

PPG Provision April 2015 – April 2016

Use of Pupil Premium	Amount Allocated £	Year Group(s) involved	Nature of support provided	Intended Outcomes of support provided	How the activity will be monitored, frequency, position responsible	How success will be evidenced	Actual Impact of activity. Will activity continue? Are changes required to improve it? What are they?
PPG Target setting	20,000	All	Teachers given time out of class, to meet with each of their PPG children- create a pen picture all about the child and then set targets with them for the areas that they are underachieving in. Staff meeting in setting SMART targets. SLT support in setting targets following analysis.	Teachers to have a greater awareness of the challenges that the children face, both at home and at school. Have a better understanding of the areas that the children find difficult and set smart targets as a result. Children will meet their targets as a result of them being smart. Children will make good progress, in line with their peers and narrow the gap with the non-pupil premium children.	How: Analyse the pen pictures and then half termly analyse the targets being set. Frequency: Half termly Position: Phase leaders and FW	Target setting sheets. Gaps between PPG and non-PPG children to narrow	Impact: PPG children were made a greater focus in class. Targets were worked towards every half term. SMART targets enabled children to achieve their targets. Gaps have narrowed between percentage of PPG and non-PPG in all year groups. Continue? Yes
PPG SLT support plans- supporting improving the teaching and learning	6750	All	SLT identify teachers to support in terms of improving teaching and learning. Set targets for the teachers, with a specific focus on making sure they accelerate the learning of the PPG children.	PPG children to be a greater focus in class and therefore to receive better quality teaching. PPG children to make accelerated progress and thus narrow the gap between non-PPG children.	How: Teachers to be identified through learning walks. Short term support plans set up. SLT to team teach, model and observe. Frequency: Weekly	Support plans- including evaluations	Impact: SLT ensured that PPG children were able to make accelerated progress in lessons, through an improvement in afl strategies used by the teachers. Gaps have narrowed between percentage of PPG and non-PPG in all year groups. Continue? Yes as needed

					Position: SLT		
NQT and Maths Mastery training	5625	Reception, Years 1, 2 and 3	Maths team teach with all teachers on a 3 lesson rolling programme.	Improved teaching allows PPG children to make greater progress	How: Maths team work with teachers in a cycle of observing, modelling and team teaching. As well as supporting in planning.	Support plans	Impact: Teachers deliver better lessons, enabling the PPG children to make greater progress. Gaps have narrowed between percentage of PPG and non-PPG in all year groups. Continue? Yes as needed
Pupil Progress Meetings	20,000	All	PPMs to focus on the progress of the PPG children- SLT to analyse data in depth, question teachers on their progress and put in place actions for the following half term.	PPG children to be a focus for the teachers, ensuring that they make accelerated progress. SLT to have a good understanding of the progress and challenge as required.	How: Teachers to analyse their data, as well as SLT before PPMs- in depth discussion about the progress. Frequency:- Half termly Position:- Teachers and SLT	PPM notes, and levels of attainment and progress.	Impact: Progress of the PPG children was a focus throughout the meetings, children were looked at in depth. Where children were not making expected progress, actions were put into place, ensuring that by the next meeting the children were catching up with their peers. Gaps have narrowed between percentage of PPG and non-PPG in all year groups. Data:- Nursery 87%, 100% and 100% of the children are at ARE in Reading, Writing and Maths respectively. Reception 80%, 80% and 60% of the children are at ARE in Reading, Writing and Maths respectively. Year 1 100%, 86% and 93% of the children at ARE in Reading, Writing and Maths respectively. Year 2 89%, 78% and 89% of the children at ARE in Reading, Writing and Maths respectively.

