



Pupil Premium expenditure plan Budget year 14/15 Academic year 14/15

Normanton Junior School

Project/ activity	Planned work	Intended impact/ outcome	Stage of development and timescale	Success criteria	Pupil Premium allocated to this project	Impact statement Feb 15
Improve first quality teaching	Develop co coaching models and processes to enable all staff including NQTs to evaluate and rigorously develop teaching and learning	Teachers have planned opportunities to evaluate their own teaching against best practice and each other. More opportunity to work with peers to develop strategies and evaluate impact of work done. Greater emphasis on challenge and support.	Co coaching materials are in place but need to be re implemented. Further CPD required Aut half term 1 Co caching and lesson visits begin Aut 2	Teaching will be good or better leading to effective learning and increased rates of progress. Teachers will be more evaluative and able to challenge and support each other	2 x CPD sessions £500 Cover costs for staff 3x NQTs/ mentors 1 day per half term (2 sessions) £180 x 3 NQT £540 £180 x 3 mentor £540 9 staff ;1 day coach release £1620 9 staff; 1 day coachee release £1620 £4,280	Workbooks show pupils are making progress and teaching is improving over time. However, the majority of teaching is RI (67% of classes).
Bolster planning, assessment and feedback processes	Termly CPD opportunities for staff to evaluate and develop their practice in planning, marking, feedback and next steps for children	Planning, marking and feedback is of increasingly high quality. Children's work demonstrates accelerated progress as a result of feedback	Standing item on staff meeting schedule. Initially one meeting per term	Planning, marking and feedback is of a consistently high quality and impacts strongly on rates of progress seen in books and data	6 sessions@£250 £1,500	Marking and feedback is more focused and is of higher quality, as evidenced in the most recent Ofsted report. From February baseline, progress of PP pupils is at least good in all year groups in all subjects, except

						writing in Year 4 (where it is RI). Progress is outstanding in 7 out of 12 areas (58%).
Develop learning mentor/ behaviour support role	Appoint key member of staff to lead nurture group work for focus group (s) to develop social interaction, confidence, self-esteem and reading	Children get access to quality time together with learning mentor. Time to talk, interact and discuss learning. Focused interventions with paired and individuals which focus on needs	2 staff members in place. Resource bank building. 4-1hr sessions taking place weekly for working with groups and individuals starting Aut half term 2	Children make rapid and sustained social and academic progress. Gaps between group and peers is narrowed	Staffing costs inc planning time £12000 Resources £500 Training £500 Learning mentor additional hours. £26,000	Member of staff in place supporting vulnerable groups and individuals. Children say that they feel more confident as a result. Attendance has improved significantly for targeted pupils (see MR and MR).
1-1 intervention Y 3 4 5 Y6	Appoint a qualified teacher to work with teachers to plan and deliver high quality interventions to focus groups and individuals.	Groups and individuals have tailored provision in order to challenge and support. Gaps will be identified and filled by this provision	Qualified teacher in place. Interventions due to start w/b 22.9.14	Children make rapid and sustained academic progress. Gaps between group and peers is significantly narrowed	Year 5 English specialist 45 x days cover @ 210 pr day £9450 Y6 intervention staff 5 days x £210 £1050 15 weeks = £15750 DW Year 6 spring booster = £4620 Catch-Up Reading 2 x 2hr/week x 8 weeks = £320	Interventions have not moved pupils on sufficiently quickly. Gaps between PP pupils and their peers is steady since the baseline assessment in February. From February baseline, progress of PP pupils is at least good in all year groups in all subjects, except writing in Year 4 (where it is RI). Progress is outstanding in 7 out of 12 areas (58%).

