

Pupil premium action plan 2015 – 2016

Key objective 1: Ensure that 90% pupils are supported to make the expected amount of progress each year in reading and writing		Success criteria: 90% of pupils in target year groups make expected amount of progress. Target groups: EAL, Pupil premium children, EYFS, Year 1, Year 2, Year 3/4, Year 5 & 6 (Sep 2015)		Arrangements for evaluation of impact against S/C: Half termly monitoring of attainment and progress by class teacher and SENCO	
Target group of pupils	Specific actions	Implementation arrangements and people responsible	Resources (time & costs)	Timescale	Ongoing record of impact on pupil progress.
Pupil premium/EAL children achieve the expected progress in line with their peers	1a Use of interventions such as Dancing Bears Programme, one to one reading . 1b Provide training for SENCO and 1 TA to attend training on FFT wave 3 reading and writing 1c Short sessions daily for identified children. 1d Half termly review of progress of pupils in target group 1e pre tutoring of new topics – additional resources, TA interventions	SENCO led Class teacher & 2 x TA	Course cost new SENCO and 1 TA £340 Supply cover for course 2 days £400 Release time for SENCO to review progress & plan work 6 x ½ day £600 Pre tutoring resources	Aut 2015 onwards	
EYFS/ Y1/2 who are not meeting expectations in reading, phonics and writing.	1f Small focus groups - review of make up or teaching focus for groups as appropriate Supervision and monitoring by SENCO	Literacy co-ordinator PHONIC SESSIONS Plus Lime Class teacher & TA 20 minutes daily 9.00 – 9.20	Spelling wall in Lime Class to check retention weekly Release of Senco and literacy coordinator to support interventions, monitor, write plans and materials. 1 hour per week £60 x 35 weeks	AUT 2015 Onwards	

EYFS Y1/2/3/ not on track to meet expectations in reading and /or writing	2a Gym trail. Adapt the use of the programme with older children. Practise fine and gross motor skills to aid concentration and writing to be a key focus.	Senco	Teaching assistant 2 or 3 weekly sessions x 45 mins plus planning and review time £60 per month 1.15-2pm Tues, Wed	AUT 15'	
Pupils who are not on track to achieve the expected standard (Birch & Willow)	3a Identify groups of pupils from pupil progress meetings. Use the assessment tracking system to identify areas of focus. 3b run small groups taught for one term to focus on identified groups of skills.	Head teacher to monitor impact through pupil progress meetings with class teachers.	Identify older children to receive literacy boosters session during spring and summer term. 1hour per week £25 per lesson	Jan 16	
Dyslexia training	4a Identify and test pupils who maybe dyslexic and require support and daily intervention	Senco	£300 per Partnership school plus supply of £180	Spring 2016	
Pupil support from external source for PP child in Birch	4b TA trained to complete intervention with DB	KA/Senco	TA hours -one hour daily with child plus one hour weekly training session. 6 hours per week £160 per month, £480 per term	Ongoing science aut 15	

Key objective 2: To support KS2 pupils to achieve the expected standard by the end of Year 6 in maths		Success criteria: All pupils are on track		Arrangements for evaluation of impact against S/C: 2.Half termly monitoring of attainment by class teacher, Head and SENCO	
Target group of pupils	Specific actions	Implementation arrangements and people responsible	Resources (time & costs)	Timescale	Ongoing record of impact on pupil progress.
Pupils who are not on track to achieve the expected standard (Birch & Willow)	<p>2a Identify groups of pupils from pupil progress meetings. Use the assessment tracking system to identify areas to focus on.</p> <p>Homework club for Y5/6 for one term to focus on identified groups of skills.</p> <p>2c Use mathletics and or Dynamo maths daily with identified children.</p> <p>2d. TA to complete Power of 2 with - 4 children</p> <p>Review progress and identify next steps to continue to work on with teaching assistant.</p>	<p>Mathletics Dynamo Maths programme Power of 2 Purchase, training and use of numicon</p>	<p>Mathletics - £5 per child £350 Dynamo Maths - £146 Power of 2 - TA hours 2 x 30 minutes daily £ 256</p>	<p>Half termly blocks</p> <p>AUT 2015</p>	

Key objective 3 : Support pupil premium pupils to achieve good progress and high achievers are supported to achieve greater depth within the expected standard.		Success criteria: Pupils in receipt of pupil premium make the expected amount of progress from one year to the next		Arrangements for evaluation of impact against S/C: 2.Half termly monitoring of attainment by class teacher and SENCO	
Target group of pupils	Specific actions	Implementation arrangements and people responsible	Resources (time & costs)	Timescale	Ongoing record of impact on pupil progress.
Vulnerable Pupil Premium Children & High achieving Pupil Premium children	2a Identify more able pupils from all vulnerable gps and year groups and set challenging targets 2b meet with child and parent to identify appropriate ways to support those pupils e.g. equipment, attendance at clubs, coaching. What do we want the pupils to gain from this-?	Meeting with parents Plan support and resources Time to plan programme of support and identify resources	Resources - Sports clubs, guitar lessons, equipment, masterclasses, funding cost of trips. Yoga for JC. £2600 (£200 per child per year)	Half termly blocks	Increase in independence. New skills. Team work. Improved self esteem. Gathered through pupil interviews and questionnaire, parent feedback.