							<p>Year 3 90%, 77% and 82% of the children at ARE in Reading, Writing and Maths respectively.</p> <p>Year 4 76%, 76% and 69% of the children at ARE in Reading, Writing and Maths respectively.</p> <p>Year 5 85%, 88% and 82% of the children are at ARE in Reading, Writing and Maths respectively.</p> <p>Year 6 91%, 86% and 86% of the children are at ARE in Reading, Writing and Maths respectively.</p> <p>Continue? Yes continue to focus on PPG children's attainment and progress.</p>
PPG SLT lead	11,200	All	PPG SLT lead to monitor the progress of the PPG children, through data analysis, learning walks, book scrutinties, target setting, attendance monitoring and discussions with the children. Support teachers and children as required.	PPG children to be a real focus, and ensure that they are supported appropriately so that they can make accelerated progress.	How: SLT (FW) to monitor the PPG children in class and through data, identifying children and teachers to support. Frequency: Weekly Position: FW and SLT	Data analysis and support records.	<p>Impact: Member of SLT main focus to track the provision and progress of the PPG children, ensured that teachers focused on the PPG children and that they made expected progress.</p> <p>Continue? Yes SLT to monitor the children</p>
Phonics tuition	1,624	KS1	Additional teaching resource to provide focussed Phonics tuition.	Pupils making accelerated progress through phonic groups and able to access reading in all subject areas. This will promote their enjoyment of subjects such as History and science which often require a lot of reading. Pupils will become	How: Half termly phonic assessments. Frequency: 15 minutes/child every other day for 7 weeks. Position(s): SQ and TAs	Record attainment in PSC.	75% of children are on track to pass phonics test Continue? Yes

				better readers and improve in their spelling.			
Breakfast club	8061	Year 1 Year 2 Year 3 Year 4 Year 5 Year 6	Provision of a school breakfast club to get pupils into school.	Breakfast club runs every morning with approximately 15 attending daily. Pupils will eat well and have time to adjust to the morning work ethic that is expected of them.	How: Attendance and attainment will be monitored every half term Frequency: Daily Position(s): JS/LD/KB	Attendance levels of breakfast club and at school compared to period without club and pupils not attending clubs.	Continue? Yes continue to target parents of PPG children, to encourage them to attend breakfast club.
Purchase of Mathletics programme	3,150	Reception KS1 KS2	Purchase of Mathletics programme - Continued use and monitoring of Mathletics.	Children will be able to practise their mathematics skills, which will have an impact on the mathematics results and parental engagement with pupils at home.	How: Monitor Mathletic scores Frequency: 1/half term Position(s): FW	Record attainment progress of maths	Impact: Children have expressed great enjoyment at taking part in the various challenges, however, children logging on at home is inconsistent. Gap between percentage of PPG and non-PPG children on track in Maths has reduced in Years 1, 2, 4, 5, 6 and Reception. Continue? Yes push Reception + Year 1, ensure all children who do not have a computer at home, attend clubs
Rapid Intervention for Reading, Writing and Maths	6501	KS1 and KS2	Targeted intervention for children to catch up with their peers	Children to make accelerated progress and work at the expected level	How: Baseline tests to establish level and then progress tests. SENCo to monitor Frequency- lessons 3 x a	Progress tests	Impact: 82% of children who participated in the Rapid Maths programme, made at least expected progress. Continue? Yes as needed

					week Position: TAs, monitored by SENCo		
Numbers Count	9750	Year 2	Numbers Count - a intervention designed to embed the basic concepts of Maths, delivered by a teacher.	Children's confidence in their mathematical ability has improved. Gaps in their knowledge have been filled. Gaps	How: Half termly maths assessments Frequency: 3, 40minute sessions/week Position(s): CW	Record attainment progress of maths	Impact:- 100% of the children on the programme made at least expected progress, allowing them to narrow the gap with their peers. Continue? Yes
Maths Packs	350	Reception Years 1, 2, 3	Resources for the children to use at home to help them with their Maths, parents shown how to use the packs at parent workshops	Children able to use resources more confidently to support them with their homework	How: maths team to monitor the PPG parents attending the workshops, questionnaire to go out to analyse how useful the children are finding the packs at home Frequency: following workshops Position: Maths team	Record of PPG parents attending workshops and using packs	Impact: Parents stated that they felt more confident in supporting their children at home, through the use of resources given out. Children able to access their homework better as a result of using the same resources at home as they do at school. Continue? Yes continue to encourage parents to collect and use packs.
1:1 Tuition for Year 6 children	2160	Year 6	Children identified as needing support provided with 1:1 tuition for 10 weeks with a teacher.	Children's gaps are addressed ensuring that they reach the expected level for Year 6.	How: SLT identify children with Year 6 teachers. Identify areas of development and plan tuition sessions	Record of sessions and attainment levels in SATs.	Impact: 100% of the children on the 1:1 tuition programme achieved a Level 4+ by the end of Year 6 Continue? Yes if needed

