

# The Pupil Premium 2015-16

## Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: <b>'As a result of this action...'</b> If you plan to repeat this activity, what would you change to improve it next time?
Learning mentor (Pastoral support)	17035	C	Targeted support selected pupils on the Disadvantaged Register. These pupils are referred by the class teacher or Senior Management Team. The Learning Mentor has meetings with the pupils, families and carries out intervention with the child based on their social and emotional needs.	Improved attendance, behaviour for learning and enjoyment of school life and emotional well-being and resilience.	Governors to identify anonymous cases and note improved patterns in these areas	92 of our Pupil Premium Pupils accessed support from the Learning Mentor last year. Case Study evidence - A child joined the school having previously been a pupil here 3 years ago. The pupil often refuses to come into class and was distracted in lessons. Mrs Walker had a meeting with the family and now weekly meetings with the pupil. This pupil comes into school ready to learn. Attendance is now 100% and is making progress in all areas. Recently the

						pupil received the Head Teacher's Award.
Level 6 Booster programme at Salterhebble for 2 pupils in Maths	66.72	C	2 pupils from Year 5 & 6 attend Salterhebble Primary School for Level 6 booster classes in Maths during school time.	The pupils will have access to level 6 resources, teaching and higher order thinking activities	If the Year 6 pupil obtains Level 6 in their SATs in May 2015	One pupil made 4 steps progress within the year and the other pupil made 5 steps of progress.
Additional 0.6 x 2 teacher for targeted intervention	44,152	C	Targeted intervention for Maths and Writing in Years 2 & 3	Children in Year 2 will make at least 6 points progress this year and children in Year 3 will be working within age related bands ie. 6 steps across the year.	Monitored by SLT in Pupil progress meetings	<ul style="list-style-type: none"> <li>One teacher worked with 5 Pupil Premium pupils for Maths. All pupils made expected progress.</li> <li>One teacher worked with 4 pupil premium pupils, of which 75% were working within P scales at the start of the year. By the end of the year all pupils were working within band 1.</li> </ul>
Robinwood activity centre FSM and forces children to receive subsidised places	935	C	Children will attend Robinwood outdoor activity centre. This centre will focus on the development of social and emotional needs and communication skills.	Children will have access to the activity which will develop social and teamwork skills and promote independence	That there will be an equal proportion of FSM children accessing the activity. July 2015. 50% of children were FSM 25/39	29 of our 'Disadvantaged' pupils are registered to take part in the Robinwood Activity Centre in July 2015.

Breakfast Club	5,650	C	Pupils will be invited to attend a free Breakfast Club. The Learning Mentor may target families to access this in order to improve pupil attendance or attitude to learning.	Children will arrive on time, in good frame of mind for working and will have had breakfast and social times with their peers	Learning mentor will include a section on Breakfast club in the attendance report termly to governors	47 pupils eligible for Pupil Premium funding attended breakfast club last year. Overall, the attendance for Pupil Premium pupils was 95.85% Case Study evidence - A child was coming into school distressed due to conflict with parents and disengagement in learning. The family was encouraged to use Breakfast Club in October. Since this began, the pupil now accesses all lessons within the school day. And enters class much calmer and ready to learn.
Appointment of Pupil Premium coordinator	TLR 2a £2,535	N	One teacher is now allocated as Pupil Premium Coordinator. Their role is to monitor and evaluate the impact of the funding of Disadvantaged pupils within school. They will then report this to Senior Leadership and Governors.	Analyse data and identify gaps. Making Pupil Premium higher profile. Informing the school development plan. Linking and reporting to governors.		The Pupil Premium Coordinator has now provided a Cohort File for each class with details of the pupils on their 'Disadvantaged' register. Staff meetings have been used to raise awareness to staff of the high level of priority for this group within classroom teaching. Each teacher is now

						measuring the impact of their interventions for this group on their provision map.
EWO service level agreement	3108	C	EWO to ensure that FSM children's attendance and lateness is targeted	Percentage of FSM children attendance will be better than non FSM nationally	School to monitor the impact on attendance	We currently have 14 of our Disadvantaged pupils under EWO and many more are supported by our Learning Mentor. In one example, Child C had 85% attendance and is now at 93%. Child D was 84% and is now 98%. Child D was 80% and is now 96%.
Yr 4 Music tuition for the class with 26/33 Disadvantaged Pupils	1226	C	Yr 4 attend weekly Music lessons with an outside agency to develop their skills in composition, the playing of instruments and confidence to talk/perform in front of an audience	Children will be able to perform in front of an audience with confidence	Monitored by the Music hub/ Music coordinator. Children to perform termly	Within Class 4, a number of children are now becoming more confident to perform in front of an audience. One pupil on the 'Disadvantaged' register did a musical solo for a Christmas CD. Another pupil now reads aloud with confidence in front of the class.
Nurture TA	7580	N	To further support children's access to education for identified Y1 children	Children will be prepared for return to the classroom having developed positive learning	SLT/Governors With termly reviews of pupil progress both whilst in nursery	11 children have been through Nurture since the appointment of the additional TA. Of those, all have been

