



Pupil Premium Plan for Spending
2016-2017

Funding information: £14,520 (11x £1,320) Ever 6 FSM
£1,900 (1 X £1,900) PLAC

£16,420 (total)

Pupil information:

Qualifying pupils for pupil premium	Free school meals	Ever 6	Previously Looked After in Care (PLAC)
Numbers and % involved	6 children 6.7%	5 children 5.6%	1 child 1.1%

% and number of pupils eligible for a Free School Meal (FSM) as of September 2015						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 child	2 children		1 child	1 child	1 child	
8.3%	12.5%		7.1%	6.3%	12.5%	
% and number of pupils eligible for the Pupil Premium as of September 2015 (FSM in last 6 Years, Service children, LAC)						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1 child			2 children	2 children		3 children
8.3%			14.3%	12.6%		50%



Action plan:

Approach/resource	Cost	Objectives/Desired outcome	Actions
Fine motor groups to run each week using 'Write from the Start' to support children who find the physical process of writing difficult. Intervention group to run 3 times a week for 30 minutes.	£1000 (TA time) £150 (resources)	<ul style="list-style-type: none"> - Children develop the fine motor control and strength to produce legible letters. - Spatial organisation is improved and therefore legibility is improved. 	<ul style="list-style-type: none"> - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.
Speed Up Handwriting intervention group in KS2 to support children whose writing lacks fluency or who find it difficult to write at speed. Intervention group to run once a week for an hour.	£1000 (TA time) £150 (resources)	<ul style="list-style-type: none"> - Children develop a greater fluency with their writing. - Writing is legible. - Children are able to write at length due to increased speed. 	<ul style="list-style-type: none"> - Purchase resources - Teachers identify children who would benefit from writing intervention - Pre and post handwriting samples taken to measure progress in legibility and speed - Groups set up and timetabled.
Small group phonics for Year 1 children at risk of not passing the phonic check.	£800 (TA time) £200 (resources)	<ul style="list-style-type: none"> - Children make at least expected progress in phonics. - The acquisition of phonics is on a par with non-PP children. 	<ul style="list-style-type: none"> - Timetable set up to allow for a daily group session to support pre-teaching of phonemes or consolidation of phonemes already taught. - Planned by the class teacher for a TA to deliver.
Daily 1:1 phonic booster for Reception/Year 1 children in Spring/Summer	£1000 (TA time)	<ul style="list-style-type: none"> - Children make at least expected progress in phonics. - The acquisition of phonics is on 	<ul style="list-style-type: none"> - Timetable set up to allow for a daily 1:1 session to support pre-teaching of phonemes or consolidation of



		a par with non-PP children.	phonemes already taught.
Daily fine motor group for Reception/Year 1 children.	£1000 (TA time) £100 (resources)	<ul style="list-style-type: none"> - Children are able to move successfully from mark marking to letter formation. - Children achieve the ELG for Moving and Handling and this has a positive impact on their ELG for Writing. 	<ul style="list-style-type: none"> - Timetable set up to allow for a daily fine motor group in addition to normal classroom practise. - Class teacher to purchase resources to support fine motor development.
Daily 1:1 reading	£1000 (TA time)	<ul style="list-style-type: none"> - Children make at least expected progress in reading. - Children enjoy reading and can talk about a range of texts. 	<ul style="list-style-type: none"> - Identify any PP children who are not supported to read every day at home. - Timetable set up to allow for daily 1:1 reading.
Introduce the 'Talking Maths' intervention for children who have gaps in their basic number knowledge.	£800 (TA time) £100 (resources)	<ul style="list-style-type: none"> - Children's knowledge and understanding of basic number facts is improved. - Children are increasingly confident in maths lessons as a result of the learning in the intervention. 	<ul style="list-style-type: none"> - Identify any PP children who are falling behind in maths as a result of their basic number knowledge. - Pre and post intervention assessments from Talking Maths undertaken in order to measure progress. - Groups and timetable set up.
Additional teacher in Year 5 and 6 to support the lower attaining children (from their KS1 data) to reach expected at the end of Year 6.	£6500 (teacher for 3 mornings a week)	<ul style="list-style-type: none"> - Year 6 children make accelerated progress and are better prepared to meet expectations at the end of KS2. - Targeted guided group work will allow gaps in learning to be filled. 	<ul style="list-style-type: none"> - Appoint a teacher for 3 mornings to provide in class support to Year 6 including pre-teaching, booster and assessing to identify gaps in learning. - Year 5/6 class teacher to line manage this member of staff in order that they are most effective.
Release time for teachers to begin 1:1 pupil conferencing each half term. The	£267 (Supply cover – to	<ul style="list-style-type: none"> - Children have a clear understanding of where they are 	<ul style="list-style-type: none"> - Book release time for teachers. - Review the impact.



conference will focus on children identifying learning successes and the barriers to improving their progress.	cover PP pupils only)	with their learning, where they could or should be and what they need to do next. - Children understand their targets because they are meaningful and they have been involved in developing them.	
Support with payments for visits out of school, residential and extra curricular opportunities.	£1500 (estimated)	- To give children opportunities to engage in learning outside the classroom. - To give children the opportunity to engage in experiences that might not be available to them without support. - To support parents with costs so that their children have equal opportunities to take part.	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.
Provision of school uniform and PE kit.	£80 (estimated)	- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.
Breakfast provision for PP children on an ad hoc basis.	£400 (breakfast provision and adult supervision)	- Children are better prepared for their morning start having eaten breakfast. - This child is happier and more successful.	- Adult assigned to check with children every morning. - Adult prepares the breakfast and supervises the children. - Office manager to purchase cereal and milk.
School office to monitor attendance every week and identifying children who are a concern over 6 weekly	£500 (Secretary time)	- The HT has up to date and accurate information about group attendance so that we can	- Share the County attendance 3 letter system with the office. - Office to create a spreadsheet



blocks so that we can follow up in line with EWO recommendations.		intervene quickly to ensure that pupils with the highest need are attending school in order to access high quality teaching and make accelerated progress. - The attendance of our PP children is monitored and any concerns followed up promptly. - Attendance rates of our PP children improve and is at least in-line with national. - Persistent absence rates for our PP children improve.	and/or report within SIMs that will populate attendance data so we can track groups and individuals. - Regular meeting time between HT & school secretary to review weekly attendance data. - Letters written to parents when attendance is causing a concern – following the 3 letter system. - HT and school secretary to meet with the EWO.
Total	£16,547		