					Frequency:- Weekly during spring term Position: Deputy monitor class teachers		
Behaviour support	41625	Years 2,4 and 5	Additional adult to work with children on behaviour plans	Children to show an improvement in behaviour and are thus able to better access the curriculum.	How: Children on support plans receive 1:1 support in class and in support sessions.	Behaviour plans and records	Impact: Children receiving behaviour support, have shown an improvement in their lessons in class, they are supported by an additional adult at times in class, but are also able to go to him for 1:1 support and advice. As a result their standard of work has improved. Continue? Yes as needed
Phonic Workshops	300	Reception KS1	Phonic workshops to encourage parental involvement for children from disadvantaged families.	Parents will know how to best use the resources to support the development of reading skills.	How: Invited parents in to attend workshops Frequency: Phonic Workshop – 1/term Position(s): Phonics team, SAM	Record attainment levels in reading and pass mark in PSC	Impact: Parents stated that they felt more confident in supporting their children at home. 75% of the children on track to pass the phonics test. Continue? Yes continue to encourage parents to attend

Phonics Packs	100	Reception	Give out phonics packs for the children to use at home.	Children will use the resources at home and parents will have a good idea of how to support them. Pupils will benefit from a partnership approach to learning and have standardised support, which will raise confidence and the attainment.	How: Give out packs at workshops	Keep a record, to ensure all children receive a pack, questionnaire to find out how useful they are.	Impact: Parents stated that they felt more confident in supporting their children at home, through the use of resources given out. Children able to access their homework better as a result of using the same resources at home as they do at school. Continue? Yes continue to encourage parents to collect and use packs.
Maths workshops	800	KS1 KS2	Establishment of Maths workshop (s) to encourage parental involvement so as to support disadvantaged families. The programme includes the purchase of useful mathematical resources to help parents to support their child at home.	The workshops will educate parents on how mathematical concepts are taught and how resources can support their child's learning. Resources are free for PPG children.	How: Feedback from parents Frequency: 1/term Position(s): SJ	Record attainment levels across mathematics	Impact: Parents stated that they felt more confident in supporting their children at home, through the use of resources given out. Children able to access their homework better as a result of using the same resources at home as they do at school. In Nursery, Reception, Years 1 and 2 the gap narrowed in Maths. Continue? Yes continue to encourage parents to attend
Providing memorable learning experiences	2000	Whole School	Deliver school curriculum by providing memorable learning experiences through school visits and creative participation (e.g. science week and Theatre Visit) with the cost being met from the Pupil Premium funding for those children from low	Memorable experiences will give pupils an experience that they can learn about, write about and draw on to evoke their imagination and creativity. This will impact on their joy of reading and writing as well as making the curriculum more relevant and enjoyable to them. It will also make pupils more culturally, socially and	How: Children's feedback, Science results Frequency: 1week/year Position(s): SLT	Record attainment in relevant subject area.	Children enjoyed taking part in these experiences. The theatre company visits then led into their writing work, where there was a reduction in the gap between the attainment of the PPG and non-PPG children. Continue? Yes continue to plan exciting experiences

