

## Provision plan 2016-2017: how will we invest to make sure pupils have the best possible provision?

*This table breaks down the pupil premium funding into broad areas for support*

*See below for a further, more detailed, breakdown of our plans for investing the funding*

<b>total number of pupils eligible for pupil premium:</b>	54			
<b>total pupil premium allocation:</b>	£74,070			
<b>What</b>	<b>Proportion paid for with pupil premium</b>	<b>Support area</b>	<b>proportion of PP</b>	<b>amount</b>
<b>Staffing:</b> Intervention Leader supporting in Y6 and with KS1 reading and phonics interventions	100 % of total time (AG)	1 FFT		£27,364 pro rata
Communications/Reading and phonics Intervention TA	100 % of total time (MM)	Embed phonics using Soundcheck principles		£17,477
staffing: dedicated adult support on a 1-1 or weekly basis	30% of total time (AO)	Embed phonics using Soundcheck principles TH (DP/SEN)		£3,073
staffing: dedicated adult support on a 1-1 or weekly basis plus daily lunch support	70% of total time (MC)	MA (DP/SEN) Year 3		£13,511
staffing: dedicated adult support small group before school/lunchtime/after school basis and 1 pm session weekly	20% of total time (DM)	Success@arithmetic and in class (2 DP)		£4,793
staffing: dedicated adult support on a 1-1 or weekly basis	20% of total time (MB)	Small group/same day intervention HK(DP/SEN)		£2,451
staffing: dedicated adult support on a 1-1 or weekly basis	20% of total time (MH)	Small group/same day intervention TJ/FM (DP/SEN)		£2,172
staffing: dedicated time with learning mentor	30% of total time (AC)	2?		£3,739 4 days
staffing: dedicated time with Behaviour support worker	30% of total time (GB)	3?		£7,172 4 days
Staffing: dedicated time with Parent Support worker	10% of total time (FL)	4?		£1,407 3 days
Staffing: dedicated time with Pastoral Support worker	50% group intervention			£ 11,709 5 days (2 terms

	50% in class intervention (DW)			2016-17)
NHS Speech Therapy to include staff training	7.5 hours per week	6		£10,663
Reading Eggs	100% for all chn	7	0.6%	£2,100
Mathletics	100% for all chn	More structured use to link with daily T+L/achievement gaps		£2,100
<b>activities: to engage and enrich</b>		7		
Guitar lessons	100% cost per pupil			£162*
After School Clubs	100% cost per pupil full Year			£170*
Breakfast Club	100% cost per pupil			£367*
Y6 residential	50% per pupil (7 pupils)			£399*
Theatre visit	100% per family			£46*
Drama Therapy After school club	100% per pupil			£300*
<b>Continuous professional development</b>		9		
Mastery in maths for leader	2 days			£250
EAL consultant support for leader	1 day of 5 day SLA			£520
Word Shark resource to support reading and spelling				£600
Spelling and grammar (T4W)	1 day			
Phonics for EYs/KS1	1 day of 5 day SLA			£520
<b>Total</b>				<b>£114.197</b>

*\*Confirmation on costs required*

*All staff costs include salary plus on-costs*

### Provision plan 2016-2017:

#### Breakdown: why will we invest in this way-to make sure pupils have the best possible provision?

*This table outlines how we planned to spend the 2016-17 pupil premium funding and why. We always want to make sure we are doing the best for our pupils so outcomes are important to us-these are monitored on an on-going basis*

Potential Problems	Specific Investment	Rationale/Aims	How we will measure impact?	Outcomes
--------------------	---------------------	----------------	-----------------------------	----------

