

Pupil Premium Spend
2015-2016



The Pupil Premium is an allocation of additional funding to provide schools to support groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used and the impact of any work.

The Pupil Premium Governor is Paul Williams.

Pupil Premium Plan 2015-16

<u>Key Area</u>	<u>Responsibility</u>	<u>Cost</u>	<u>Actions</u>	<u>Timescale</u>	<u>Monitoring</u>	<u>Impact</u>
To raise the profile of Pupil Premium through identification of disadvantaged/other pupils in all aspects of the school work.	SLT	Resourcing £200	Teachers to be aware of all pupils eligible for PP in their class. SLT to be aware of all pupils eligible for PP in their phases.	Sep 2015 / ongoing	Head Teacher to monitor the progress of disadvantaged pupils against other pupils to see	All teachers are aware of which pupils in their class are eligible for PP.

			<p>In Pupil Progress meetings, PP pupils are prioritised and data for these pupils scrutinised on a termly basis.</p> <p>PP pupils work to be easily identified and subject to regular work scrutiny.</p>		<p>if the attainment gap is closing.</p> <p>Head Teacher accountable to governors.</p> <p>LA to monitor progress through termly meetings.</p>	<p>PP pupils are identified as a separate group on cohort action plans and the progress of these pupils is tracked closely as a discrete group.</p> <p>Pupils in receipt of PP have easily identifiable books to enable work scrutiny for this group to ensure acceleration of progress.</p>
Data tracking to identify gaps in all phases in order to narrow the attainment gap.	SLT	<p>Data Management System £1,000</p> <p>SLT time £20,000</p> <p>Staffing £5,000</p>	<p>Staff to be aware of pupils eligible for PP.</p> <p>SLT to monitor data outcomes for PP pupils and look at data alongside all pupils and national data.</p> <p>PP pupils focus work scrutiny.</p> <p>Class action plans and pupil progress meetings identify PP pupils/these</p>	<p>Termly:</p> <p>September</p> <p>December</p> <p>March</p> <p>June</p>	<p>SLT to monitor the progress of disadvantaged pupils against other pupils within their phases.</p> <p>Head Teacher to monitor the progress of disadvantaged pupils against other pupils to see if the attainment gap is closing.</p>	<p>The progress of pupils eligible for PP is reported to Governors termly (identified on Gov minutes).</p> <p>The end of KS2 PP data summary</p>

			<p>to become a focus of meetings in order to ensure accelerated progress.</p> <p>Teachers track identified pupils and feedback.</p> <p>Next steps identified and acted upon.</p>		<p>Head Teacher accountable to governors.</p> <p>LA to monitor progress through termly meetings.</p>	<p>follows this report.</p>
<p>Deliver family support and parental involvement activities, including those identified vulnerable families</p>	<p>Tracey Lawes & Janine Keyworth</p>	<p>Staffing £25,500</p>	<p>Run coffee mornings to target vulnerable families.</p> <p>Deliver parent classes and develop skills including positive parent classes.</p> <p>Run family breakfast club</p> <p>Hold 1:1 family sessions</p> <p>Run Attachment Matters termly sessions for identified parents</p>	<p>Ongoing</p>	<p>NF to monitor the support offered for parents and attendance at meetings/events.</p> <p>Evaluation Forms scrutinised.</p> <p>Feedback to Safeguarding Governors sub-committee.</p>	<p>The school delivers the Attachment Matters parenting course and evaluations show positive outcomes from families and how this impacts on their children. (evaluation summary available in school)</p> <p>The Breakfast Clubs run every morning from 8am and are well attended ensuring pupils get a good start to the day.</p>

