



# **REVIEWED**

## **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 2016						
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 2016 (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:**

**RAG rated**

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.	<b>£1000</b> (TA time) <b>£150</b> (resources)	- Children develop the fine motor control and strength to produce legible letters. - Spatial organisation is improved and therefore legibility is improved.	- 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.
<b>Impact: There has been a marked improvement in the fine motor skills of the focus children as evidenced in their writing books.</b>			
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.	<b>£1000</b> (TA time) <b>£150</b> (resources)	- Children develop a greater fluency with their writing. - Writing is legible. - Children are able to write at length due to increased speed.	- 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.
<b>Impact: There has been a marked improvement in the fine motor skills of the focus children and the overall presentation and organisation of their work has also improved. The cursive script has also meant that children are producing more writing. This is evidenced in their writing books.</b>			
Small group phonics for Year 1 children at risk of not passing the phonic check.	<b>£800</b> (TA time) <b>£200</b> (resources)	- Children make at least expected progress in phonics. - The acquisition of phonics is on a par with non-PP children.	- 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"> <li>- Children make at least expected progress in phonics.</li> <li>- The acquisition of phonics is on a par with non-PP children.</li> </ul>	- Timetable set up to allow for a daily 1:1 session to support pre-teaching of phonemes or consolidation of phonemes already taught.
<b>Impact: The two PP children both passed the Year 1 phonic check. One scored 36 and one scored 38 so they passed without difficulty. Neither of these children met GLD at the end of Reception so their progress has been accelerated. The improvement in their phonics has also had a positive impact on their reading. We also introduced ERT (Expanded Rehearsal Technique) and this was an effective intervention for these children with demonstrable progress from their baseline data.</b>			
Daily fine motor group for Reception/Year 1 children.	£1000 (TA time) £100 (resources)	<ul style="list-style-type: none"> <li>- Children are able to move successfully from mark marking to letter formation.</li> <li>- Children achieve the ELG for Moving and Handling and this has a positive impact on their ELG for Writing.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetable set up to allow for a daily fine motor group in addition to normal classroom practise.</li> <li>- Class teacher to purchase resources to support fine motor development.</li> </ul>
<b>Impact: There has been a significant improvement in handwriting and in letter formation as a result of this intervention. One of the two PP children achieved the Moving and Handling ELG as well as the Writing one.</b>			
Daily 1:1 reading	£1000 (TA time)	<ul style="list-style-type: none"> <li>- Children make at least expected progress in reading.</li> <li>- Children enjoy reading and can talk about a range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>- Identify any PP children who are not supported to read every day at home.</li> <li>- Timetable set up to allow for daily 1:1 reading.</li> </ul>
<b>Impact: All children eligible for PP funding met an end of year expected level in every year group with the exception of 1 child in Year 1. This included all 3 Year 6 PP children who met an end of Year 6 level in the Reading test.</b>			
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"> <li>- Children's knowledge and understanding of basic number facts is improved.</li> <li>- Children are increasingly confident in maths lessons as a</li> </ul>	<ul style="list-style-type: none"> <li>- Identify any PP children who are falling behind in maths as a result of their basic number knowledge.</li> <li>- Pre and post intervention assessments from Talking Maths</li> </ul>



		result of the learning in the intervention.	(Number box used instead) undertaken in order to measure progress. - Groups and timetable set up.
<b>Impact: We decided to use 'Number box' intervention instead as this allowed us to focus on specific gaps in maths understanding. All 3 (100%) of the PP children in Year 6 gained an expected level at the end of year in the Maths test and 1 gained a greater depth. Maths progress for Year 6 was significantly above national too at +5.4. Across the school only 50% of our PP children met an expected level for their year group and therefore we need to consider what more we can do to support these children in Maths.</b>			
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.	<b>£6500</b> (teacher for 3 mornings a week)	- 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.	- 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.
<b>Impact: 2 out of the 3 PP children (67%) in Year 6 gained a combined expected level (R,W &amp; M). 1 child also gained a greater depth in Maths. All PP children in Year 5 &amp; 6 met an end of year expected level in reading and maths. The average progress made by PP children was +2.3 which is above national.</b>			
Release time for teachers to begin 1:1 pupil conferencing each half term. The conference will focus on children identifying learning successes and the barriers to improving their progress.	<b>£267</b> (Supply cover – to cover PP pupils only)	- Children have a clear understanding of where they are 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.	- Book release time for teachers. - Review the impact.
<b>Impact: We didn't continue with this beyond the Autumn term as staff didn't feel that it was having the desired outcome. It was felt that good quality marking and feedback was more effective.</b>			



Support with payments for visits out of school, residential and extra curricular opportunities.	<b>£1500</b> (estimated)	<ul style="list-style-type: none"> <li>- To give children opportunities to engage in learning outside the classroom.</li> <li>- To give children the opportunity to engage in experiences that might not be available to them without support.</li> <li>- To support parents with costs so that their children have equal opportunities to take part.</li> </ul>	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.
<b>Impact: There are several children who were able to attend extra-curricular clubs due to funding support and families also benefited from support with payments towards trips. At least 4 children attended a school club who had not attended a club before.</b>			
Provision of school uniform and PE kit.	<b>£80</b> (estimated)	<ul style="list-style-type: none"> <li>- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.</li> </ul>	- All letters to parents about school visit include a reminder for parents of PP children that financial support is available to them.
<b>Impact: 4 children were given school jumpers and this made them feel part of the school community.</b>			
Breakfast provision for PP children on an ad hoc basis.	<b>£400</b> (breakfast provision and adult supervision)	<ul style="list-style-type: none"> <li>- Children are better prepared for their morning start having eaten breakfast.</li> <li>- This child is happier and more successful.</li> </ul>	<ul style="list-style-type: none"> <li>- Adult assigned to check with children every morning.</li> <li>- Adult prepares the breakfast and supervises the children.</li> <li>- Office manager to purchase cereal and milk.</li> </ul>
<b>Impact: There are 4 PP children who regularly come into school before the morning bell to eat a breakfast. This has led to a significant improvement in behaviour and attention for 2 of these children in particular. They are ready to learn when they enter the classroom and their attention is sustained for much longer periods of time.</b>			
School office to monitor attendance every week and identifying children who are a concern over 6 weekly	<b>£500</b> (Secretary time)	<ul style="list-style-type: none"> <li>- The HT has up to date and accurate information about group attendance so that we can</li> </ul>	<ul style="list-style-type: none"> <li>- Share the County attendance 3 letter system with the office.</li> <li>- Office to create a spreadsheet</li> </ul>



blocks so that we can follow up in line with EWO recommendations.		<p>intervene quickly to ensure that pupils with the highest need are attending school in order to access high quality teaching and make accelerated progress.</p> <ul style="list-style-type: none"> <li>- The attendance of our PP children is monitored and any concerns followed up promptly.</li> <li>- Attendance rates of our PP children improve and is at least in-line with national.</li> <li>- Persistent absence rates for our PP children improve.</li> </ul>	<p>and/or report within SIMs that will populate attendance data so we can track groups and individuals.</p> <ul style="list-style-type: none"> <li>- Regular meeting time between HT &amp; school secretary to review weekly attendance data.</li> <li>- Letters written to parents when attendance is causing a concern – following the 3 letter system.</li> <li>- HT and school secretary to meet with the EWO.</li> </ul>
<b>Impact: For the year 2016/17, attendance for our pupils eligible for pupil premium was 96.5% which puts them in-line with non-PP children who were 96.8%. These figures are above National data and we do not have a significant gap between the 2 groups.</b>			
<b>Total</b>	<b>£16,547</b>		