Bespoke provision by artist in residence	Commission an artist in residence to create a scheme of work which will enable PP group to develop mindfulness, self-control, discipline and martial arts skills. Artist also to work with other groups to develop skills and understanding leading to performance	As a result of effective teaching and provision, children are able to better understand and deal with feelings, emotions and the link between mind and body. They will learn new sports skills with the option of joining an affiliated after school club in January 15	Artist in residence has been commissioned, scheme of work is due 10.9.14 Programme to start 15.9.14	Significant changes in behaviour and discipline seen in and around school. Greater ability to manage self, be included in class. Improved learning behaviour, progress and attainment.	45 sessions @£35 per hour = £1500 Scheme of work = £200 Materials inc rewards and uniform = £310 £2,010 Funding for out of school clubs £1000 Featherstone Rovers learning leader programme £1800	Some pupils have shown increased confidence in class, as evidenced by discussions with classroom teachers.
Bespoke provision at lunchtime and after school						
Writing specialist in Year 4	Expert teacher to help develop writing across school and take a key role in planning and teaching in Year 4.	The teaching of writing improves across school.	Teacher appointed to begin work in Spr 2.	Work scrutiny and data show the teaching of writing is improving across school.	Extra funding for UPS teacher £3982	Writing outcomes are good or better in 3 out of 4 year groups (75%).
Inclusion Leader given scheduled time	Inclusion Leader identifies key areas for development, puts plans in place and completes them. Action plan updated to focus on first quality teaching, support staff training and attendance. Pupil progress meetings & work scrutiny. Increased EWO involvement. Support staff review completed and training put in place.	Key issues for the school are identified and acted upon – provisional is tailored for the school's context.	Inclusion Leader time as of Jan 15.Ongoing until July 15 review.	Key issues are acted upon to improve outcomes for PP pupils.	Inclusion Leader time £16,000	Whole school demographic completed. From February baseline, progress of PP pupils is at least good in all year groups in all subjects, except writing in Year 4 (where it is RI). Progress is outstanding in 7 out of 12 areas (58%).

Support staff review and deployment	<p>Review of support staff to establish strengths and training needs.</p> <p>Support staff redeployed to best meet the needs of the school.</p> <p>Training scheduled to up-skill support staff.</p>	<p>Support staff are better trained and have a greater impact on pupils' learning.</p> <p>Staff are deployed in the most effective place to have the maximum impact.</p>	Behaviour changes as from Jan 15; whole-school redeployment as of Spr 2.		<p>Team Teach training = £1,134</p> <p>Abraxus training = £300 + £350 supply cover</p> <p>Support staff release time 18 hours cover x 15 staff = £2,700</p> <p>£4,784</p>	<p>TAs redeployed for behaviour support showing impact.</p> <p>Reduction in the number of behaviour incidents requiring Team Teach and less disruption to lessons.</p> <p>Clear improvements in TAs questioning evidenced by Ofsted report and observation.</p>
EWO support to improve attendance	Fortnightly meetings with EWO to support improvement of attendance, especially for persistent absentees	Attendance of PP pupils improves, leading to improved learning.	Support increased as of Spr 2; action plans show involvement since Sep 15	Overall attendance increases above 95% for PP pupils. Persistent absentees show improved attendance as show in attendance action plans.	TBC – MAT negotiating	<p>Attendance of 3 pupils with very low attendance is showing significant improvement.</p> <p>Overall attendance is higher for Term 3 than the first 2 terms.</p>
1-to-1 behaviour support for very challenging pupils.	1-to-1 behaviour support in class; full time for 4 pupils.	Very challenging pupils access the curriculum more frequently and do not have a negative effect on other pupils.	Support is currently in place. Regular discussion on effectiveness.	Pupils take part in all lessons. No lessons are effected for the whole class.	<p>£9.52 x 65hr x 11 weeks = £6,806.80</p> <p>(£9.52 x 65hr x 13 = £8,044.40)</p> <p>(£9.52 x 65hr x 8 = £4,905.40)</p> <p>(£9.52 x 65hr x 8 = £4,905.40)</p>	<p>Teachers can continue teaching even if behaviour of these pupils is poor in a specific lesson.</p> <p>Pupils are engaging more in lessons.</p> <p>1 pupil was briefly without support and could not access the curriculum.</p>

						DM – average of 2APS since baseline. CB – average of 2.3 APS since baseline.
Pupil Premium fund allocation at June 14	£121,200	Total committed to date		£115,903		
Total cost of scheme		Balance at May 2015		£5,297		