<p>Deliver targeted phonics support through the use of Read Write Inc</p>	<p>Anna Ruffini & Kate Hope</p>	<p>Staffing £10,300</p> <p>Resources £370</p>	<p>Identify children for specific phonics groups</p> <p>Plan and deliver phonics sessions across Y1 & Y2</p>	<p>Ongoing</p>	<p>HH to monitor outcomes from regular Phonics screening.</p>	<p>Phonics check outcomes for 2016 are as follows:</p> <p>All pupils 71%</p> <p>PP pupils 57%</p> <p>PP pupils (minus EAL and SEND) 69%</p> <p>The cumulative Phonics outcomes show the closing of the attainment gap across Years 1 and 2.</p>
<p>Deliver focused support through the use of additional LSA's in a Key Adult role.</p>	<p>Nicky Fallon</p>	<p>Staffing 6 x Key Adults £72,000</p>	<p>Identify children in each year group for targeted support from a Key Adult.</p> <p>Plan and deliver additional programmes to support learning.</p>	<p>Ongoing</p>	<p>NF to monitor the impact of Key Adult Roles in pupils academic/wider outcomes.</p> <p>NF to monitor the impact of</p>	<p>3 x Key Adults have been trained to support pupils in settling to learn. This has impacted positively on</p>

			Provide additional support in Early Years through a Nurture LSA Role to help children settle to learn.		additional programmes to support learning against academic/wider outcomes.	the time these pupils are engaged in class based learning and as a result is beginning to impact on their academic progress.
Nurture provision for selected pupils who are underachieving because of social, emotional or behavioural reasons across KS1 and KS2.	Nicky Fallon Nicky Hoey Julie Allsopp Jemma Barrass	Staffing £46,500	Identify children through school for targeted social and emotional support. Baseline assess in social and emotional skills, as well as academic skills to produce a clear starting point from which to measure progress. Plan and deliver a programme of nurture Provide one to one sessions for some vulnerable pupils Deputy Head to support LAC in class and on a 1:1 basis/through nurture.	Ongoing	HH to analyse data for targeted children to measure impact. Date analysed: academic outcomes from assessments and Boxall Profile. NF to monitor Nurture Provision and its impact.	Boxall Profile outcomes show an improvement in pupils social and emotional skills as a result of Nurture provision. This has impacted positively on their time in class and is beginning to impact on their academic progress.

Resources for pupils to minimise barriers to learning and ensure access to enrichment activities.	Jayne Miller	Resources & Clubs £2,500	Provide free uniform and/or equipment for families in school who are struggling with costs. Provide free or reduced clubs and trips for families in school who are struggling with costs	Ongoing	JMI to monitor spending against impact.	The barriers to learning are removed through pupils being able to access uniform and resources including access to a range of free clubs and enrichment opportunities.
Attendance & Punctuality.	Michelle Boyes	Resources £2,000 Staffing £19,103	Proactive approaches to encouraging good attendance e.g. Piggy Banks, Treat Friday, Certificates for good attendance. Termly attendance challenges. Follow up for pupils where attendance falls below 95%, including referrals. Tracking of data for attendance including disadvantaged/other pupils. RAG rating of attendance to share with parents.	Ongoing	HH to analyse attendance data for whole school and targeted pupil premium children. Governors to monitor attendance data in the Safeguarding Sub-Committee. LA reviews (February 2016)	Attendance Data outcomes for academic year 2015-16: All pupils 95.2% Not PP 95.31% PP 95.01%

Quality first teaching and learning	SLT	Resources (training) £15,000 Staffing £26,000	Continuous professional development in place for all teachers to improve the quality of teaching and learning. Individualised support and tailored development opportunities for NQT's, RQT's and trainee teachers. Teaching and learning focused reviews making PP pupils a priority. Triangulation of data outcomes for PP pupils, alongside work scrutiny and lesson observations. Support for planning to ensure accelerated progress for PP pupils.	Ongoing		There is a raised awareness of PP pupils within the context of the class and this has enabled teachers to provide individualised support and opportunities for these pupils. The quality of teaching across school is good and better as evidenced in data outcomes for PP pupils alongside work scrutiny and lesson observations. Intervention is in place where necessary to accelerate the progress of PP pupils.
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Outcomes at the end of KS2 for pupils eligible for PP Funding

	<u>All Pupils</u>	<u>All PP Pupils</u>	<u>Pure PP Pupils (no SEND)</u>	<u>National non PP Pupils</u>
Reading	62%	44%	54%	71%
Writing	71%	56%	61%	79%
Maths	66%	50%	60%	75%
SPaG	62%	44%	54%	78%
Combined (RWM)	62%	44%	54%	60%