

Pupil Premium Report - Autumn 2016

Pupil Premium Grant (PPG) pupils are those eligible for the Pupil Premium Grant as a result of inclusion in any of the following groups: CLA and FSM including Ever 6, children from service families (Ever 3).

We currently have 60 PPG pupils on Roll. are currently FSM and 1 service child. There are no CLA pupils in school.

2016/17 PUPIL PREMIUM PLAN

The Sutton Trust considers a range of strategies for raising achievement. It uses a range of evidence to identify the impact of each approach alongside the implications. Our plan is based on some of the higher impact strategies identified by the Sutton Trust, with the aim of targeting our approach towards those strategies and interventions that so that have a track record of success.

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| Pupil Premium Allocation 2016/17 | £76860 | |
| Top up- | £2340 | |
| Total | £79200 | |
| Total spend | £79200 | |
| Contingency | £0 | |
| 1:1 mentoring by HLTAs one afternoon a week Research - Short periods of intensive sessions tend to have the most impact. -1:1 tuition is very effective in helping learners to catch up | £3,500 | |
| Teaching Assistant targeted group work as detailed on class provision maps. Research - Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher. Teaching Assistant CPD Research - Schools should think carefully about the training and deployment of TA's. Targeted teacher acceleration group work as detailed on class provision maps. Research - Intensive tuition in small groups is highly effective - A qualified teacher is more likely to achieve greater progress and raise attainment. | £20,000 £1,200 £7,000 | |
| Training and support to ensure excellent Quality First teaching for all groups of pupils Whole school teaching development programme including CPD training of Teachers in best assessment practice & securing outstanding teaching & learning. Research - Meta cognition - Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential Research - Feedback - Feedback studies tend to show very high effects on learning - Feed back has effects on all types of learning across all age groups - Feedback should be specific accurate and clear | £8,000 | |
| Educational Visits Subsidising Educational visits for PPG pupils to participate Research - Participation can stop feelings of isolation and help to develop more positive opinions and attitudes towards school - Approaches to learning can have impact on confidence and relationships in school. | £2,000 | |
| Parental Involvement Parent workshops and Family Support Workers through ChExs Research - Focused approaches which support parents in working with their children to improve their learning are beneficial | £3,500 | |
| Pastoral provision Research - Behaviour interventions - Targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects Speech & Language Support Physical Support Specific Learning Difficulty Support (Bonneygrove) Glow Room - Nurture group Breakfast club Emotional Literacy Circle of Friends | £6,000 (Including SENTA salary) | |
| Counselling Quick access to appropriate counselling provision | £3,000 | |
| SENCo Support 0.2 SENCo salary Meetings, report writing and monitoring | £10,000 | |
| 0.4 Deputy Head Salary- Out of class support for PPG pupils in year 6 and Pupil Premium leader | £16,000 | |

Action Plan for pupil premium

| Objective | Success Criteria | How? | When? | Who? | Resources | Monitoring | Evaluation |
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| All PPG pupils receive quality first teaching - pitched accurately to their learning needs & providing appropriate challenge | 100% of teaching for PPG pupils is good or better as evidenced by: Planning matched to the needs of pupils Monitoring Outcomes including work scrutiny & lesson observations | Establish the effective use of success criteria to promote excellence & use of assessment information to plan learning well matched to pupils' needs through a Coherent programme of CPD for all teachers and teaching assistants: <ul style="list-style-type: none"> Assessment led planning for learning (Autumn term) effective differentiation that promotes mastery & for SEN/D pupils. (Spring Term) planning for assessment (Autumn, Spring & summer Term) sharing & understanding learning intentions & writing success criteria that promotes excellence. (Autumn & Spring Term) Shared standardisation & monitoring of feedback & marking (Spring & Summer Term) effective feedback that moves learning forward and improves pupils' metacognition. (Autumn & summer Term) <p>Termly pupil conferencing</p> | Annual CPD cycle | DH & INCLUSION LEADER | See allocation 3 | Pupils books, planning for PPG pupils & lesson obs Spring Term JARV - PPG focus group | Termly report to Governors on PPG impact. |
| Accelerate PPG pupils' progress in writing & maths | Accelerated progress is evident for PPG pupils as evidenced by: Pupils' books, analysis of progress data, including outcomes of focused interventions. | Appraisal targets set for all teachers and teaching assistants linked to acceleration of PPG standards, INCLUSION LEADER to assess data and work with teachers to identify pupils who require intervention. Class provision maps adapted to focus on interventions for smaller groups of pupils that demonstrate impact over a shorter period of time. One to one tuition for targeted PPG children Half termly pupil progress meetings between class teacher and INCLUSION LEADER & Inclusion Manager to consider PPG& SEN/D pupils explicitly. Establishment of PPG governor to support monitoring & evaluation process. | Half termly analysis of intervention data Termly monitoring cycle | INCLUSION LEADER | See allocation 1, 2 & 3 | INCLUSION LEADER monitor effectiveness of provision as part of monitoring cycle | Termly report to governors |
| Ensure a rapid and focussed response to their pupils' learning needs | Feedback responses are timely, focussed and move learning forward. There is an immediate impact as a result of high quality feedback seen in books Progress is accelerated | Dedicated Phase Meetings to ensure that close the gap marking is used effectively to provide feedback that has a notable impact on pupils learning. INCLUSION LEADER & DH support for individual teachers as appropriate. | Annual CPD cycle | DH & INCLUSION LEADER | See allocation 3 | Lesson observations Book scrutiny will evidence impact | Termly report to Governors on impact of PPG work and spending |
| Subsidise Educational Visits for PPG pupils | Participation of PPG pupils in Educational visits is high so that they have access to enriching life experiences Increased confidence and enthusiasm for visits from PPG pupils | Subsidised access for PPG pupils to PGL residential week. No PPG pupil will miss the opportunity to participate in activities or visits Actively promote participation in after school and lunchtime clubs for PPG pupils. | Throughout the year. Termly club promotion | Sports leader | See allocation 4 | Pupil interviews to facilitate discussion experiences with child Termly analysis by Sports Leader. | Termly report to Governors |

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| Involvement of parents of PPG Pupils in their education and development | Additional parental support for pupils Improved progress of pupil in school | Plan and deliver parent workshops across the school Encourage parents to attend family workshops with their children Dedicated family support worker for targeted families one morning a week. Meetings with parents, letters and homework to ensure support at home for 1:1 pupils. | Throughout the year. | SLT to lead | See allocation 5 | Numbers of parents attending the workshops monitored Home school links monitored by HT & gobs Parent surveys. | Outcomes of monitoring shared with gobs. |
| To provide appropriate Nurture support for PPG pupils | Improved readiness to learn and achievement outcomes Improved social and emotional behaviour Improved self-esteem and confidence | Inclusion Manager to further develop and extend for vulnerable pupils I inclusion manager to introduce 'Time to Talk' facility for vulnerable pupils. | Throughout the year. | Inclusion Manager | See allocation 6 | Inclusion Manager to monitor provision and report to SLT | Termly Report to HT - shared with gobs. |
| Inclusion Manager Support | The school is well informed to support children with special needs and in receipt of PPG | Attendance at meetings with professionals outside of school, CAF meetings, meetings with parents | Throughout the year. | Inclusion Manager | See allocation 8 | Inclusion Manager to report to HT | HT through Inclusion Manager appraisal |

There are currently no Children Looked After on roll at the scho