			income families.	internationally aware.			
School trips	2000	Whole School	Funding of school trips for children on the free school meals register.	Trips funding will enable all children to go on school trips that will enhance their learning, life experiences and social development.	How: Frequency: As and when Position(s): Phase Leaders	Record the number of pupils accessing trips that would have otherwise been unable to.	Impact: All children were able to enjoy school trips to enhance their learning. Continue? Yes continue to remind parents that the school can support them in funding school trips
School uniform	500	Whole School	Some children have been provided with items of uniform to enable them to fit in with the school community.	Providing uniform will boost the self-esteem of pupils, ensure the pupil has the equipment we allow them to feel a part of the school community in a positive way.	How: Frequency: As needed Position(s): Phase leaders	Record the number of pupils being provided with uniforms that would have otherwise been unable to.	Continue? Yes continue to remind parents of this resource
After school booster groups	1875	Year 6	After school booster groups.	Children will make progress in their reading, writing and mathematics	How: Half termly results Frequency: 1hour/weekly Position(s): Phase Leaders	Record attainment levels across those attending groups vs	Impact: Children attending groups made good progress. Continue? Yes – chase up those children who do not have a good attendance at these groups

						non attending peers.	
Develop sporting, ICT and healthy lifestyle skills Lunch time and after school clubs	2700	Whole School	Provision of additional support staff (teaching assistants) to develop sporting, ICT and healthy lifestyle skills in lunchtime and after school clubs.	Any costs incurred will be free for FSM children. A baseline will show an improvement in their sporting skills and knowledge about healthy lifestyles.	How: Discussions with children Frequency: 1hour/week Position(s): CTs	Record attainment progress of children who receive assistance against those that do not.	Impact: Observations have shown that children are improving in their sporting skills and that they have expressed great enjoyment in these clubs. Continue? Yes continue to encourage children to attend
New books	1000		Reading programme and purchase of books aims to ensure that those who do not have books in the home or are not encouraged to read at home are reading a book .	Pupils reading at home and thus they enjoy reading and master it. Pupils start to read for pleasure, take an interest in their reading and choice to read. This will expand their knowledge and experiences of good writers, which in turn have an impact on their own written style	How: TAs to monitor the use of this resource every half term and update children's access accordingly. Frequency: 1/ half term Position(s): CD	Record attainment progress of reading	Impact: Children have a wider variety of books to read. Reading gap narrowed or remained constant in all year groups. Continue? Yes – find out from the children which books they would like
ICT programmes for children to use at home to support with homework	3669	Rec- Y6	Children to use the programmes at home to help with their homework.	Pupils make accelerated progress	How: Teachers set weekly homework tasks on My Maths	System keeps a record of the children's homework results.	Impact: Better monitoring of the homework has ensured that more children are handing in their homework. Children receive instant feedback and thus can attempt the homework again if they have not done well. Continue? Yes – carefully monitor who is using the programmes and provide better opportunities to access

Speech and Language therapy	2709	Whole School	Employment of and Speech and Language therapist to provide tailored Intervention, training and workshops for pupils, staff and parents and support school in early identification of Pre School children. Sessions delivered by HLTA	Children learn strategies to enable them to speak clearly and coherently. This has a positive impact on their Reading and Writing as well as everyday life. Children are supported at home by parents.	How: Improvement in the Speech therapists assessments Frequency: half an hour per child, two times a week Position(s): FA/ Speech and Language therapist	Record attainment progress of reading and writing	Impact: Observations, discussions and data analysis has shown that children are showing increased confidence and concentration in class. CT's also feel more confident in providing the correct level of support to these children. Continue? Yes
Writing, Reading and Maths Intervention	13338	KS1 KS2	Wave 2, Writing, Reading and Maths Intervention to fill gaps in knowledge of children to enable them to make good progress.	Children are meeting their targets and therefore closing the gap between FSM and Non FSM.	How: Half termly data Frequency: 25 minute sessions twice a week. Position(s): CT/TA	Record attainment progress of writing, reading and maths	Gaps have narrowed between percentage of PPG and non-PPG in all year groups. Continue? Yes as needed
Attendance	500	Whole School	Children with high levels of attendance rewarded in termly assemblies. Classes with the highest attendance rewarded weekly.	An improvement in attendance will lead to an improvement in all areas of the curriculum.	How: Half termly attendance levels Frequency: Termly/weekly Position(s): HT/AH/EWO	Record attendance levels	Percentage of children with an attendance of less than 90% has decreased. Continue? Yes carefully monitor the attendance of PPG children and compare to previous year to see who is improving
Small Group maths	2926	Year 6	MA/Underachievers children taught in a separate group, where the ratio is 15:1 (child/teacher). Carried out by SLT member.	MA children make accelerated progress/ stretched further. Underachieving children catch up with their peers.	How: Half termly assessments Frequency: 5 hours/week Position(s): Member of SLT	Record attainment and progress	Gaps have narrowed between percentage of PPG and non-PPG children. Gap reduced from 15% to 4% Continue? Yes as needed

