

PPG Provision April 2016 – April 2017

The interventions have been rated according to the impact they have had.

Level 0 = no impact, Level 1 = very little impact, Level 2 =some impact, Level 3= good impact, Level 4= outstanding impact

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 SLT support plans- supporting improving the teaching and learning	31920	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 Position: SLT	Support plans- including evaluations .	Impact: Level 4 SLT ensured that PPG children were able to make accelerated progress in lessons, through an improvement in afl strategies used by the teachers. PP children in Year 1-4 are working in line with the non-PP children in all areas. PP children in Years 5 and 6 are narrowing the gap. Continue? Yes as needed
NQT and Maths Mastery training	25000	Reception, Years 1, 2, 3 and 4	Teachers to attend training sessions. SJ to team teach as required.	Improved teaching allows PPG children to make greater progress	How: SJ to observe, model and team teach. As well as supporting in planning. SLT to support. Frequency: Weekly Position: SJ	Support plans and observations	Impact: Level 4 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	6000	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: Level 3 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. PP children in Year 1-4 are working in line with the non-PP children in all areas. PP children in Years 5 and 6 are narrowing the gap. Continue? Yes continue to focus on PPG children's attainment and progress especially focusing on Years 5 and 6 to ensure the gap narrows.
Accelerated reader	5951	KS1 and KS2	Accelerated reader programme-following reading a book, the children will complete a quiz on their book to assess their understanding. The programme will also assess the children's reading age and oral frequency.	Children's reading age, oral frequency and comprehension will improve. Teachers will have an accurate knowledge of their children's reading abilities so that they can support them in making progress.	How: FLB and CD to track the children's usage and progress on the programme. Frequency: Children to use daily, monitor every month Position(s): FLB and CD	Track progress and usage of the programme .	Impact: Level 2 Teachers have an accurate knowledge of their children's reading abilities and are able to plan opportunities to help them progress. Children enjoy reading the books and completing the quizzes. The reason for the level 2 impact was because the programme was only started in February. Continue? Yes focus on the accuracy of the children's answers and ensure the teachers and children are using regularly. Next year it is expected that the programme will have a large impact.
Phonics tuition	5200	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	How: Half termly phonic assessments. Frequency: 15 minutes/child	Record attainment in PSC.	Impact:- Level 4 94% of PP children passed the phonics test Continue? Yes

				as History and Science which often require a lot of reading. Pupils will become better readers and improve in their spelling.	every other day for 7 weeks. Position(s): SQ and TAs		
PPG Target setting	6,000	All	Teachers 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. 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	Target setting sheets. Gaps between PPG and non-PPG children to narrow	Impact: Level 3 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 To ensure the impact is outstanding, ensure all children's targets are SMART and children achieve.
Breakfast club	9120	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): TN/RS/DT	Attendance levels of breakfast club and at school compared to period without club and pupils not attending clubs.	Impact: Level 2 Children attending breakfast club were ready to learn and ensured that they were on time for school, however more PP children need to be targeted. Continue? Yes continue to target parents of PPG children, to encourage them to attend breakfast club.
Purchase of Mathletics programme	2992.50	Reception KS1 KS2	Purchase of Mathletics programme - Continued use and	Children will be able to practise their mathematics skills, which will have an	How: Monitor Mathletic scores	Record attainment	Impact: Level 3 Wexham won an inter-school mathletics competition. In 6/7 year

			monitoring of Mathletics.	impact on the mathematics results and parental engagement with pupils at home.	Frequency: 1/half term Position(s): FW	progress of maths	groups more children participated in the Spring term than in the Autumn term. Children continue to enjoy the programme and develop their speed, accuracy and understanding. PP children are participating in line with non PP children Continue? Yes engage in competition with other schools. Ensure all PP children are regularly using mathletics.
Rapid Intervention for Reading, Writing and Maths	6910	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 week Position: TAs, monitored by SENCo	Progress tests	Impact: Level 2 Children made good progress on the programme and narrowed the gap with their peers, however the programme was inconsistently used. Continue? Yes – ensure used consistently as it is a very effective programme. Closely monitor to ensure effective use.
Numbers Count	4000	Year 2	Numbers Count – an 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.	How: Half termly maths assessments Frequency: 3, 40minute sessions/week Position(s): CW	Record attainment progress of maths	Impact Level 2:- Children on the programme made at least expected progress, allowing them to narrow the gap with their peers. The reason for the level 2 impact is that not as many children took on the programme as planned. Continue? Yes ensure more children participate in the programme
Maths Packs	360	Reception Years 1, 2, 3	Resources for the children to use at home to help them with their Maths,	Children able to use resources more confidently to support them with their homework	How: maths team to monitor the PPG parents attending the	Record of PPG parents attending	Impact: Level 3 Parents stated that they felt more confident in supporting their children at home, through the use of resources given out. Children able to

			parents shown how to use the packs at parent workshops		workshops, questionnaire to go out to analyse how useful the children are finding the packs at home Frequency: following workshops Position: Maths team	workshops and using packs	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	2000	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 Frequency:- Weekly during spring term Position: Deputy monitor class teachers	Record of sessions and attainment levels in SATs.	Impact: Level 3 Children narrowed the gap with their peers. PP non SEN attained higher than national non- PP. Continue? Yes if needed
Behaviour support	14000	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: Level 2 One of the children no longer needs behaviour support, he has received support in improving his behaviour and is able to engage and maintain his concentration during play and lessons. Other children receiving support have shown an improvement in their

