

Pupil Premium Funding 2016 to 2017

PUPIL PREMIUM FUNDING

- ACADEMIC YEAR 2016 to 2017 -

| A. Success criteria: | | | | | | |
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| To diminish the difference between the attainment of disadvantaged and non-disadvantaged children in Maths and English. | | | | | | |
| *Disadvantaged children will be prioritised for the provision outlined below. | | | | | | |
| Maths | | | | | | |
| Grant used to fund | Cost | What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO) | Aim | Monitoring Evidence | Expected Impact | Evaluation |
| Catch-up Numeracy training for key members of staff. | £2000 | In order to enable our lower ability children to have a better conceptual understanding of Maths, we needed to provide an intervention (beyond the classroom) to support them. Catch-up Numeracy was recommended by our SENDCo after attending the SENDCo masters course. This formed the basis of one of her assignments and was considered to be the best available intervention (according to its efficacy). 1:1 tuition – 5 months Impact EEF Toolkit) | To send key members of staff on training to enable the school to deliver this well respected Maths intervention. | Maths SL SLT | Targeted LA children make good progress in Maths (moving closer to ARE) | Continue for another year to embed and build upon impact after the first year. |
| One to one tuition in Maths (Catch-Up Numeracy) | £5000 | | To provide effective 1:1 Maths support in order to raise the attainment of children who are significantly below ARE thus diminishing the difference between their attainment and EXS. (Prior to the end of the KS) | Maths SL and trained TAs to capture pre/post and ongoing assessment and feedback to SLT SL to monitor quality of the intervention. | | |
| Additional TA support within classes during lessons to reduce the adult / child ratio and to raise attainment | £27,500 | 40% of our children are PP and so nearly half of every classroom (on average). Funding TA support in the classroom frees up the teacher to support a wider range of ability PP children within the classroom on a more regular basis. Therefore, providing quality first teaching to more children on a smaller teacher to child ratio. Our TA staffing not | To increase the number of children reaching EXS or above in Maths. To reduce the adult / child ratio so that a greater amount of time and support can be channelled to those children of greatest need. | Class teachers SLT SL SLT/SL to carry out data analysis to track attainment / progress | Children make good progress in Maths. More children at EXS or above. | Continue developing and funding the role of the TA in the classroom to ensure maximum impact. |

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| | | only provides our children with extra support during the core subjects but also means that we are able to provide support beyond the core subjects enabling all our children to access a broad and balanced curriculum. EEF Toolkit - states 1 month impact for TAs but does not acknowledge impact of reduced Teacher/ child ration through QF teaching). | | | | |
| Lunchtime club to support children with their Maths homework | £270 | We recognise that some of our PP children struggle to complete their homework at home due to chaotic / complicated life styles, so we provide an opportunity for them to do it at school (with support). EEF Toolkit states an impact of just 2 months at Primary (5 months at Secondary) but we feel that it enables our children to take responsibility for their learning, engage with our school and our expectations and helps them become life-long learners and 'Secondary ready'. | To ensure that all children have the same opportunities to meet our school expectations and so maximise their learning opportunities. | SLT/SL TA to take register of who supporting and feedback to SLT/SL. One off 'snap shots' of homework completion to be undertaken every even term to assess how many children are undertaking their homework. | Children engaged with their learning. Raised Maths standards. | Strongest impact for year 6 children. Continue the funding but focus on engaging children from the rest of the school. |
| Purchase of additional resources to support interventions and work in lessons | £2000 | To develop our children's conceptual understanding by supporting them with the concrete before moving on to the abstract. This approach supports the T and L as we start to explore and develop a mastery approach to learning in Maths within our school. | To ensure that children have the high quality resources needed to support their learning. | SLT/SL SL/SLT to carry out monitoring of use of manipulatives to support learning within all year groups. | Children make good progress in Maths. More children at EXS or above. | Resources to be funded from a different cost centre for the next academic year. |

