



PUPIL PREMIUM PLAN

2015 - 2016

Alderman Pounder Infant
and Nursery School

"If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others" (Sir John Dunford National Pupil Premium Champion)

The Alderman Pounder Infant and
Nursery School Pupil Premium Plan
Mrs J Shelton
Head Teacher

Proposed spend of Pupil Premium - 2015/16

The **Pupil Premium** provides funding for pupils:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£935 per child)
- who have been continuously looked after for the past six months (£1900 per child)
- who are adopted from care under the Adoption and Children Act 2002¹ or who have left care under a Special Guardianship or Residence Order (£1,900)
- for children whose parents are currently serving in the armed forces, or whose parent /guardian is in receipt of a pension from the MoD (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

Alderman Pounder is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes. Our key objectives in utilising the Pupil Premium Grant are to close the attainment and progress gap between eligible students and their peers. National trends indicate a 1.8 APS gap in attainment of all subjects in KS1 between non disadvantaged students and disadvantaged students, unvalidated data at Alderman Pounder puts our gap for 2015 at 1.1 APS.

This document details the proposed spend of the Pupil Premium 2015/16, committed to narrowing the attainment and progress gap further.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged students that is currently in place.

Pupil Premium 2015 – 2016 (approx.) £60,720

(CLA students removed from total- separate individualised plans for the Pupil Premium Plus Grant awarded to CLA students are made on an individual basis in accordance with the Virtual Head and outside agencies)

Remainder of funds available 2015/16 - £

The five key objectives:

1. **Curriculum:** to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers
2. **Teaching and Learning:** to further improve teaching and learning across school and for targeted cohorts
3. **Wider Outcomes:** to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom
4. **Attendance:** to implement strategies addressing the attendance gap between PP non PP students
5. **Behaviour:** to implement strategies to reduce the number of logged low level behavior incidents involving PP students

(*PP – referring to any student in receipt of Free School Meals in the past 6 years)



Key Objective 1: Curriculum: to develop further the range of intervention strategies in use to ensure PP students in all years make progress in line with or exceeding the progress of their non PP peers

This objective will be met by the following means:

1. Ensure that all PP pupils below ARE are supported through interventions in Mathematics, Reading, Writing, PSE, Physical Development (fine and gross motor) to support their progress
2. Further development of personalised curriculum to meet the needs of individual learners

Action 1: Intervention Groups. All children will be base line on entry into the new year group. This will allow for early identification of areas in need of intervention. Children will be allocated appropriate interventions and progress will be assessed half termly. Interventions will change to meet the needs of identified children.

Rational: Government initiative to help disadvantaged students narrow the gap to national others.

Alderman Pounder School has a clear academic focus on Eng/Ma/PSE

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2015	All class teachers	Monitored by KS leaders and SLT Baseline of all pupils	£900 EazMag monitoring software	Students who attend summer school maintain/improve KS2 level in maths and English. Gap narrowed in year 7 between PP and NPP students and between PP that

			author) £800 Lunch time provision £500 (Summer School Funding Gov.co.uk) Total (approx.) £8,000	attended the summer school and peers (see impact of Summer School analysis)
August 2016 (trialled August 2015 – small cohort)	HN GP HOF Hum LO HOF Sc EM HOF Eng JH HOF VPARTs	Data analysis KS4 1st year 9 GCSE data capture	£5,500 staffing staff x 5 £25 per hour Plus prep and planning time Inc resources needed £500 LOTC exp £800 Workshop (use of author) £800 Total (approx.) £8,000	75% of cohort achieves expected or beyond expected progress in 1 st data capture in year 9

Action 3: Y7 & Y8 reading scheme All students whose attainment falls below the national expectations for reading and functional literacy (RA 9 .6) are supported before and during registration time by LSAs following SRA reading scheme. Cohort identified from year 6 scores and from Term 1 RA data. **Reading champions Y9** - students identified as Reading Champions (recommendations by Eng Dept), trained (by SENDCO) to provide reading support to the under achieving students.

Rational: Sutton document a specific focus on Reading Comprehension Strategies +5 months, moderate impact for low cost.

Improving literacy improves student outcomes overall thereby reducing the attainment and progress variation between PP and non PP.

Sutton Trust document Peer tutoring/peer-assisted learning, +6 months, High impact for low cost.

Parental involvement, +3 months, moderate impact for moderate costs.