				behaviours and attitudes. Improved attainment and progress will be evident	and on return to the classroom. Data tracking.	successfully reintegrated into class and are able to cope with daily classroom routines where previously they had not been able to. The 4 Year 2 pupils that accessed Nurture all made accelerated progress overall.
Milk	1995	N	All children in receipt of PP to have milk daily	Children's health will improve through increased calcium intake.	Monitored by TAs to ensure all children take up the offer of daily milk.	All children reported to be having milk.
Appointment of Pastoral Team Play Development Worker	20000	N	To further develop in-school and out of school play activities to engage children in healthy lifestyles	Children will take part in more organised in-school and out of school sports and activities	Monitored by SLT. In-school and interschool engagement in sports will increase over that seen in 2014-15	Active play both in and out of school has greatly increased. Organised lunchtime activities have helped to increase the amount of aerobic activity and has reduced behavior incidents. Inter-school sport has greatly improved with the school coming 9 <sup>th</sup> in the West Yorkshire Quicksticks hockey tournament, having won the local heats. Boys and girls have

						taken part in football, athletics, cross country, cycling and a range of other sports such as archery.
Appointment of Pastoral Team Family Liaison Officer	20000	N	To support families in accessing services and advice; To support family learning and the facilitation of home-school support.	Families will receive emotional and educational support in order to better meet the needs of their children	Monitored by SLT family support will ensure that emotional and academic support is available at the point of need. Monitored by casework files and matched to progress and attainment outcomes.	Regular courses have been run to improve parenting skills and the support of children's learning at home. These have been well-attended and have resulted in some improvement in learning outcomes for the children of those whose parents attended. This reaches only a small number of families, however. More reactive interventions reach a bigger number and emotional support for families in crisis has been very successful.
Purchase of services for behaviour support	22,908	C	To help all school staff in the support of children with challenging learning behaviours	Staff will have positive behaviour management strategies that build self-esteem and self-worth	Governors. There will be no exclusions in 2015-16 and teachers will have access to regular support from a trained behaviour	The school achieved its aim of having no exclusions and a broad range of strategies are now in place to ensure that children who are disaffected can be brought back to task in

					teacher	a swift and manageable way.
Purchase of football kit	170	N	To ensure that all those playing in inter-school competitive sports have access to good quality sports equipment, not putting them at a disadvantage	Children will not be disadvantaged when taking part in inter-school sporting activities.	Monitored by SLT. In-school and interschool engagement in sports will increase over that seen in 2014-15 especially from children who had previously not engaged	Football activity has greatly increased with both boys and girls playing regular, competitive football.
Training for 2x minibus drivers	196	N	To broaden access of all pupils to use of the minibus for visits and enrichment activities	Children will have better access to enriching out of school experiences that improve their learning	There will be increased use of the school minibus over that in 2014-15 as more drivers are now available	Every class now has access to an out of school experience once every half term. These are used as stimuli for writing and other activities back in school as well as supporting learning
Sports vests and equipment for inter-school competitive sports	441.40	N	To ensure that all those playing in inter-school competitive sports have access to good quality sports equipment, not putting them at a disadvantage	Children will not be disadvantaged when taking part in inter-school sporting activities.	Monitored by SLT. In-school and interschool engagement in sports will increase over that seen in 2014-15 especially from children who had previously not engaged	Football activity has greatly increased with both boys and girls playing regular, competitive football and take part in athletics and multi-sport events.

Numicon resources to support mathematics	2700	N	To ensure the secure development of early mathematics for children experiencing difficulties with number skills	The progress and attainment in early mathematics will improve	Monitored by Numeracy Coordinator/SLT. Standards will rise as tracked by internal data and KS1 SATs	Standards, as measured by internal data, show that children are making good progress in their early acquisition of number skills. The impact on SATs will be evident in 2016 as the children will have been able to make use of these resources for over two years.
Minibus insurance	859	C	To broaden access of all pupils to use of the minibus for visits and enrichment activities	Children will not be disadvantaged when taking part in inter-school sporting activities.	There will be increased use of the school minibus over that in 2014-15 as more drivers are now available	Every class now has access to an out of school experience once every half term. These are used as stimuli for writing and other activities back in school as well as supporting learning
RWI whole school pack	2193	N	To raise standards in Literacy through the support of a structured scheme	The progress and attainment in reading and writing will improve	Monitored by the Literacy Coordinator/SLT. Standards will rise across the school in reading and writing	The access to a structured scheme has been evident in better use of vocabulary by a broad range of children both in speech and in writing. This will be measured using standardised assessments in each year group and in SATs

Maths Whizz Home-school pack	5040	C	To further develop maths in a home-school environment	The progress and attainment in maths will improve and there will be increased home use	Monitored by the Numeracy Coordinator/SLT. Standards in maths will improve and engagement with mathematics will be better both at home and in school	The children enjoy having access to Maths Whizz. The allocated time in school is used by all KS2 children. Home access is more irregular largely due to issues with connectivity
Badger Banded reading	1597	N	To improve reading by given access to high quality books	The progress and attainment in reading will improve	Monitored by the Literacy Coordinator/SLT. Standards will rise across the school in reading	Children have shown a greater interest in reading since the introduction of this scheme and speak enthusiastically about the book on offer. The impact on reading standards is yet to be fully determined. This will be measured using standardised assessments in each year group and in SATs
Bookpoint school library books	727.88	N	To improve reading by given access to high quality books	The progress and attainment in reading will improve	Monitored by the Literacy Coordinator/SLT. Standards will rise across the school in reading	Children have shown a greater interest in reading since the introduction of this scheme and speak enthusiastically about the book on offer. The impact on reading

						standards is yet to be fully determined. This will be measured using standardised assessments in each year group and in SATs
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