



Pupil Premium 2015 - 2016

Priority: Close the attainment gap between pupils who are in receipt of Pupil Premium and those who are not					
Objective	Actions	Success Criteria (Impact on Learning Outcomes)	Monitoring activity and by whom	Resource and cost implication	Evaluation: Impact
<p>To ensure that all PPG pupils receive quality first teaching that is pitched accurately to their learning needs providing appropriate challenge to allow progress to be made</p> <p>Research – Feedback</p> <ul style="list-style-type: none"> Feedback studies tend to show very high effects on learning Feedback has effects on all types of learning across all age groups learning Feedback should be specific, accurate and clear 	<ul style="list-style-type: none"> PPG pupils are named on reading, writing and maths planning Aspirational, yet achievable targets are set for PPG pupils Teachers use ongoing APP to inform on progress and future planning 	<ul style="list-style-type: none"> Teacher's know who PPG pupils are and specifically plan for their learning needs Pupils' are receiving quality feedback to support learning 	<ul style="list-style-type: none"> Class teacher to monitor effectiveness SLT to focus on PPG pupils during teaching observations SBM and Headteacher monitor attainment and progress termly Pupil Premium Governor appointed to monitor attainment, progress and provision. 	NONE	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending
<p>Devise and deliver specific, targeted support and interventions that address individuals gaps in learning and enable specific feedback to be given to pupils by teachers and support staff</p>	<ul style="list-style-type: none"> Specific, accurate and clear feedback to pupils to ensure further progress 	<ul style="list-style-type: none"> Teachers have a clear understanding of individuals needs and are planning appropriately and specifically to address these. Pupils are clear on what they need to do to improve Progress is evidenced for PPG pupils 	<ul style="list-style-type: none"> Support staff to monitor attainment and progress Class teacher to monitor effectiveness SLT to focus on PPG pupils during teaching observations SBM and Headteacher monitor attainment and progress termly Pupil Premium Governor appointed 	See TA and Learning Mentor costings on Action Plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending

			to monitor attainment, progress and provision.		
Accelerate progress in reading, writing and maths for PPG pupils	<ul style="list-style-type: none"> ☺ Learning Mentors and Teaching Assistants to work with teachers to identify pupils who require intensive input. ☺ Learning Mentors and Teaching Assistants to plan and action 1:1 and small group interventions in order to accelerate progress in reading, writing and maths. ☺ Individualised feedback to be focus of input to challenge and extend thinking, learning and understanding 	<ul style="list-style-type: none"> ☺ Identified PPG pupils are making better than expected progress ☺ Impact of intervention is being seen in class ☺ Feedback is ensuring quicker progress 	<ul style="list-style-type: none"> ☺ Support staff to monitor attainment and progress ☺ Class teacher to monitor effectiveness ☺ SLT to focus on PPG pupils during teaching observations ☺ SBM and Headteacher monitor attainment and progress termly ☺ Pupil Premium Governor appointed to monitor attainment, progress and provision. 	See TA and Learning Mentor costings on Action Plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending
To give opportunity for individuals to address gaps or misconceptions which arise during main class teaching, under the direction of the class teacher, enabling a rapid and focussed response to their learning needs.	<ul style="list-style-type: none"> ☺ Teachers, during marking, to identify misconceptions or common errors in individuals work ☺ Support staff to address these misconceptions/errors with pupil during Early Morning Work/Quiet reading session. 	<ul style="list-style-type: none"> ☺ There is a rapid and focussed response to address misconceptions ☺ There is an immediate impact seen in the books ☺ Progress is quicker and evidenced 	<ul style="list-style-type: none"> ☺ Support staff to monitor attainment and progress ☺ Class teacher to monitor effectiveness ☺ SBM and Headteacher monitor attainment and progress termly ☺ Pupil Premium Governor appointed to monitor attainment, progress and provision. 	See TA and Learning Mentor costings on Action Plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending
To support the social and emotional learning of identified children	<ul style="list-style-type: none"> ☺ Close, nurturing relationship to be built between all staff and pupils. 	<ul style="list-style-type: none"> ☺ Identified children are able to overcome barriers to learning and make progress 	<ul style="list-style-type: none"> ☺ School Counsellor to provide regular feedback to HT and class teacher. 	See Learning Mentor and School Counsellor costings on	Termly report to full governing body and finance and personnel committee on