'All effective partnership schemes provide poorer readers with substantially increased time for reading, supported by a more skilled reader who has received structured training and receives ongoing support. Focused training for the tutors is essential, so that they know what to do when a reader falters or makes an error' What works for students with literacy difficulties? The effectiveness of intervention schemes. Third edition. DCSF. By G, Brooks. (2007)

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Starting Sept 2015	DG/HN/EM	Reading level assessment at start of Y7 to identify cohort. LSA assessment upon	Cost £500	Reading levels improve to enable greater access to the curriculum. Reading

	DG/EM	exit from the scheme Year 8 cohort identified from EOY7 RA assessment		age (RA) expected progress. Start RA – minimum expected progress after at least 6 months progress in reading.
	DG	Student progress assessed every 6 weeks, cohort reviewed and redefined.		
	DG	Spreadsheet of data on datazone (SEN file)		
Sept 2015	DG/EM/HN	Training of Reading Champions successfully completed	£300 for resources (including purchase of Reading Champion School badges) Training of Reading Champions	Success Criteria: Year 9 Reading Champions successfully trained. Training and commitment rewarded by the implementation of a Reading Champion award, recognising leadership and wider contribution to the school. (tba) Y7 students reading age improves. Parents attend 'how to support your child's reading' workshops. (tba) Investigate DBS clearance for 'other' adults to support the reading scheme.

Action 4: Deployment of LSAs (JJ/SF/DB)/ additional intervention teacher (VS/EB/SD) in English and mathematics, appointment of Progress Leaders in Ma/Eng/Sc

- One to one/small group Intervention specialist teachers employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectation of attainment and progress for Eng/Ma
- Tuition directly linked to work completed in class utilising Pupil Learning Passports/Learning Logs (trials in Eng.)
- LSAs Contracted to work additional hours to support intervention.
- Appointment of Progress Leaders in Core subjects, to focus on key cohorts of underachieving groups and provide additional support/intervention inc p8/A8, 'Missing Talent'

Rational: Sutton document ‘One-to-one tutoring +5 months moderate impact’

‘For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve Level 4 at KS2 and to make two levels of progress than those who did not receive tuition.’

Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP.

Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately +3/+4 additional months’ progress.

(Making Best Use of Teaching Assistants Guidance Report Education Endowment Foundation Spring 2015)

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Schools should use structured interventions with reliable evidence of effectiveness. There are presently

only a handful of programmes in the UK for which there is a secure evidence base, so if schools are using programmes that are ‘unproven’, they should try and replicate some common elements of effective interventions:

- *Sessions are often brief (20– 50mins), occur regularly (3–5 times per week) and are maintained over a sustained period (8–20 weeks). Careful timetabling is in place to enable this consistent delivery*
- *TAs receive extensive training from experienced trainers and/ or teachers (5–30 hours per intervention)*
- *The intervention has structured supporting resources and lesson plans, with clear objectives*
- *TAs closely follow the plan and structure of the intervention*
- *Assessments are used to identify appropriate pupils, guide areas for focus and track pupil progress.*

Effective interventions ensure the right support is being provided to the right child

- *Connections are made between the out-of-class learning in the intervention and classroom teaching (see Recommendation vii).*

(Making Best Use of Teaching Assistants Guidance Report Education Endowment Foundation Spring 2015)

- *“15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE*
 - *Boys, and particularly pupil premium eligible boys, are most likely to be in this missing talent group*
 - *Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement*
 - *Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language” (Sutton Trust Research Brief ‘Missing Talent’ June 2015*

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2015	HN & HOF of	Tracking and	Per hr rate for	A reduction in the

	En/Ma, DG	<p>monitoring data of PP cohort via data collection, student feedback, exit data, progress coordinator data</p> <p>Analysis within Impact and Outcomes (school self-review I & O)</p> <p>Lesson observation: schedule of intervention lessons as part of PM.</p> <p>Progress recorded during intervention sessions in Ma/Eng books so class teacher can see impact</p>	<p>LSAs & Part-time intervention teacher</p> <p>E Birchenough – Full time salary £27107/32.5 x 19.5 hours = £16264.27 pa PP £10842.85</p> <p>tbc Maths Intervention PP £11,000</p> <p>V Shaw – Full time salary £31625/32.5 x 15 = PP £9898.40 pa</p>	<p>attainment gap of PP and non-PP students in year 7 - 11 from Sept 2015 – July 2016 in mathematics and English levels – enabling the cohort to make progress in line with or exceeding the progress of their non PP peers</p>
September 2015	DG/HN	<p>LSAs trained in Reading package – ensure pos embedded – INSET September 2015</p>	<p>Approx £500 if additional cover needed for training</p>	<p>LSAs secure in methodology of delivery and in level of monitoring needed</p>
	DG/HN	<p>LSAs trained in Numicom</p>	<p>Approx £500 if additional cover needed for training</p>	<p>LSAs secure in methodology of delivery and in level of monitoring needed</p>
	HN	<p>Support with additional LSA support before/after school to enable quicker rates of progress</p> <p>6 week programme with clear exit criteria</p> <p>Students working at a level below functional numeracy (Cat score of <81 in quantitative element), identified via CATs and triangulation of data</p>	<p>LSA additional hours 1x3hr/pr/wk x 2 LSAs £3500</p>	<p>LSAs deliver numeracy intervention</p>
September 2015	ALL other HOF/HOD	<p>Identify underperforming PP</p>	<p>Flexible to suit intervention needs</p>	<p>Reduce progress gap in all subject areas</p>

