

## Pupil Premium Allocated Expenditure 2016-17

### Rational and evidence for Pupil Premium spending 2016/17

In 2015/16 Pupil premium children made broadly equitable progress to non-Pupil Premium. This impact was due to many of the strategies put in place including:

- Employment of additional part-time qualified teacher in KS2
- Whole staff understanding of Pupil Premium; data analysis for groups reported at half termly progress meetings and staff training
- Early intervention with focus on phonics in Rainbows and KS1
- Early intervention with focus on behaviour and attitudes to learning in EYFS
- Precision teaching and Tracks with specific children
- Sports mentor employed to work with specific children
- Daily physical activity
- Review of marking and feedback policy and practice
- Increased opportunities for parental involvement e.g. structured conversations, parent information sessions, parent open sessions
- External agency support
- Funding used to purchase uniform and equipment

For 2016/17 due to their success, the above strategies will continue with a view to sustaining progress.

For 2016/17 the school has acknowledged the increasing number of pupils with social, emotional and mental health difficulties. To support this a TA with responsibility for SEMH has been employed; they will support in and out of class with interventions and support strategies and will work over the lunch period also to aid for a more enjoyable experience for such pupils.

Data shows that writing is an area for development across the school:

Writing	ARE			Progress		
	All	Pupil Premium	Non PP	All	Pupil Premium	Non PP
Rainbows	70%	50%	72%	6.0	5.5	6.0
Year 1	67%	-	67%	3.4	-	3.4
Year 2	73%	40%	80%	5.9	6.0	5.9
Year 3	60%	0%	75%	6.7	5.7	7.0
Year 4	79%	50%	83%	6.4	6.2	6.5

Writing is therefore a priority within the School Development Plan. Comprehension materials and writing conference are some bespoke strategies that will support this element for use with Pupil Premium groups across the school.

Strategy	Outcomes and success criteria	Rationale for approach	Milestones - to measure success	Completion date	Review date	Cost per pupil	Total cost
Quality First Teaching – employing a qualified teacher to run interventions alongside the class teacher.	To increase % of children working at ARE and above ARE: children making equivalent progress to non – Pupil Premium	EEF Sutton Trust research evidence Success in school 15/16	Consistent transfer of skills to other areas of the curriculum	End of Spring Term 2017	February	£345	£2760
			Improved achieved targets as detailed in PPMs	End of Spring Term			
Developing whole staff role in the understanding of Pupil Premium expectations and the allocation of the Pupil Premium Grant.	Teachers are able to be more explicit in PPM's regarding specific groups and what they are providing 'above and beyond'	EEF Sutton Trust research evidence Success in school 15/16	PPG is be being used effectively to support specific groups – and all interventions are incisive and carefully evaluated.	End of Autumn Term 2017	March		£200
			Individual children have raised results as a consequence of the provision made by the additional funding.	End of Spring Term 1 2017			
Increased staffing in Reception (adult: child ratio) to ensure that disadvantaged children can be taught in small groups	Targeted pupils and beyond meet EYFS expectations or show expected progress from their relative starting point	EEF Sutton Trust research evidence: addressing needs around communication and language and PSED	Pupils are making expected progress and show positive attitudes to learning and school Parents engage with pupil learning	End of summer term 2017;	Reviewed termly	£2000	£4000
Early Intervention – TA to support KS1 re phonics, speech and language	Targeted pupils meeting national phonics threshold Learning is focused to specific needs and	EEF Sutton Trust research evidence	Pupils are able to make plausible phonetic spelling choices in their writing	End of Summer term 1 2017	February 2017	£250	£1000

