared in the Autumn term (2017). Discussions between the governors and leadership team will focus on providing additional support for children and their families where mental health issues or emotional well-being are a concern.