			<ul style="list-style-type: none"> ✔ Support staff to monitor attainment and progress ✔ Class teacher to monitor effectiveness ✔ SBM and Headteacher monitor attainment and progress termly ✔ Pupil Premium Governor appointed to monitor attainment, progress and provision. 	Action Plan	impact of PPG work and spending
To ensure that identified PPG pupils are receiving access to appropriate resources and adult input to support homework allowing them to consolidate learning more effectively , most specifically the basic skills or reading, spelling and number	<ul style="list-style-type: none"> ✔ Identified pupils are invited to access homework club. 	<ul style="list-style-type: none"> ✔ Identified pupils attend each session ✔ Regular opportunities to rehearse basic skills are given ✔ Pupils develop confidence 	<ul style="list-style-type: none"> ✔ Support staff to monitor attainment and progress ✔ Class teacher to monitor effectiveness ✔ Class teacher to meet regularly with 1:1 teacher for feedback and also to provide guidance of teaching areas ✔ SBM and Headteacher monitor attainment and progress termly ✔ Pupil Premium Governor appointed to monitor attainment, progress and provision. 	See TA, Learning Mentor and 1:1 Teaching costings on Action Plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending
Build resilience, confidence and self-belief to have a go in identified pupils by encouraging and affirming during class sessions	<ul style="list-style-type: none"> ✔ PPG pupils named on literacy and numeracy planning ✔ Specific pupils are identified for TA input 	<ul style="list-style-type: none"> ✔ Pupils are more willing to try ✔ Pupils are achieving more and feeling more confident ✔ Resilience is built so pupils can make mistakes and move on ✔ Progress 	<ul style="list-style-type: none"> ✔ School Counsellor to provide regular feedback to HT and class teacher. ✔ Support staff to monitor attainment 	See Learning Mentor and School Counsellor costings on Action Plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and

			and progress ☺ Class teacher to monitor effectiveness ☺ SBM and Headteacher monitor attainment and progress termly ☺ Pupil Premium Governor appointed to monitor attainment, progress and provision.		spending
Use collaborative learning techniques to support the interaction and language skills of PPG pupils Research – Collaborative learning <ul style="list-style-type: none"> • The impact of collaborative approaches on learning is consistently positive. • Structured approaches with well-defined learning tasks lead to the greatest learning gains • It works well for all ages if activities are suitably structured 	☺ Teachers to ensure that pupils understand the structure and the learning outcomes clearly ☺ Groupings to be considered carefully so that PPG pupils benefit explicitly from the opportunities to have a voice and participate	☺ Increased participation in speaking and listening activities from PPG pupils. ☺ Increase in confidence and to use their voice in class situations. ☺ Increase in resilience to speak up. ☺ Increase in progress of PPG pupils	☺ School Counsellor to provide regular feedback to HT and class teacher. ☺ Support staff to monitor attainment and progress ☺ Class teacher to monitor effectiveness ☺ SLT to focus on PPG pupils during teaching observations ☺ SBM and Headteacher monitor attainment and progress termly ☺ Pupil Premium Governor appointed to monitor attainment, progress and provision.	See all costings detailed on the action plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending
To ensure staff are appropriately trained to best meet the needs of PPG pupils	☺ The Headteacher in the school ensures that all staff feel confident in being able to ask for training should they feel they require it. ☺ Training needs are identified as attainment and progress of pupils	☺ Staff are more confident about the approaches and attitudes used towards PPG pupils. ☺ Staff have a better understanding of some of the	☺ Staff complete evaluation forms for training undertaken ☺ Dissemination to all staff ☺ SLT to focus on	NONE As training costs included within school training budget	Termly report to full governing body and finance and personnel committee on impact of PPG