Kerr Mackie has identified barriers which <b>may</b> exist:	In 2016-2017 we plan to invest in the following in order to address the barrier (number in brackets refer to support area)	The aim of the intervention is:	How we will measure the impact:	<i>What were the outcomes? What conclusions can we make? Will we repeat this support?</i>
	<b>Many of the initiatives and support we plan are based on those which were successful last year</b>			
Some PP funded children may be less likely to read at home.	<p>Continue to implement catch-up reading programmes (FFT/Additional phonics/reading egg in Guided Reading in more year groups (1)</p> <p>Daily class story session</p>	To develop a love of reading, with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress	Reading attainment and progress of children with pupil premium/all.	<p>General progress in reading at the end of KS2 improved significantly from --2.9 to -0.56</p> <p>Attainment in reading dipped slightly.</p> <p>There were 7 PP funded children in Year 6, four of whom also had SEND. 63% of these children achieved the expected standard which was in line with the cohort as a whole.</p> <p>In Key Stage 1 there were 7 PP funded children in Year 2, 71% of these achieved the expected standard compared with 79% for the cohort as a whole.</p> <p>Progress and attainment in Reading for PP funded children across school has been tracked individually.</p> <p>Reading buddies are used across the year groups to promote a love of reading within school. Each class has a daily story time and children are listened to reading independently wherever possible. A</p>

				Boys' reading club has been established.
	Assembly and Lunchtime Reading Club	To raise achievement of MA learners		
EAL children may be more likely to have limited vocabulary and delayed language. (13 PP EAL children) ( 9PP children receiving S+L)	Support in class and targeted intervention for specific difficulties Pre teach vocabulary and display vocabulary in classrooms (1) Use of 'Magpie' books (9)	To improve use of vocabulary in both oral and written communications	Children achieving the specific targets which were set for them.	Aspirational targets have been set using the Fisher Family Trust Aspire package. Evidence seen in lesson observations and book monitoring that vocabulary is being pre-taught. Staff in KS1/FS have received training on phonics. We have continued to use the NHS traded S+L. TFW has been adapted in Years 4-6. Feedback from teaching staff has shown that impact from these actions can be seen in class.
	Teacher training- Phonics/Spelling/Grammar (9)			
	Support staff training Phonics/Spelling/Grammar (1)			
	Use NHS Speech and Language facility (6)			
	Support teaching staff training from NHS Speech and Language around activities to develop vocabulary and communication (6)			
Adjustment to use of T4W to focus on EYs –Y3 with adaptations in Y4-6				
Some PP funded and EAL children may have limited opportunities to develop maths vocabulary, skills and concepts. (13 PP EAL children) ( 9PP children receiving S+L)	Success@arithmetic	To develop competency in Maths with increased confidence and ability, ultimately leading to longer-term improvement in attainment and progress	Maths attainment and progress of children with pupil premium/all.	Staff are now planning using the Maths Hub and per-teaching and SDIs are more evident in school.  Children are generally ability grouped for Maths.  General progress in Maths at the end of KS2 improved from --1.5 to -1.20. Attainment in Maths increased slightly from 65% to 67%. There were 7 PP funded children in Year 6, four of whom also have SEND (specifically linked to Maths)
	Maths Hub CPD –models and images to support all/focus on reasoning and problem solving			
	More systematic application of core skills in PBL			
	Pre teaching and same day intervention in afternoons to move LA/MA to reasoning and problem solving tasks			
	More ability based groupings And adult directed learning			
	Parent workshops for DP parents			

				<p>47% of the children reached the expected standard, however the four SEND children made accelerated progress in the subject.</p> <p>In Key Stage 1 there were 7 PP funded children in Year 2, 77% of these achieved the expected standard compared with 79% for the cohort as a whole.</p> <p>Progress and attainment in Maths for PP funded children across school has been tracked individually, linked to specific needs.</p>
Some PP funded children may have emotional needs.	Deliver a programme of PSHE intervention and support for pupils with increased emotional needs through a new nurture and social skills provision (2,3)	To improve emotional wellbeing so that, with increased confidence and feelings of security, they achieve more	Lesson observations (focus -frequency of contributions)	Pastoral team have provided this and impact has been seen in class and the school.
Some PP funded children may exhibit peer problems and lack self confidence and self-esteem.	Deliver a programme of intervention and support for pupils who exhibit peer problems and lack self-confidence and self-esteem through nurture and social skills provision(2,3)	To increase confidence and self-esteem so they are more likely to form positive relationships with peers and therefore feel able to learn in a social environment	Lesson observations (focus-learning behaviour)	Pastoral team have provided these sessions. Lesson observations show pupils learning behaviour is very good. This is backed up by the low number of incident forms. PP funded children are targeted with questioning in lessons to check understanding and receive more detailed written feedback.
	Deliver a 6 week drama intervention(4)			