Small Group literacy	3325	Year 6	MA/Underachievers children taught in a separate group, where the ratio is 15:1 (child/teacher). Carried out by SLT member.	MA children make accelerated progress/ stretched further. Underachieving children catch up with their peers.	How: Half termly assessments Frequency: 5 hours/week Position(s): Member of SLT	Record attainment and progress	Gaps have narrowed between percentage of PPG and non-PPG. Percentage of PPG children at ARE is higher than non-PPG for Reading. Continue? Yes as needed
Literacy Workshop for Parents	200	Reception	Workshop for parents, Literacy book and resources.	Parents support the children with their reading allowing them to make accelerated progress	How: Autumn term Position: EYFS lead	Record attendance of parents and attainment of the children.	Impact: Parents stated that they felt more confident in supporting their children at home, through the use of resources given out. Children able to access their homework better as a result of using the same resources at home as they do at school. Continue? Yes continue to encourage parents to attend
Nurture	1282	EYFS	This is a daily session that is carried out by a Key Person.	Children feel more confident at school and are thus more able to access the curriculum.	How: Through half termly assessments Frequency: 30 minutes/daily Position(s): TA	EYFS profile	Gaps have narrowed between percentage of PPG and non-PPG children. Continue? Yes
Motor Skills	4617	EYFS	This is a daily session that is carried out by a Key Person.	Children's fine motor control skills improve.	How: Regular observations Frequency: 10 minutes/daily Position(s): TA	EYFS profile	Gaps have narrowed between percentage of PPG and non-PPG children. Children's motor skills are improving. Continue? Yes
Language group	6156	EYFS	This is a daily session that is carried out by a Key Person.	Children's language skills improve, enabling them to participate fully in the curriculum.	How: Through half termly assessments Frequency: 30 minutes/daily Position(s): TA	EYFS profile	Gaps have narrowed between percentage of PPG and non-PPG children. Children are more confident and as a result are communicating more, allowing the teachers to gain a better whole picture of the child. Continue? Yes

Maths focus group	4617	EYFS	This is a daily session that is carried out by a Key Person.	Children make accelerated progress and catch up with their peers.	How: Through half termly assessments Frequency: 30 minutes/daily Position(s): TA	EYFS profile	Gaps have narrowed between percentage of PPG and non-PPG children. In Reception, reduced from 14% to 2%; in Nursery gap closed. PPG children higher ATP than non-PPG by 0.4 in Reception and 0.2 in Nursery. Continue? Yes
Other focus groups EYFS	1710	EYFS	This is a daily session that is carried out by a Key Person.	Children make accelerated progress and catch up with their peers.	How: Half term assessments Frequency: 30 minutes/daily Position(s): TA	EYFS profile	Gaps have narrowed between percentage of PPG and non-PPG children. Continue? Yes
1:1 Phonics	6240	EYFS	Additional teaching resource to provide focussed Phonics tuition.	Pupils making accelerated progress through phonic groups and able to access reading in all subject areas. This will promote their enjoyment of subjects such as History and science which often require a lot of reading. Pupils will become better readers and improve in their spelling.	How: Half termly phonic assessments. Frequency: 15 minutes/child every day. Position(s): SAM and TAs	Record attainment in PSC.	Gaps have narrowed between percentage of PPG and non-PPG in all year groups. PPG in Reception were 3% above non-PPG and are now 13% above, in terms of percentage on track in Reading. Continue? Yes