



Projected Spending Action Plan

Castle Hill Pupil Premium Grant 2015/16

(review & update April 2016)

(Allocation 2015/16 £77,675.01 + 17,460.00)

- Number of pupils on role- 280
- Number of pupils eligible for PPG 69 (24.6%) (17 are also SEN)
- Number of pupils claiming FSM 37 - inc YN & YR (13 %)

Objectives:

The Effectiveness of Leadership and Management

- Ensure high quality early intervention from experienced teaching staff
- Analyse progress of children in receipt of Ever 6 pupils to determine and identify strategies / interventions to address any issues in performance
- Identify children in receipt of FSM to all staff and track their progress and provision
- Appointed Learning Mentor to monitor targets assess progress reporting to SMT, HT, Governing Body and Parents
- Appointed Inclusion Manger oversee provision and impact reporting to SMT, HT, Governing Body and Parents
- Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions

Quality of Teaching, Learning and Assessment

- To ensure never less than good / outstanding teaching for those children
- Teaching Assistants are highly trained and understand and use Formative Assessment Strategies

Personal Development, Behaviour and Welfare

- Attendance / punctuality and behaviour of children in receipt of is monitored and in-line with other children in school

Outcomes for Children and Learners

- To close / narrow the gap between FSM and non FSM children in school and with their peers nationally
- To continue to provide early targeted intervention for underperforming groups as identified through data analysis and pupil progress meetings
- Analyse progress of Teacher Focus Group (Ever 6 pupils) termly for the causes of under achievement and through the Appraisal process

Success Criteria:

The Effectiveness of Leadership and Management

- Action plan identifies provision and expected impact
- Learning Mentor acts as advocate and is able to carefully track progress and impact of intervention strategies with children
- Named governor and rest of governing body have a detailed knowledge of actions / their rationale / cost and impact
- Inclusion Manager to collate information regarding progress and impact across range of interventions and activities offered to this cohort.

Quality of Teaching, Learning and Assessment

- Teaching to be never less than good-mainly outstanding - using data / lesson observations (linked to Appraisal process) to evaluate impact
- Targeted intervention for underperforming groups to take place, assessment embedded and impacting on quality of teaching and thus progress of children - linked to Appraisal process
- Targeted early intervention (FS/KS1) in reading, writing and maths
- Booster/intervention groups for KS2

Personal Development, Behaviour and Welfare

- If attendance / punctuality and behaviour of children not in-line with other children in school and nationally then provide school based interventions such as additional Learning Mentor intervention/ parenting support
- Learning mentor to monitor cohort according to need to assess impact of intervention or work with class teachers to address any issues in performance
- Inclusion Manager to track additional information and direct resources appropriately based on outcome. Areas: attendance, parental attendance at consultations, involvement in extra - curricular activities

Outcomes for Children and Learners

- Pupils make at least expected year on year progress and meet / exceed national year group expectations in all areas and exceed floor standards (year 2/6 achieve National Average expectations or above)
- Analysis of children taking part in early targeted intervention demonstrates progress above that expected and is being accelerated
- Analysis of this cohort demonstrates a closing / narrowing of the gap with peers in school and nationally