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| Training and non-contact time for Maths Subject Lead to support and develop teaching and learning across the school. | £2000 | Since the introduction of the new curriculum in 2014, 'assessing without levels' and the concept of 'mastery', in Maths, we believe it is incredibly important that our SLs are fully up to date with current thinking and innovations in Maths T and L. They can then pass their knowledge and understanding to SLT and support staff CPD in order to move T and L to outstanding across the school. SLs are also provided with opportunities to share their/our expertise with other schools as well as to draw upon the skills from other professionals in other educational establishments. (EEF Toolkit - Mastery- 5+ months impact) | To increase the amount of outstanding teaching of Maths across the school. To raise attainment in Maths and diminish the difference attainment between disadvantaged and non-disadvantaged children | SLT SLs SL Action Plans Staff meeting minutes Staff CPD | More children at EXS or above. | Successful use of funding. Resources to be funded from a different cost centre for the next academic year. |
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Reading and Writing

| Grant used to fund.. | Cost | What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO) | Aim | Monitoring Evidence | Expected Impact | Evaluation |
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| Partial funding of a comprehensive Guided reading scheme for the school (along with the PTA) | £3200 | In order to access the curriculum, children need to be able to read with fluency and understanding. Our Guided Reading resources were dated and incomplete, so we decided to purchase a whole school set. A set that provided staff with the materials needed to meet the expectations of the new Reading curriculum as well as to inspire and motivate our children to read for pleasure (especially our boys). This Reading scheme will give us consistency across the school and a | To raise attainment and progress in Reading in order to diminish the difference between disadvantaged and advantaged children. | SL English SLT Monitoring folder: review of Reading scheme Pupil conference for feedback on the new books. DATA – Reading attainment/progress | Consistent high quality Guided Reading taking place across the school. Children make good progress in Reading. More children at | Successful use of funding. This funding is not required 2017 to 2018. |

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| | | benchmark for current expectations at each year group level. | | | EXS or above. | |
| Partial funding of a new CODE X Reading intervention scheme (along with the PTA) | Included in the £3200 Guided Reading cost | In order to enable our lower ability children to make it to EXPECTED STANDARD by the end of the KS, we know that they need as much support as possible (above and beyond normal classroom practice). This intervention compliments our new Guided Reading scheme and is specifically targeted to the needs of our children whilst still able to engage and motivate them as learners. It is robustly linked to the new reading curriculum and is modern and engaging for our pupils. | To raise attainment and progress in Reading in order to diminish the difference between disadvantaged and advantaged children. | SL English SLT Pre/post assessment data. DATA – attainment and progress. | Consistent high quality reading intervention taking place across the school. Children make good progress in Reading. | This intervention did not run its course due to staffing constraints. This intervention to be reviewed and financed by SEN budget 2017 to 2018. |
| TA led CODE X Reading interventions | £700 | | To deliver high quality / effective reading interventions in Lower Key Stage 2. To raise attainment and progress in Reading in order to diminish the difference between disadvantaged and advantaged children. | | Targeted children make good progress in Reading (moving closer to EXS) | |
| TA led 1:1 Reading sessions | £15000 | In order to access the curriculum, children need to be able to read with fluency and understanding. Many of our PP children do not receive the important support at home to help make them fluent and confident readers. It was decided that time and expertise needed to be put into hearing target children as frequently as possible so that they could develop good reading habits and move towards EXS. For these children 1 GR session a week is not sufficient. | To raise attainment and progress in Reading in order to diminish the difference between disadvantaged and advantaged children. | SL English SLT Data analysis TA/T feedback Pupil conferencing | Targeted children make good progress in Reading (moving closer to EXS) | Continue for another year to embed and build upon impact after the first year. |

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| TA led 1:1 Dancing Bears / Apples and Pears interventions | £1000 | In order to access the curriculum, children need to be able to read with fluency and understanding. Many of our PP children do not receive the important support at home to help make them fluent and confident readers. KS1 provide Dancing Bears and so we carry on the provision for continuity (building on what they already know). We use the scheme for the children who have started to read simple CVC words but who have poor decoding skills and are struggling to keep up with whole-class instruction. These children have a reading age of 7 or less. | To raise attainment and progress in Reading in order to diminish the difference between disadvantaged and advantaged children. | SL English SLT Pre and post assessment information. Data analysis | Targeted children make good progress in Reading and spelling (moving closer to EXS) | This intervention to be reviewed and financed by SEN budget 2017 to 2018. Impact to be precisely monitored. |
| Additional TA support within classes during lessons to reduce the adult / child ratio and raising attainment | 87051.49* £21,800 | 40% of our children are PP and so nearly half of every classroom (on average). Funding TA support in the classroom frees up the teacher to support a wider range of ability PP children within the classroom on a more regular basis. Therefore, providing quality first teaching to more children on a smaller teacher to child ratio. Our TA staffing not only provides our children with extra support during the core subjects but also means that we are able to provide support beyond the core subjects enabling all our children to access a broad and balanced curriculum. EEF Toolkit - states 1 month impact for TAs but does not acknowledge impact of reduced Teacher/ child ratio through QF teaching). | To increase the number of children reaching ARE or above in English. To reduce the adult / child ratio so that a greater amount of time and support can be channelled to those children of greatest need. | Class teachers SLT SL SLT/SL to carry out data analysis to track attainment / progress | More children at ARE or above in English. | Continue developing and funding the role of the TA in the classroom to ensure maximum impact. |

