



## Pupil Premium *Proposed Spending and Provision Plan* 2015/16

<b>% FSM: 36.6%</b>	Access the Sutton Trust Toolkit for evidence based information on how to use time and money to support children's development and progress. <a href="http://educationendowmentfoundation.org.uk/toolkit/">http://educationendowmentfoundation.org.uk/toolkit/</a>
<b>% FSM ever 6: 23%</b>	
<b>% Service children: 0%</b>	
<b>% Ever 4 Service Premium: 0%</b>	
<b>% Adoption Premium: 0.7%</b>	

**Pupil Premium Allocation 2015/16: £70,000**

Area of Spend	Total budgeted cost	Contribution from pupil premium funding	Description of intervention	Intended outcomes	How impact is to be measured	Impact of the intervention
<b>Read, Write Inc.</b>	£5750	£5750	Structured phonics programme to be implemented in the EYFS and KS1. Training for key staff in delivering the programme and a RWI manager (teacher) to oversee and manage the programme.	A planned and progressive phonics teaching programme is in place. Attainment in phonics, reading and	Within RWI the children's attainment and progress is measured at regular intervals.	The programme started in January 2016. The children are re-assessed every 6-8 weeks. In early March the percentage of children who have moved up at least one group was 59% and the percentage of children who have remained in their group was 33%. 8% of

			<b>Sutton trust: Phonics +4 months, oral language interventions + 5mths, individualised instruction +2 months Feedback +8 months, small group tuition +4 mths.</b>	spelling is accelerated.		children moved down a group. At the end of April 69% of children moved up and 31% stayed in their group. No children went down. In KS1 tests 71% of children achieved a reading score of 100 or more.
<b>Additional TA hours for nurture base to support quality first teaching interventions and personalised learning</b>	£6,500	£6,500	Teaching assistants to provide additional interventions to enable greater personalised learning. Progress is monitored closely and children are given timely and precise feedback to enable them to progress. TA's to discuss the progress with the class teacher and amend the interventions as needed. <b>Sutton trust: Feedback +8 months, small group tuition +4 mths</b>	Teaching assistants are clear about their role and how they can support learning. Enhanced and accelerated progress for individual and groups of children. Reduced behaviour incidents during lunchtimes	Termly assessments and progress are recorded. Additional or amended interventions put in place as needed. Group interventions recorded and evaluated for impact and records kept.	Pupil Progress groups are taking place in all classes. The interventions range from SALT, physiotherapy exercises to reinforcing skills and concepts that have not been fully grasped in previous lessons- mainly Numeracy and Literacy. Small targeted interventions have enabled the children to make good progress and also increase their confidence and self-esteem. Behaviour on the playground has much improved- far fewer Red cards have been issued this academic year.

<p><b>Nurture Base</b></p>	<p>£31, 321</p>	<p>£31, 321</p>	<p>A series of practical sessions in small groups that support children’s social and emotional needs. The provision of bereavement and emotional support, music therapy and behaviour support. To liaise with outside agencies to engage with pupils and parents regarding attendance, behaviour and access to learning.  <b>Sutton trust: social and emotional aspects of learning +4 mths; individualised instruction +2 months Feedback +8 months, small group tuition +4 mths.</b></p>	<p>Pupils feel safe, secure, resilient and ready for learning.</p>	<p>All interventions are recorded, tracked on a spread sheet throughout the year and triangulated with corresponding progress and attendance data. Impact surveys. Termly progress data. Weekly teacher/nurture base staff progress books.</p>	<p>At lunchtime children with behavioural and emotional needs are closely monitored by Fran Duke- Nurture Base support worker. Children who are identified with social/emotional/behavioural needs and/or receive Drawing and Talking therapy develop positive attitudes to building and maintaining relationships with their peers and adults. Children develop emotional resilience, are happier in class and concentrate more. They are on time to come into school. Positive home/school relationships between school and parents are built and maintained.</p>
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<b>Attendance</b>	£2,200	£2200	<p>Attendance is closely monitored by each class teacher and any unexplained absences followed up by a phone call home the same day. Expectations regarding attendance communicated to parents via the school newsletter. Rewards system in place to celebrate good and improved attendance. When necessary the EWO will become involved to support children and families to improve attendance at school.</p> <p><b>Sutton trust: social and emotional aspects of learning +4 mths; Parental involvement +3 mths</b></p>	<p>Attendance for whole classes and individual children improves. When children are in school they are learning. Parents show greater levels on engagement with children's attendance and feel supported by the school.</p>	<p>Attendance data collected and collated. Attendance data for children in receipt of pupil premium funding reported to governors as part of the termly report.</p>	<p>Whole school attendance has improved. Pupil Premium data shows a collective improvement and understanding of the importance of school-attendance and punctuality. Introduction of half termly traffic lights attendance certificates and a class attendance trophy for the class with the best attendance for that week. All of the above have helped parents to engage parents. Attendance is now up to 97%+ for the school as a whole.</p>
<b>Uniform</b>	£500	£500	<p>School uniform to be provided for individual children dependent on</p>	<p>Children feel equal to their peers. All</p>	<p>Records kept of those children/families</p>	<p>Free school uniform (two skirts, four polo shirts) and two P.E kits given to two children</p>