Tasks	Resources / costs	Expected Impact
FS provision <ul style="list-style-type: none"> • Changing table providing for rising 3s • Additional sessions for VI child • Additional adult support for half an hour per day -lunchtime support • School milk • FSM funding • Apprentice TA • Early Years support Service 	£1,400.00 £2,106.00 £16,380.00 Costed below - support	Early identification of barriers to learning with specialist advice for learning and behaviour Pupils ready to learn
KS1 Provide targeted intervention for children underperforming in Maths <ul style="list-style-type: none"> • Y1 Max's Marvellous Maths intervention X 4 children - daily 20mins • Y2 Overcoming barriers to Level 2 x 6 children • Wave 3 intervention 	£15,309.67	Regular support for targeted pupils leads to accelerated pupil progress
KS1 Provide targeted early intervention for children underperforming in English <ul style="list-style-type: none"> • Better reading X 3ch 1S,1/2S 2L, (20 mins x3 weekly) • 1:1 reading x2 children - daily • Y1 1:1 phonics • Y2 Spelling/phonics support X 7 children 		Regular support for targeted pupils leads to accelerated pupil progress
KS2 Provide targeted early intervention for children underperforming in English and maths in lower KS2 <ul style="list-style-type: none"> • Additional TA x 10 hours 		Regular support for targeted pupils leads to accelerated pupil progress
Provide targeted intervention for children underperforming in English / Maths /science in Years 5 / 6: <ul style="list-style-type: none"> • Maths 2 hours weekly with groups • English 2 hours weekly with groups • 1:1 Booster tuition x weekly 10 weeks per child • Additional TA • Learning Mentor class support - mornings 	£14,645.61	Regular support for targeted pupils leads to accelerated pupil progress

<p>Provide access to full range of educational experiences:</p> <ul style="list-style-type: none"> • Promote on-line learning at school and home • Weekly Homework Club - extending the school day • Subsidise enrichment and engagement activities • ICT club (+cost of Beebots) • Lunchtime 'get together' groups - Learning Mentor • Funded provision for residential and trips 	<p>Costed below LM £500.00</p>	<p>Raised self esteem having positive impact on educational attainment and progress</p> <p>Provides an independent outlet for a child to offload worries/concerns in a structured, play based manner. As a result children are better able to focus on their learning.</p> <p>Pupils supported and enabled</p> <p>Increased parental involvement</p>
<p>Teaching:</p> <ul style="list-style-type: none"> • Use Formative Assessment strategies - including effective feedback / peer support, including TAs • Teaching to be never less than 'good' across the school. • School focus - Lesson Study Approach to develop effective teaching • Termly moderation activities 		<p>Staff are equipped with the skills to support all children appropriately.</p> <p>Access to specialist support and advice ensures that barriers to learning are identified and overcome.</p>

<p>Personal Development, Behaviour and Welfare:</p> <ul style="list-style-type: none"> • Vulnerable children meetings to identify PP children • Attendance analysed by FSM / PPG • EWO support • Breakfast / After-School Club provision staff • Inclusion TA playtime & lunch time supervision and engagement 1 ½ hours daily • Learning mentor playground supervision • Supervise children arriving on buses • Monitoring lateness and addressing concerns with parents • Counselling sessions for vulnerable children 4 hours weekly • Screening and SALT sessions X 2 hours weekly 	<p>£1524.00</p> <p>Costed above TA, & below LM</p> <p>£3,520.00</p>	<p>Children are better prepared for the day ahead. Children complete their homework with support, as required.</p> <p>Improved attendance impacts on standards.</p> <p>Provides an independent outlet for a child to offload worries/concerns in a structured, play based manner. As a result children are better able to focus on their learning.</p> <p>Pupils needs are addressed and barriers removed</p>
<p>Leadership and Management:</p> <ul style="list-style-type: none"> • Learning Mentor - introduce Individual Support Plans for PP children - followed by Assertive Mentoring sessions across the whole school - 2 hours daily. • Supply costs for inclusion manager role • Staff training - behaviour management/attachment • Laptop - Learning Mentor 	<p>£13,580.63</p> <p>£4006.24</p> <p>£250.00</p> <p>£500.00</p>	<p>Access to specialist support for learning and behaviour needs and specific assessments to identify barriers to learning or providing self-esteem/anger management programmes which improve pupil behaviour and as a result accelerate progress.</p> <p>Staff are equipped with the skills to support all children appropriately.</p>
<p>Additional supporting Resources:</p>	<p>£2,139.93</p>	<p>Facilitate the identification and delivery of the curriculum and interventions</p>
<p>Total expected spending</p>	<p>£75,862.08</p>	
<p>Contingency/summer term (review date: April 2016)</p>	<p>£19,338.92</p>	
<p>Total</p>	<p>£95,200.00</p>	