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| Subscription for 'Nessy' – a spelling and reading intervention program | £150 | This intervention was chosen to target children with dyslexia or those who are at EXS but have profound spelling problems. It can be run by 1 adult and engages children through an interactive ICT program. | To have the resources to provide the right intervention for the right child so that their Reading attainment is in line with EXS. | SLT SL English Analysis of the program to assess impact. | More children at EXS in Reading and Spelling. | Need to refine entry and exit data in 2017 to 2018 and tracking of impact. If this intervention is to run it needs to be allotted its relevant timings. |
| TA led 'Nessy' sessions for targeted individuals | £760 | | To raise the attainment of children who are below EXS in order to diminish the difference between their attainment and EXS. | Feedback from children and TA running the sessions. | More children at EXS in Reading and Spelling. | |
| Lunchtime club to support children with their homework | £270 | We recognise that some of our PP children struggle to complete their homework at home due to chaotic / complicated life styles, so we provide an opportunity for them to do it at school (with support). EEF Toolkit states an impact of just 2 months at Primary (5 months at Secondary) but we feel that it enables our children to take responsibility for their learning, engage with our school and our expectations and helps them become life-long learners and 'Secondary ready'. | To ensure that all children have the same opportunities to meet our school expectations and so maximise their learning opportunities. | SLT | Children engaged with their learning. Raised English standards (especially SPaG). | Strongest impact for year 6 children. Continue the funding but focus on engaging children from the rest of the school. |
| Training and non-contact time for English Subject Lead to support and develop teaching and learning across the school. | £2000 | Since the introduction of the new curriculum in 2014, 'assessing without levels' and the concept of 'mastery', within/across the curriculum, we believe it is incredibly important that our SLs are fully up to date with current thinking and innovations in English T and L. They can then pass their knowledge and understanding to SLT and support | To increase the amount of outstanding teaching of English (Reading and Writing) across the school. To raise attainment in Reading and Writing and diminish the difference between the attainment of disadvantaged and non-disadvantaged children. | SLT SLs SL Action Plans Staff meeting minutes Staff CPD | More children at ARE or above. | Resources to be funded from a different cost centre for the next academic year. |

| | | <p>staff CPD in order to move T and L to outstanding across the school. SLs are also provided with opportunities to share their/our expertise with other schools as well as to draw upon the skills from other professionals in other educational establishments. We believe this sharing of expertise is incredibly important.</p> <p>(EEF Toolkit - Mastery- 5+ months impact)</p> | | | | |
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| <p>B. Success criteria:</p> <p>To remove, wherever possible, any barriers to learning and create an environment where children are confident and happy and are eager to make a positive contribution to British society.</p> <p>To close the attainment diminish the difference between disadvantaged and non-disadvantaged children in Maths and English.</p> <p>*Disadvantaged children will be prioritised for the provision outlined below.</p> | | | | | | |
| Grant used to fund | Cost | What is the rationale and evidence for this choice? (DATA ANALYSIS SUPPORTS OUR DECISIONS ALSO) | Aim | Monitoring Evidence | Expected Impact | Evaluation |
| Parent Liaison Officer | 31,836 | <p>Many of our PP children and their families have complex and challenging life styles and needs. In order for our children to be ready to learn, we feel that this role is vital in building respectful, trusting and supportive relationships with our parents and providing the emotional support that our children need.</p> | <p>To meet with parents in order to reduce barriers to learning generated by children’s home life experiences.</p> <p>To signpost parents to suitable support.</p> <p>To run social / emotional interventions for targeted children.</p> <p>To attend multi-agency meetings.</p> <p>To liaise with other professionals.</p> | SLT | <p>Raise self-esteem, confidence and attitude to learning.</p> <p>Removal / reduction of barriers to learning.</p> <p>Children happy and ready to learn.</p> <p>Parents engaged with their children’s</p> | <p>Need to continue to refine the way impact is monitored.</p> |