			<p>need. Stocks of school uniform available. For those children it will provide a sense of equality with their peers.</p> <p><b>Sutton trust: school uniform 0 months, social and emotional aspects of learning +4 mths</b></p>	<p>children are in school uniform every day.</p>	<p>who receive school uniform. Pupil conferencing to collect qualitative data</p>	<p>who were coming into school in old, outgrown, unkempt clothes. Both children are now able to participate in P.E.</p>
<b>Breakfast Club</b>	£1350	£1350	<p>For children who are in receipt of pupil premium funding we subsidise the cost of the breakfast club. For these families we ask for a contribution of £1.00 per child.</p> <p><b>Sutton trust: social and emotional aspects of learning +4 mths; extending school time +2mths</b></p>	<p>Children have the opportunity to have breakfast and are settled and ready to learn when they arrive in their classes. Children's basic needs are met.</p>	<p>Records kept of those children who attend breakfast club. Impact surveys to elicit the views of children and the teachers.</p>	<p>In a recent survey for Breakfast Club children said that by starting the day with a full stomach gave them energy to learn and play. The children didn't feel rushed and could play before school. A family who struggled to come into school on time or didn't attend were given free breakfasts. Attendance and punctuality have greatly improved.</p>
<b>Accelerated Reader</b>	£450	£450	<p>Accelerated reader is in place and used across KS2. New members of staff are trained in using this programme with their classes and are</p>	<p>Targeted children will make at least expected progress. This progress will be carefully</p>	<p>Ongoing monitoring of progress by class teachers. Literacy subject leader to monitor and</p>	<p>The Accelerated Reader Programme has really motivated the children, particularly the more reluctant readers. The pupils are self-motivated and see instant result after</p>

			<p>confident in assessing and measuring progress. All staff encourage children to access the programme and celebrate success for individual children and classes.</p> <p><b>Sutton trust: Phonics +4 months, oral language interventions + 5mths, individualised instruction +2 months Feedback +8 months; Reading comprehension strategies +5mths</b></p>	<p>monitored and evaluated for impact. The breadth and range of their reading will be measured through the Accelerated Reader quizzes</p>	<p>analyse progress in reading in all year groups and identify any trends.</p>	<p>taking their quizzes. Teachers can monitor the children's independent reading and monitor any gaps in their learning, as well as address these. There has been overall progress amongst KS2 classes on the average point's score on the comprehension quizzes. Those children who are not reading are encouraged to do so, through interventions. Wristbands and certificates are awarded weekly to all KS2 children who have passed each phase on Accelerated Reader.</p>
<b>ARROW intervention for reading and spelling</b>	£3000	£3000	<p>ARROW is a twelve week intervention based on the self-voice that aims to increase children's reading and spelling attainment and progress. The research shows that children make tremendous progress through using the programme.</p>	<p>Targeted children will increase their reading and spelling age through the programme.</p> <p>Children who take part in this intervention will develop their</p>	<p>A baseline of attainment will be recorded and progress against this measured carefully. At the end of the twelve week programme the impact will be evaluated.</p>	<p>Y6- Reading- 30% increase 70% decrease in Reading Age (in real terms) Spelling- 60% increase in Spelling Age (SA), 30% decrease and 10% no change. Y5- Reading- 60% increase, 40% decrease in RA</p> <p>It was felt that the programme did not have the desired impact, therefore it will</p>