	<i>targets.</i>	<i>Success in school 15/16 in phonics screening</i>	<i>Pupils are more able to meet their targets due to their increased confidence and enthusiasm.</i>				
<i>Health &amp; Wellbeing – appointment of SEMH/SEN teaching assistant to provide range of support in and out of class e.g. Time to Talk, Theraplay, Mindfulness</i>	<i>As a result of focussed CPD, the TA is more able to support children using proven/practiced techniques To develop self-confidence and self-esteem through a variety of strategies and resources</i>	<i>EEF Sutton Trust research evidence: social and emotional learning, behaviour intervention</i>	<i>Children have become more confident and independent</i>	<i>Summer 2016</i>	<i>November, February, May/June</i>	<i>£267</i>	<i>£411.66 £75 £100 £160 £3000</i>
			<i>Children demonstrate increased sense of well-being and engage more appropriately in school life (well-being scales)</i>	<i>Summer 2017</i>			
<i>Precision Teaching and Tracks - To learn through a programme of 1-1 or small group interventions related to Letters and Sounds and sight vocabulary</i>	<i>To pass the re-sit of Phonics Test in Year 2 To be more confident with identifying and blending sounds together. To recognise a higher number of high frequency words To use more plausible phonetic spelling choices in their writing; spelling becomes increasingly more accurate</i>		<i>Rolling out coaching for delivery instruction to TAs – skills across all Key Stages</i>	<i>November 2016</i>		<i>£250</i>	<i>£1000</i>
			<i>Sessions are timetabled and results can be seen as children use their knowledge in the classroom effectively.</i>	<i>November 2016</i>			
<i>Additional MDSA appointed; support for lunchtime provision for identified pupils to</i>	<i>Children participate in more holistic lunchtime activities to enrich life opportunities</i>	<i>EEF Sutton Trust research evidence; outdoor learning activities</i>	<i>Participation registers show Pupil Premium children attending; feedback from pupils and parents through</i>	<i>End of Autumn term</i>	<i>Dec 2016</i>	<i>£181</i>	<i>£2540</i>

<i>include holistic and engaging activities e.g. gardening</i>			<i>pupil voice and structured conversations</i>				
<i>Sports mentor – working with specific children(1-1 or small group) to encourage positive learning attitudes (Henlow Academy)</i>	<i>Children more positive about school and wanting to learn</i>	<i>EEF Sutton Trust research evidence; sports participation Success in school 15/16</i>	<i>Identified children interact with sports mentor and show positive attitudes</i>	<i>July 2017</i>	<i>Dec 2016 and ongoing</i>	<i>£150</i>	<i>£450</i>
<i>Comprehension</i>	<i>Key questions to support comprehension used consistently by staff and volunteers and shared with parents Comprehension resources purchased and used Children gain a competent understanding of comprehension to support understanding across all subjects</i>	<i>EEF Sutton Trust research evidence; reading comprehension, oral language interventions</i>	<i>Pupils able to recall information from texts Pupils using comprehension skills to support wider aspects across the curriculum</i>	<i>April 2017</i>	<i>Jan 2017</i>	<i>£29</i>	<i>£400</i>
<i>Writing conferencing</i>	<i>Children aware of their next steps to improve writing outcomes Increase in pupils and making 6 steps progress within Target Tracker</i>	<i>EEF Sutton Trust research evidence; meta cognition</i>	<i>Pupils able to articulate and implement their next steps to improve writing outcomes</i>	<i>June 2017</i>	<i>February 2017</i>		

<i>External support services employed for specific children e.g. Educational Psychologist, anger management</i>	<i>Parents and school supported by external agencies with reports and referrals made as appropriate</i>	<i>Success in school 15/16</i>	<i>Parent feedback indicates children are showing signs of improvement in their behaviour, attitude and progress</i>	<i>April 2017</i>	<i>Spring 1 2017</i>	<i>£TBC</i>	<i>£700</i>
<i>Funding of FSM in KS2</i>	<i>Children continue to partake in a nutritious meal to provide energy and stamina to enable them to take a focussed and active part in afternoon sessions</i>		<i>Register checks to ensure take-up of school meals</i>	<i>July 2017</i>	<i>Half termly</i>	<i>£399</i>	<i>£2394</i>
<i>Funding to provide inclusion of school trips/visits, clothing etc.</i>	<i>Children are able to attend school trips/visits as a result of school providing funding if parents are unable/unwilling to contribute</i>	<i>EEF Sutton Trust research evidence; outdoor learning activities Success in school 15/16</i>	<i>By providing PE and swimming kit pupils are able to fully participate in PE lessons.</i>	<i>Summer 2017</i>	<i>Summer 2017</i>	<i>£40</i>	<i>£560</i>
			<i>By meeting the cost of a school trip/visit the pupils feel included and are not limited by their personal circumstances.</i>	<i>Summer 2017</i>			
<b>Total pupil premium expenditure:</b>							<b>£19750</b>