

## **Pupil Premium Planning 2017-18**

Barriers faced by our Pupil Premium children:

- Acquisition of Basic Skills
- Access to first-hand learning experiences including residential trips
- Emotional support

<b>Pupil Premium Used For:</b>	<b>Amount allocated to Intervention / Action</b>	<b>Is this a new or continued activity?</b>	<b>Brief Summary of the intervention or action, including details of year groups and pupils involved, and the timescale</b>	<b>Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?</b>	<b>How will this activity be monitored, when and by whom? How will success be evidenced?</b>	<b>Actual impact: What did the action or activity actually achieve? What would you change next time to improve it?</b>
<b>Pupil Premium Lead</b>	£2,308	New	Fortnightly release for tracking, monitoring, meeting and support	Improved progress for children.	Termly mtg with TK	Improved end of KS2 results. Pupil premium teacher feels supported within role.
<b>ACQUISITION OF BASIC SKILLS</b>						
<b>Pupil Premium Focus Teacher</b>	£11,047	Continuation	Teacher to work with targeted children - focused work.	Improved progress for children	Termly mtg with CS	Average steps progress 3.6 and average scaled score of 99.4 – continued use of data to drive intervention.
<b>Staff Training – Developing Grammar Skills in English</b>	£2,500	New	Staff training re: development of grammar within English units of work.	Improved attainment in grammar outcomes.	Planning and work scrutiny End of KS2 outcomes for GPS	59% of PP children achieved AS and 24% achieved AS+ on GPS test (60% and 7% in

						2017) – Embedding of grammar structures and skills throughout English curriculum
<b>Writing Conferences</b>	£3,960	New	Fortnightly writing conferences in Years 5 and 6 – Spring / Summer term	Improved progress and attainment for children.	Progress tracking – TK	Avg of 3.3 steps progress for all children (3.75 for PP children) and 65% of children achieved expected standard – Expand sessions to small groups rather than 1:1 with regular monitoring of progress throughout terms
<b>Target in-class HLTA Support</b>	£6,940	New	In-class support work for identified children.	Improved progress for children.	Termly monitoring of progress and review – TK with CS	Avg of 3 steps progress made with observed improvements in maths and confidence across the curriculum – focussed targeting of children with specific targets.
<b>Third Space 1-1 Tuition</b>	£7,360	New	1-1 Tuition for Years 6, 5 and 4: Autumn term: Year 6 Spring term: Year 5 and 6	For children to reach age-expected standards / greater	Class teachers to monitor weekly; Half-termly	Yr 4 – avg progress 2.7 – 67% broadly at

			Summer term: Year 5 and 4	depth	attainment/progress monitoring	ARE Yr 5 avg progress 3 – 100% broadly at ARE Yr 6 avg progress 3.6 – avg scaled score 95.6 – more targeted lessons using daily lessons as guidance for gaps to target.
<b>RAPID Maths Intervention</b>	£2,330	Continuation	TA-led intervention – taking place over the course of each week – ½ hour each day.	Accelerated progress; pupils expected to make at least 4 points progress	Termly monitoring of progress and review – CS with SENCO	Yr 3 – avg 1 step progress Yr 4 – avg 3.1 steps progress – analyse how Rapid maths is being carried across into the classroom
<b>RAPID Reading Intervention</b>	£1,161	Continuation	TA-led intervention – taking place over the course of each week – ½ hour each day.	Accelerated progress; pupils expected to make at least 4 points progress	Termly monitoring of progress and review – CS with SENCO	Yr 3 – reading improved on avg by 12 months Yr 4 – reading age improved on avg by 7.5 months – analyse how skills are being carried across into the classroom
<b>Phonics Intervention</b>	£2,714	Continuation	TA-led intervention in Year 3 and 4	Improved progress in spelling ages; reading ages; progress in writing	Termly monitoring of progress and review – TK with SENCO	Yr 3 – reading age +6.75 months on avg/ Spelling age +

						13.75 months on avg Yr 4 – Reading age +6 months Spelling age + 0 months – consider impact and research alternatives
<b>Sound Training Intervention</b>	£2,625	Continuation	Specialist teacher-led intervention – 1 hour for 8 weeks	Improved progress in reading ages, and spelling	8 week review of progress- - CS	Yr 5 - Reading age improved 16.5 months on average Yr 6 – reading improved 21 months on average – continue with targeted intervention – consider purchase of LEAP training for yr 3/4
<b>First Class @ Number</b>	£1,420	Continuation	TA-led intervention in Year 3 – ½ hour daily	Accelerated progress in maths – pupils expected to make at least 4 points progress	Termly monitoring of progress – CS	Yr 3 – Avg of 2.75 steps progress Consider impact and research alternatives
<b>Success@ Arithmetic intervention</b>	£1,745	Continuation	TA-led intervention for children in Y5	Improved progress – children reach ARE	Termly monitoring of progress – CS	Avg of 4 steps progress
<b>1<sup>st</sup> Class @ Writing</b>	£1800	New	Training for 2 x Teachers and 2 x TAs – summer term – writing intervention in Y3/4 Year 3 / 4 and 5 groups	Children reach ARE	Monitoring of progress - CS	Yr 3 – Avg of 2 steps progress Yr 4 – avg of 3 steps progress Yr 5 – avg of 4.25 steps