			<b>Sutton trust: Digital technology +4 months, Phonics +4 months, oral language interventions + 5mths, individualised instruction +2 months Feedback +8 months; Reading comprehension strategies +5mths</b>	memory, communication and listening and attention skills.	Class teachers report an improvement in listening and attention and communication skills.	not continue next year. In RA. Spelling- 20% increase, 60% decrease and 20% no change in SA. Y4- 66.6 increase, 33% no change in RA. Spelling- 33.3% increase and 66.6% decrease in SA. This data is based on PP children's data.
<b>School visits</b>	£11600	£11600	A percentage of the cost of the residential trips are subsidised. <b>Sutton trust: Sports Participation +2 months, Arts Participation +2 months</b>	Greater sense of equality and inclusion in that the children are able to participate in visits, without any financial hardship.	Children are able to participate in school visits.	Some PP children (whose parents could not afford to pay) had their camp trip paid for. The children thoroughly enjoyed the experience especially those children who find it difficult to integrate with their peers or overcome challenges.
<b>Counselling -individual therapy and support dependent on the needs of the children</b>	£5000	£5000	For individual children support is in place to meet their individual needs. <b>Sutton trust: Social and emotional aspects of learning +4 mths, individualised instruction</b>	Targeted support in place for targeted individual children. They feel more secure and confident and are able to manage their	Records and evaluations shared with the school, as appropriate. Children and class teachers record an impact on the children's	Art therapy (Clear) is provided by a trained therapist for 2 children. A member of staff is now Thrive trained and 5 children have undergone or are undergoing assessments in the programme. The children who have or are receiving Thrive are coping a lot better

			<b>arts participation +2mths, metacognition and self-regulation +8mths</b>	emotions more readily. Children are more able to manage their own behaviour and are integrated back into their classes.	learning, attainment and progress in the classroom.	within the classroom. They are managing their emotions and are finding outlets for their anxieties/frustrations. Draw and Talk provides a means of expressing themselves so the children's minds are freer to focus on their learning and friendships.
<b>Target Tracker</b>	£1500	£1500	A new school-wide assessment and tracking system to enable all teachers to track progress and set targets based on the new curriculum. <b>Sutton trust: digital technologies +4mths; Feedback +8mths;</b>	A new tracking system to be used across the whole school to track progress and attainment is in place. Staff feel confident in making assessments, setting targets and measuring progress.	Assessments to be entered half termly in all classes. These assessments form part of data meetings with the HT. Progress monitored by class teachers, subject leaders and the SLT.	TT has enabled class teachers to filter the data for not only the whole class but also for particular groups i.e. Pupil Premium, SEND. By doing this the teachers (and SLT) can ensure at least satisfactory progress is made by all groups of children. This data is used to identify Pupil Progress Groups, 1:1 etc. Tracking progress and attainment is much easier on TT.
<b>Staff Training -questioning -marking and feedback</b>	£0	£0	Marking and feedback is a continual focus for CPD in Professional Development Meetings. Aspects of successful teaching and learning,	Marking and feedback has a measurable impact on children's progress. Children	Marking and feedback enables children to progress - this is demonstrated through next	A key focus for staff CPD is developing skills and understanding of questioning, marking and feedback. Monitoring of planning, book, lesson observations and pupil

			including questioning and thinking skills form part of whole school CPD in Professional Development Meetings	actively respond to high quality marking and feedback. Staff awareness of aspects of successful teaching and learning and the impact it has on pupil progress and achievement. The focus on thinking skills and questioning will heighten the focus in teaching and learning across the school.	step marking and children's response to the marking. A range of thinking skills and question types are used to promote higher order thinking. This is evident in planning and children's work.	conference outcomes are designed to improve the quality of questioning, marking and feedback. Staff receive feedback on a regular basis. Peer mentoring, observing another teacher teach with the emphasis on questioning have been essential parts of staff development. Two members of staff have been participating in a CAST Teaching and Learning course which includes a focus on these skills.
<b>Total Spending</b>		<b>£69,171</b>				