				Drama sessions after school involved 6 of our PP funded children. Staff in class have reported an increase in confidence as a result of the sessions. Parents and carers have been regularly invited to watch performances.
Some PP funded children may exhibit behaviour problems.	Deliver a programme of intervention and support for pupils who exhibit behaviour problems (2,3)	To sustain good behaviour and improve attitudes to learning so they are ready to learn in the classroom	Behaviour records, lesson observations	There has been a fall in the number of incident forms and only one child has been involved.
Some PP funded children may show a lack of independence and resilience.	Provide opportunities for pupils to play games and puzzles to promote independent thinking, resilience and perseverance (3)	To give the confidence to be independent thinkers which will lead to better learning	Lesson observations (focus-learning behaviour)	Learning behaviour has been identified as a strength in lesson observations. The Pastoral Team have worked with small groups of PP children.
	Provide more opportunities for maths investigations (5)			
	Training on Growth Mind set (9)			
	Deliver a series of assemblies on Growth Mind set characteristics (7)			
Some PP funded children may show a lack of aspiration and self-belief.	Children have opportunities to have 1-1 review meetings with class teacher to raise aspiration, review learning and targets (1)	To provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of	Learning conversation (focus-children are aware of their targets and able to discuss how they can improve learning)	Pastoral team have provided this. Learning behaviours introduced to school.
	Introduce Growth Mind set characteristics in to success criteria (7)	To give the confidence to be independent thinkers which will lead to better learning	Lesson observation (focus-children asking for challenge of choosing to complete the higher level maths challenges)	
EAL children may lack understanding of key instruction words for tests. (13 PP EAL children) (9 PP children receiving S+L)	Booster classes (1) Intervention groups (1) Pre-teaching (1) Breakfast and lunch Mathematics club (1,5)	To raise confidence and to enable children to be more independent	Children have the skills to enable them to learn new vocabulary and to decipher words they are unsure of.	Pastoral team have provided this.  EAL training has been provided for all staff.

				All PP funded children have had access to a weekly Mathematics club which has boosted confidence in Maths. Feedback from staff has confirmed that some gaps have been closed as a result of this.
Some PP funded children may have a poor home learning environment.	Provide resources at home and school e.g. books, stationery, maths equipment, laptops, milk Breakfast and lunch Mathematics club (1,5,7)	To have access to resources at home and school so that children have same opportunities as everyone else	Children's work evaluation (focus-homework) Pupil Voice	9 PP children are funded for breakfast club, 17 PP children are funded for after school clubs. PP funded children in Year 6 received half payment of the cost of their residential visit.
Parental aspirations may be low and parents/carers may feel unable to support learning or participate in school life	Offer parents/carers workshops, internet access and other events to engage and support (7) Improve attendance (7) Run workshop on homework, maths resources, Mathematics Healthy cooking (4)	Provide opportunities for parents/carers to talk to staff and spend time in school To provide resources to support homework activities Promote the importance of coming to school as much as possible	Monitor number of parents attending school events Children's work evaluation (focus-homework) Attendance data	Attendance has been monitored regularly and action taken where needed through the Pastoral Team. DP attendance in the Autumn Term was lower than non-DP, however by the end of the year they were broadly in line with non-DP.  72% of parents attended parents' evening in the Autumn Term and 71% in the Spring Term. 60% of parents attended the Welcome Meetings at the start of the year.  9 PP children are funded for breakfast club, 17 PP children are funded for after school clubs.

				PP funded children in Year 6 received half payment of the cost of their residential visit.
<i>Other initiatives that we hope will impact on various aspects above</i>	Positive mentoring (7)	Teachers have a clear picture of how well children are doing, can identify gaps in learning and plan accordingly. To provide time to reflect and discuss learning experiences and be fully aware of what they are aiming for and what they are capable of	Pupil interviews Data Scrutiny of pupils books (focus-teaching is informed by assessment)	PP funded children have been a central part of the appraisal cycle, along with Pupil Progress Meetings.
	Training on cross-curricular computing (9)	Basic skills are enhanced through engaging technology and applying in different contexts		Still to happen.

- why these approaches were taken
- How the school will measure the impact of the pupil premium
- The date of the next pupil premium strategy review