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| | | | | | learning and able to support then successfully at home. School to have positive, supportive relationships with parents. | |
| Funding of a school counsellor | £4500 | Many of our PP children and their families have complex and challenging life styles and needs. We believe it is important that our children are provided with the opportunity to offload any worries/concerns/anxieties with a member of staff who is trained to support them and is not part of the teaching team. An adult that can reassure them and provide them with strategies to deal with the demands of life. This is part of our program of support to help remove some of the children's barrier to learning. | To support children identified as needing additional emotional support. To improve children's confidence, self-esteem, self-belief and attitude to learning by removing any barriers to learning. | Pupil Premium Leads (PPL) Pupil conferencing | Raise self-esteem, confidence and attitude to learning. Removal of barriers to learning. | 2017 to 2018 – School counsellor to be timetabled differently this year. Need to continue to refine the way impact is monitored. |
| Funding of two part-time Community Family Workers (CFWs) to strengthen and broaden the support available for vulnerable | £3060 | Many of our PP children and their families have complex and challenging life styles and needs. In order for our children to be ready to learn, we feel that this role is vital in building respectful, trusting and supportive relationships with our parents and providing the emotional support that our children. It forms part of a program of support to help remove | To provide support to vulnerable children and their families in order to keep, where possible, them focused on their learning by removing barriers. | SLT PPLs | Raise self-esteem, confidence and attitude to learning. Removal of barriers to learning. | Need to continue to refine the way impact is monitored. |

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| children and their parents /carers | | some of the children's barrier to learning. | | | Increased parental engagement. | |
| TA time to run breakfast club | £2500 | We know that some of our children are coming to school hungry and without having had a good start to the day. Offering them a place at breakfast club ensures that they are fed and so ready to concentrate. However, it also offers them a place where they can feel settled and calm ready to go into class at the start of the day. | To ensure that the children start the school day ready to learn | PPLs SLT | Improved attendance / punctuality . Improved attitude to learning. Removal of barriers to learning. | Need to continue to refine the way impact is monitored. |
| Funding of places at a breakfast club | £400 | | | Pupil conferences. Registers to monitor who is attending. | | |
| Lunchtime clubs to develop children's social, emotional and behavioural skills | £2000 | Lunch time can be the tricky for our children. It is an unstructured time and during the winter the children have a restricted amount of space to play on. In order to support our children during these times we have set up a lunchtime club. This club is offered to a variety of children e.g. children who need to be reminded of our expectations of behaviour during lunchtimes and so have some time in the club to develop their social skills; children who want to stay in because they would like some time out from the playground and those that would like to develop friendships with children other than their immediate peers. | To move behaviour from good to outstanding, especially during less structured situations | SLT PPLs Register taken by TA involved. Analysis of the behaviour incidents (to see a reduction in reports) | Happy and confident children who are ready to learn. | Need to continue to refine the way impact is monitored. |

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| Subsidising / funding access to enrichment activities – school trips, visitors, residential trip, sports club attendance, peripatetic music lessons | £500 | We have high expectations of our children and want them to have aspirations about what they can achieve. Therefore, we want our PP children to be able to experience the same opportunities as their peers so that they have the same life chances. | To provide opportunities for children where cost may prove to be inhibitive. | SLT | Raise aspirations of children and parents. | Need to continue to refine the way impact is monitored. |
| Training for key members of staff – ‘Apple’ (an emotional and social intervention program) | £470 | <p>We know that some of our children need support developing their emotional literacy so that they have a greater self-awareness and can recognise their own feelings and know how to manage them. This program is designed to support our children with this.</p> <p>(Maslow’s Hierarchy of Need).</p> | To have the capacity to provide high quality emotional and social interventions. | SLT | Socially and emotional confident children who are ready to learn | Behavioural incidents reduced over time as part of a combination of measures |
| Parental engagement – funding of non-contact time to enable staff to meet parents regarding their children’s learning | £2400 | <p>We value the role that our parents play in the learning of their children and believe that we should provide as many opportunities for them to take an active role as possible. We do this by the provision of non-contact time for staff so that they can have the chance to run My Plan meetings (twice a year), deciding agreed actions for our parents, teachers and the child to work together on with the ultimate goal that barriers to learning are removed and our children are ready to learn. It is a partnership we value.</p> <p>(EEF Toolkit – 3 months impact)</p> | <p>Parents are engaged with their children’s learning and are able to support them at home.</p> <p>To raise aspirations of parents.</p> | <p>SENCOs SLT PPLs</p> <p>Review of My Plans and an analysis of the impact that they are having.</p> | <p>Removal of barriers to learning, wherever possible.</p> <p>Parents have a better understanding of how to support their child’s learning and have raised</p> | Need to continue to refine the way impact is monitored. |

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