	are identified and training arranged to meet these needs.	difficulties that PPG pupils can face. <ul style="list-style-type: none"> ✔ Leaders are clearer on their responsibilities around PPG and how to accelerate for these pupils, 	PPG pupils during teaching observations <ul style="list-style-type: none"> ✔ SBM and Headteacher monitor attainment and progress termly ✔ Pupil Premium Governor appointed to monitor attainment, progress and provision. 		work and spending
Opportunities to experience outdoor and adventure learning	<ul style="list-style-type: none"> ✔ Year 5/6 pupils offered places on residential visits at no charge ✔ Places are offered for all day visits at no charge to PPG pupils 	<ul style="list-style-type: none"> ✔ Pupils leave their comfort zones and resilience and confidence is increased. ✔ Resilience and confidence is transferred back to class room situations. 	<ul style="list-style-type: none"> ✔ Observations during school trips/residential visit. ✔ Feedback from educational visits 	See Outdoor adventure activities costings on the action plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending
To increase the number of PPG pupils who participate in extra-curricular sporting activities	<ul style="list-style-type: none"> ✔ A range of sporting activities are on offer to suit all ages and abilities ✔ Places on extra-curricular and holiday sports club are funded through the PPG 	<ul style="list-style-type: none"> ✔ PPG pupils are participating in regular sport and exercise. ✔ PPG pupils are enjoying and benefiting from the 'team' element of sporting activities. 	<ul style="list-style-type: none"> ✔ SBM/Office staff to keep registers of attendance at clubs. ✔ Sports Coaches to monitor and provide feedback on the involvement of those PPG pupils in the activities 	See Increasing participation in sport section of action plan	Termly report to full governing body and finance and personnel committee on impact of PPG work and spending



Pupil Premium Action Plan 2015/16

Research: The action plan is based on some of the higher impact strategies identified by Sutton Trust so that we can be confident that we are using interventions and approaches with a track record of success. The Sutton Trust Teaching and Learning Toolkit considers a wide variety of common approaches and strategies to raising achievement and analyses them based on a range of evidence to identify the high impact approaches alongside cost implications

<p>Learning Support</p>	<p>Learning Mentor (based on 20 hours per week for 39 weeks) Teaching Assistant (based on 22.5 hours per week for 39 weeks) Teacher (based on 2 hours per week for 39 hours) Research: 1:1 Tuition</p> <ul style="list-style-type: none"> ☺ One to one tuition is very effective in helping learners catch up ☺ Other groupings such as 1:3 can also be effective ☺ Short periods (5-10 weeks) of intensive sessions (up to an hour 3 or 4 times a week) tend to have great impact <p>Research: Feedback</p> <ul style="list-style-type: none"> ☺ Feedback studies tend to show very high effects on learning ☺ Feedback has effects on all types of learning across all age groups learning ☺ Feedback should be specific, accurate and clear 	<p>£8,750 £7,160 £1,950</p>
<p>Social and Emotional Support to Children</p>	<p>School Counsellor (3.5 hours per week for 30 weeks per year) Research: Social and emotional learning</p> <ul style="list-style-type: none"> ☺ On average SEAL approaches have an identifiable and significant impact on attitudes to learning, social relationships in school and achievement itself 	<p>£2,625</p>
<p>Small group tuition</p>	<p>Teaching Assistant and Higher Level teaching assistant support (based on 40 hours per week for 39 weeks) Research: small group tuition</p> <ul style="list-style-type: none"> ☺ Intensive tuition in small groups is very effective ☺ Pupils are grouped according to specific level or need ☺ Pupils' needs are accurately assessed and targeted 	<p>£12,730</p>
<p>Outdoor adventure activities</p>	<p>Residential Visit support Day Visit support Research: Outdoor adventure learning</p> <ul style="list-style-type: none"> ☺ A wide range of adventure activities are linked with increased academic achievement ☺ Residential experiences tend to have a greater impact and tend to produce effects of a longer duration ☺ The main effects tend to be self-confidence, self-efficacy and motivation 	<p>£1,020 £400</p>
<p>Increasing participation in sport</p>	<p>Funding for participation in Sports Clubs Research: Sports Participation</p> <ul style="list-style-type: none"> ☺ Being involved in extracurricular sporting activities 	<p>£120</p>

Arts Participation	Funding for children to participate in after school arts/craft club Research: Arts participation <ul style="list-style-type: none"> ✎ Benefits for learning appear to be more achievable with primary learners, with some promising evidence supporting the academic impact of these programmes ✎ Arts-based approaches may offer a route to re-engage older learners in school 	£30
TOTAL EXPENDITURE		£34,785
FUNDING RECEIVED		£34,020