							behaviour, including developing coping strategies reducing the impact that emotions have on their work. Another child receiving emotional support has had 'a huge impact on his anxiety'. Continue? Yes as needed
Phonic Workshops	350	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: Level 4 Parents stated that they felt more confident in supporting their children at home. 94% of the children passed the phonics test. Continue? Yes continue to encourage parents to attend
Phonics Packs	150	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: Level 4 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	850	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: Level 3 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
Providing memorable learning experiences	1400	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 income families.	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 internationally aware.	How: Children's feedback, Science results Frequency: 1week/year Position(s): SLT	Record attainment in relevant subject area.	Impact Level 3: The children have enjoyed a range of workshops, including Victorian workshops, the children have thoroughly enjoyed them and they have captured the children's imagination, helping them to engage in their learning. These workshops have given the children an understanding of different topics, bring to life something that they did not know about previously. In Years 1-4 there is either no gap between the PP and non-PP children or the gap has narrowed in Reading and Writing. Continue? Yes continue to plan exciting experiences.
After school booster groups	3808	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 non	Impact: Level 3 Children attending groups made good progress, however some children did not attend regularly. Continue? Yes – chase up those children who do not have a good attendance at these groups

						attending peers.	
Develop sporting, ICT and healthy lifestyle skills Lunch time and after school clubs	3000	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: Level 2 Observations have shown that children are improving in their sporting skills and that they have expressed great enjoyment in these clubs. More PP children need attend these groups Continue? Yes continue to encourage children to attend
New books	5923.52	Whole school	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: Level 3 Children have a wider variety of books to read. In Years 1-4 there is either no gap between the PP and non-PP children or the gap has narrowed in Reading and Writing. Continue? Yes – find out from the children which books they would like
ICT programmes for children to use at home to support with homework	2069	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: Level 3 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 support	10000	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: Level 3 Children are much more confident in class, teachers have commented that the children are more willing to initiate conversations and volunteer answers in class than they were previously. Continue? Yes
Writing, Reading and Maths Intervention	20000	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 PP and non PP.	How: Half termly data Frequency: 25 minute sessions twice a week. Position(s): CT/TA	Record attainment progress of writing, reading and maths	Impact: Level 3 PP children in Year 1-4 are working in line with the non-PP children in all areas. PP children in Years 5 and 6 are narrowing the gap. Continue? Yes as needed, to ensure more effective impact the interventions will be closely monitored to ensure the children are making progress.
Attendance	1000	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	Impact: Level 2 Attendance meetings with PP parents has helped to improve attendance, however the attendance is still . Continue? Yes carefully monitor the attendance of PPG children and compare to previous year to see who is improving
Small Group maths	4000	Year 6	MA/Underachievers children taught in a separate group, where the ratio is 15:1 (child/teacher).	MA children make accelerated progress/ stretched further. Underachieving children catch up with their peers.	How: Half termly assessments Frequency: 5 hours/week	Record attainment and progress	Impact Level 4 PPG no SEN attained highly and above national other PP. Continue? Yes as needed

			Carried out by SLT member.		Position(s): Member of SLT		
Small Group literacy	3800	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	Impact Level 4 PPG no SEN attained highly and above national other PP. Continue? Yes as needed
Trips	6554	Whole school	Funding provided to allow PP children to attend trips.	All children will be able to attend trips.	As required	Record of children attending trips.	Impact: Level 2 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
Literacy Workshop for Parents	250	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: Level 2 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	1500	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	Impact: Level 3 PP children made in line with or more progress than non PP children. Continue? Yes
Motor Skills	4800	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	Impact: Level 3 PP children made in line with or more progress than non PP children. Children's motor skills are improving. Continue? Yes

Language group	6500	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	Impact: Level 3 PP children made in line with or more progress than non PP 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	5000	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	Impact: Level 3 PP children made in line with or more progress than non PP children. Continue? Yes
Other focus groups EYFS	2000	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	Impact: Level 3 PP children made in line with or more progress than non PP children. Continue? Yes
1:1 Phonics	7000	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.	Impact: Level 4 PP children made in line with or more progress than non PP children. Continue? Yes
Story Telling workshops	500	EYFS	Workshop to provide parents with ideas to engage their children in reading at home. Resources provided.	Parents will be excited about story telling and will use the resources to engage their children. This will help to progress their learning.	How: Feedback from parents Frequency: 6 sessions. Position: EYFS lead	Record the number of parents attending.	Impact: Level 2 Parents enjoyed the workshops and were able to support the children in storytelling. Continue? Yes

Toilet training workshops	250	EYFS	Workshop to support parents with toilet training.	Parents will feel more confident in how to support their children in toilet training.	How: Feedback from parents Frequency: 6 sessions. Position: AR	Record the number of parents attending.	Impact: Level 3 Parents were able to support their children in toilet training their children. Some children are now dry and others are bring toilet trained. Continue? Yes
Total budget: £210,000				Total Spend: £210,158			