						progress – Analyse difference in year groups r.e. progress
<b>Coaching programme for teachers</b>	£4,180	Continuation	To ensure First Quality Teaching is as good as it can be.	Improved quality of teaching in all classes.	Learning walks, coaching mtgs.	Improved practice in teaching and learning. Good teaching.
<b>Pupil Progress Mtgs Preparation time</b>	£3,330	Continuation	Teachers to spend half a day analysing progress of ever-FSM children, identifying next steps and preparing for Pupil Progress mtg. All Ever-FSM children	Improved support / strategies for children in class.	Pupil Progress mtgs. identify effective strategies.	Teachers had greater understanding of areas to address in learning, and strategies to support this were implemented
<b>In-Year Assessment Materials</b>	£600	Continuation	Materials to carry out initial assessments of new children who join the school mid-year	Teacher has a good understanding of strengths and areas for development quickly.	Assessment records – on-entry records. Progress records.	Tch's have a detailed idea of new arrivals abilities and gaps. Extend use of assessment materials to include spring assessment in all year groups
<b>EMOTIONAL SUPPORT</b>						
<b>Inclusion Worker support</b>	£4,358	Continued	Various children – reviewed half-termly.	More settled in class; raised self-esteem	Termly review mtgs – TK and Inclusion worker	Children more settled within classes and around school. Children dealing with family

						bereavements supported.
<b>Social Skills Groups</b>	£1,420	Continued	Small group sessions throughout week within year groups.	Children feel happier in school in terms of friendships	Termly review - SLT	Children began to participate more within classes – review process and how to best support children going forward
<b>Play Therapist</b>	£4500	Continued	To support emotional needs of children; weekly sessions with a qualified play therapist.	Children are increasingly settled, and be in the best place possible for learning.	Liaison with play therapist	Supported children appeared less anxious and more settled
<b>ACCESS TO FIRST-HAND LEARNING EXPERIENCES</b>						
<b>Author Visit</b>	£1000	New	Tom Palmer, author visit, to school.	Increased enthusiasm for writing.	Evaluation of day.	Children were engaged and inspired by the visit
<b>Access to Library at Lunchtimes for Homework / Reading sessions</b>	£1,420	Continued	Opening of library for homework support – manned by a TA. Teachers encourage children to access	Homework is completed; children report that they feel happier for completing	Termly review – HR with CS	Analysis conducted on participation by PP children – increased over the course of year with over 50% attending and repeat visiting over a half term
<b>Mathletics Club</b>	£1,420	Continued	Access to ipads for Mathletics use during lunchtime	Access to ICT – do not feel socially different	HLTA to confirm participation	Provision adjusted in year due to ICT suite removal
<b>Y4 Residential Trip</b>	£3,350	Continued	17 children	Children feel part of class, and not socially different	Finance secretary to confirm participation	Children participated in trip and enjoy the enrichment

						activities
<b>Y6 Residential Trip</b>	£2,880	Continued	16 children	Children feel part of class, and not socially different	Finance secretary to confirm participation	Children participated in trip and enjoy the enrichment activities
<b>Day Trips</b>	£1000	Continued	All FSM children	Children feel part of class, and not socially different	Finance secretary to confirm participation	Children take part in enriched curriculum activities
<b>Curriculum Enrichment Days, including theatre shows</b>	£2050	Continued	Enrichment of Experiences – all Ever-FSM children	Aspiration and enjoyment of learning improves	Children's survey	84% of children said they enjoyed enrichment activities (14% 'sometimes')
<b>Music Tuition</b>	£2,500	Continued	Equality of opportunities Available for all FSM children	Enjoyment, and self-esteem raised.	Discussion with carers	Children take part in enriched curriculum activities
<b>OTHER</b>						
<b>Milk Provision</b>	£200	Continued	All FSM children	Children have access to milk during the school day.	Finance secretary to confirm participation	Children enjoy milk at breaktime.
<b>Total Cost</b>	£82,118					