

## **Pupil Premium 2016/2017 Expenditure Plan**

### **Pupil Premium Funding for 2016/17 is £227,680**

We use our analysis of school data and end of Key Stage data, to diminish the difference between disadvantaged and non disadvantaged pupils. All teaching teams are aware of this group and focus their attention on closing the gap, with particular emphasis on diminishing the difference between higher attaining pupils who receive premium pupils.

**Assessment and Feedback** are a particular focus this year, ensuring pupils gain the maximum effect from the marking and feedback they receive. Conferencing with pupils while they are learning, as well as protected time to review learning with pupils individually is a priority.

**Improving English through Storytelling** this is the key way we improve both spoken and written English across the school. This is an inclusive approach which supports all learners. All staff receive training and support to enable them to use this approach and become excellent storytellers. We are the lead storytelling school in The Poplar Partnership, our partnership of local schools.

### **Speech & Language Support**

Our school based Speech and Language therapist, supports our pupils 2 days a week. Our therapist works with children across the school and trains our staff to deliver interventions as well. We identify pupils with speech and language needs in Nursery and Reception and provide early intervention to help improve their communication skills. Our therapist also supports parents in supporting their children. We now have a teacher being trained by our therapist to deliver communication interventions and the cost of the teacher being out a class half a day a week is also covered by the pupil premium. Outcomes for children receiving therapy are monitored carefully and are incredibly positive.

### **Speech Bubbles**

This is a year-long drama based intervention a member of our staff runs alongside a drama practitioner from Half Moon Theatre. The target group for the intervention is KS1 pupils and we run two weekly groups, each with 10 pupils. Speech Bubbles aims to improve speaking and listening, social skills and story-telling as well as comprehension through acting. Comprehensive baseline and post intervention assessments show that children make significant improvements in their communication skills.

### **Reading Recovery**

We continue to use funding for our two Reading Recovery Teachers to support year 1 pupils and those pupils across the school who require additional reading support. They also provide staff training in reading. The majority of children who participate in the reading recovery programme make excellent progress, and those who do not will have additional needs which will be identified by reading recovery teachers-therefore making the programme useful as a reliable screening tool as well. This year, as our pupil intake grows, our reading recovery teachers have the additional responsibility of establishing a reading baseline for all the new arrivals at our school.

### **Third Space Learning**

This online Maths intervention supports pupils who develop and improve their maths. It is tailored

to meet individual needs with pupils explaining their maths verbally to their maths tutors inline. Pupil premium pupils are prioritised for this programme.

### **Specific Literacy Learning Difficulty**

We provide screening and specialist teaching for children with specific literacy difficulties by funding a specially trained teacher for 1.5 days per week. Children that are taught using specialist methods make significant progress and are carefully monitored. Parents are also invited to observe children and learn how to support their children in reading.

### **Lexia**

This is a computer based reading intervention which support pupils with reading. The specific area of reading it targets is decoding. We offer the intervention for pupils from year 1 to year 6. Pupils are also able to use Lexia at home. The Lexia baseline assessment enables pupils to work independently on a series of reading activities. Progress is easy to measure and the Lexia programme indicates which areas of reading are particularly difficult for each child. This information can then be shared with relevant staff and parents so that further support offered is very specific. Pupil premium pupils are prioritised for this programme.

### **Occupational Therapy**

Our occupational therapist is trained in sensory integration. This means that the occupational therapy that pupils experience at our school targets underlying sensory needs. These needs may be based in movement and gravity, muscles and joints, auditory, tactile or visual senses. The integration of all these senses correctly affects children's ability to concentrate, organise themselves and control their movements which in turn has a huge impact on their self esteem and ability to learn. We have had staff training from a paediatrician about sensory integration. She support staff in everyday techniques we can use in the classroom to benefit all pupils. Pupils who are seen by our occupational therapist have termly targets which are reviewed by the therapist, INCO, class teacher and are shared with parents. This year, we are investing in creating a sensory room, a space in the school where children can calm down and have some time to regulate their emotions. Mayflower is a leading school in sensory integration and we are helping other local schools work with this approach.

### **Play Therapy**

We have a play therapist working at Mayflower 2 days a week. Play Therapy provides children with the opportunity to work through a range of feelings in a creative and unobtrusive way. It is an evidence based intervention and an effective means of supporting children's wellbeing. This year, we are ensuring that this intervention which the school ambassadors have chosen to call 'Space Time' reaches more children, by incorporating drop in sessions termly for each phase.

### **Enrichment Projects**

We believe that our pupils should know their city and feel part of London. Our educational visits support and enhance class learning. The visits add value to all our pupils and particularly provide those pupils who come from families on low incomes with experiences they might not otherwise have, e.g. The London Aquarium, all clubs are also subsidised by our school.

### **Parental Engagement**

Each phase is running half termly workshops, which teach parents key skills to support their child's

learning. We also run a programme of workshops that increase health and safety, for instance, e-safety and drugs awareness.

### **Subsidising Clubs**

All pupils can attend our free breakfast club and have a healthy nutritious breakfast. This also provides a calm start to the day so they are ready for learning. Pupils who arrive late for school or who arrive without having had a healthy breakfast are targeted to attend breakfast club. Magic Breakfast funding helps towards the cost of our breakfast club. Disadvantaged pupils pay reduced rates to attend all other clubs.

Spring 2017 Rahima Begum, has taken on the role of Pupil Premium Champion. Part of this role is to analyse data, to attend national training and to use the information to ensure we are doing all we can support these disadvantaged pupils. Rahima will lead training and will be the voice championing this disadvantaged group at Mayflower.

Evaluation to take place July 2017