Key objective 4: Monitor attendance, and work with all parents of children with below 90% attendance to improve attendance to over 90%		Success criteria: Attendance of all pupils is above 90% unless relevant reason. Attendance of FSM pupils is at least as good as national average.		Arrangements for evaluation of impact against S/C: Weekly monitoring of attendance.	
Target group of pupils	Specific actions	Implementation arrangements and people responsible	Resources (time & costs)	Timescale	Ongoing record of impact on pupil progress.
All children whose attendance falls below 90% (unless long medical reason)	3a Weekly monitoring of attendance by Admin staff, and letter to parents of pupils if drops below 90%. Mtg with HT 3b HT mtg with parents when attendance drops below 90%. Half termly mtg until attendance improves over 90%	HT led	Admin hours ½ hr/week – £150 per year	On going	

Key objective 5 : To improve the quality of marking and feedback given by TAs		Success criteria: Marking and feedback by TAs is encouraging, has high expectations and is specific Marking and feedback has a clear impact on pupils' work		Arrangements for evaluation of impact against S/C: Observations of group work, performance management	
Target group of pupils	Specific actions	Implementation arrangements and people responsible	Resources (time & costs)	Timescale	Ongoing record of impact on pupil progress.
To have an impact on all work with pupils	4a Training for TAs on how to improve marking and feedback by LA officer (Rebecca Jackson). Focus: effective use of praise and verbal feedback to enable children to access LO. 4b Teachers model feedback – pointing out key phrases, aspirations and specific feedback given 4c Informal and formal observations of quality of feedback given 4d Book look with TAs to identify how pupils made effective use of feedback given	SENCO led Modelling by class teachers	Training Supply cover for SENCO for monitoring 3 x ½ day £600	Autumn and Spring Term	

Summary of pupil premium for website:

The use of the pupil premium is allocated based on the principles of the Pupil Premium Policy. Assessment information and other data are used to identify groups of pupils that require support and to plan areas for development. In 2015 – 16 the total pupil premium allocation is £10841.65. The allocation of this money is partially planned but not all costs are finalised and needs may change. Information will be gathered at the start and end of each programme to evaluate its effectiveness.

Area for development	Allocation	Annual Spend
<p>Key objective 1: Ensure that 90% pupils are supported to make the expected amount of progress each year in reading and writing</p>	<ul style="list-style-type: none"> ● Use of interventions such as Dancing Bears Programme, one to one reading . ● Training for SENCO and 1 TA to attend training on FFT wave 3 reading and writing ● Short sessions daily for identified children. ● Half termly review of progress of pupils in target group ● Pre tutoring of new topics – additional resources, TA interventions ● Small focus groups ● Supervision and monitoring by SENCO ● Identify groups of pupils from pupil progress meetings. Use the assessment tracking system to identify areas to focus on. ● Homework club for Y5/6 for one term to focus on identified groups of skills. ● Gym trail. Adapt the use of the programme with older children. Practise fine and gross motor skills to aid concentration and writing to be a key focus. ● Dyslexia training for Senco - Identify and test pupils who maybe dyslexic and require support and daily intervention ● TA trained to complete dyslexia intervention 	<p>£1380</p> <p>£2100</p> <p>£420</p> <p>£450</p> <p>£1440</p> <p style="text-align: right;">Total £5790</p>

<p>Key objective 2: To support KS2 pupils to achieve the expected standard by the end of Year 6 in maths</p>	<ul style="list-style-type: none"> ● Identify groups of pupils from pupil progress meetings. Use the assessment tracking system to identify areas to focus on. ● Homework club for Y5/6 for one term to focus on identified groups of skills. ● Use mathematics and or Dynamo maths daily with identified children. ● TA to complete Power of 2 ● Review progress and identify next steps to continue to work on with teaching assistant 	<p>£606</p>
<p>Key objective 3 : Support pupil premium pupils to achieve good progress and high achievers are supported to achieve greater depth within the expected standard.</p>	<ul style="list-style-type: none"> ● Identify more able pupils from all vulnerable groups and year groups and set challenging targets ● Meet with child and parent to identify appropriate ways to support those pupils e.g. equipment, attendance at clubs, coaching. 	<p>£2600</p>
<p>Key objective 4: Monitor attendance, and work with all parents of children with below 90% attendance to improve attendance to over 90%</p>	<ul style="list-style-type: none"> ● Weekly monitoring of attendance by Admin staff, and letter to parents of pupils if drops below 90%. Mtg with HT ● HT mtg with parents when attendance drops below 90%. Half termly mtg until attendance improves over 90% ● Rewards to promote good Attendance –certificates and medals 	<p>£150</p>
<p>Key objective 5 : To improve the quality of marking and feedback given by TAs</p>	<ul style="list-style-type: none"> ● Training for TAs on how to improve marking and feedback ● Focus: effective use of praise and verbal feedback to enable children to access LO. ● Teachers model feedback – pointing out key phrases, aspirations and specific feedback given ● Informal and formal observations of quality of feedback given ● Book scrutiny with TAs to identify how pupils made effective use of feedback given 	<p>TA hours and training £600</p>
Total spend		<p>£9747</p>