		students at KS3 & KS4 in all subject areas. Use data collection to monitor progress Record attendance at additional intervention	of cohort – all fac/dept areas bid for additional funding to meet needs of PP cohorts in their subject areas.	between PP and Non PP students, bring PP progress in line with or exceeding non PP progress in school and in comp to national
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Action 5: Intervention school Intervention schools (outside of school hours) to run with targeted cohorts in Year 11. Students would be identified as those underachieving in Ma/Eng/Sc /Hums/VPARTs and would run as intensive workshops, focusing on skills needed.

Rational: To support underachieving students in year 11 in danger of not making minimum 3LoP in core OR who may not achieve P8

To identify students who are struggling to meet the rigorous demands of linear and Non CA subjects

'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals.' TES. David Linsell. 2012

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
TBC Feb half term /Easter/whit 3 days	HN to co-ord HOF EM/CJ/LO	Data analysis 11 term 1 Mocks CA attainment Post intervention school analysis	Staffing £2250 Students £80 pp if utilising somewhere e.g. Plas Menai £4250 + coach +resources £10,000	75% of cohort achieve 3LoP in GCSEs
TBC	HN HOF PC	Data analysis – off track Support for students in exam technique/planning/acting on feedback given	£2000	Data year 11 term 2 for cohort 75% of those identified now 'on track'
Autumn Term 2015	HN & HOF	HN & PP monitoring group including TLR3 holders	TLR 3 £505 - £2,525. Although the PP cohort is approx. 35% of entire school pop, the PPG will fund the full TLR as the focus for the TLR 3 will be on 'Narrowing the Attainment Gap'/	PP gap continues to narrow in Eng/Ma/Sc /hum at KS4

			TLR3 for Raising achievement and attainment of PP students in ... TLR3 – Eng/Ma/Sc/Hum £2667 x 4 (with on costs) = £10668 (max – with TLR3 of £2000)	
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Action 6: personalised Curriculum to meet the needs of all groups of learners

- 'Gold Literacy Intervention' for Year 7 and 'Gold Literacy Intervention' for year 8 students disappplied from MFL in order to focus on essential Literacy and Numeracy skills in year 7 and 8
- Use of CATS data to identify PP SEN need and reduce gap between PPSEN and non PPSEN peers in school and nationally
- Alternative Provision – ensuring that those students in danger of permanent exclusion are supported via the provision of an alternative curriculum ensuring that they leave schools with a 'Suite' of GCSE qualifications
- NEET data – ensure earlier identification of potential NEET PP students to ensure aspirational strategies are in place to reduce the PP NEET gap to enable their PP engagement post 16 to be in line with non PP peers and also in line with national non PP students

Rational: Sutton document stresses that improving literacy improves student outcomes overall - increases GCSE attainment and thereby life choices.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Autumn Term 2015	HN/RR DG/JB/IM	Data analysis KS2 –Y7 data, Y7 data RA analysis Y8 data RA analysis Lexia Analysis of Pupil Progress Reading progress through the reading scheme Premiere League Reading Stars progress checks and completion	additional class readers for Year 7 & 8 or additional resources £1000 Rainbow Reader £1500 to provide a graduated reading scheme intervention groups headsets Premier League Reading Stars Scheme – utilised in Year 8 £500 (inc training for staff delivering programme)	Students below level of functional literacy make at least 6 months reading progress Make gain in progress in Eng/Ma on data collection in line with their peers

			£3,000	
Autumn Term 2015	HN/CJ	Numeracy support for those students in the Gold pathway (as needed) Train delivery staff in use of support numeracy programme eg 1 success@arithmetic a scheme of 23 half hour lessons suggesting a gain of +13 months in Number Age All Gold Pathway cohort assessed for their numeracy age to enable the monitoring of the impact of intervention of their functional numeracy	Approx cost (inc training) £1500 NA assessment materials £150	Students identified as working at 3c/3b make at least 6 months number age progress (use Sandwell Early Numeracy Test to provide a standardised age score for numeracy)
Autumn 2015	HN/DG	Ensure that all of year 7 and 9 complete CATs tests to: 1/ identify any specific need 2/ monitor progress and impact of interventions so far	CATs Approx. student booklets £1640 Answer booklet £270 Scoring service £1200	CATs used successfully to identify additional needs of cohort
Autumn 2015	HN/NMc	Alternative provision – data analysis of cohort Revisit provision to ensure students are making expected progress Offer alternative intervention is expected progress is not being sustained Termly data checks in Eng/maths	Alternative Provision £? Per pupil	AP cohort avoids permanent exclusion and achieves ... GCSEs
Autumn 2015	HN/CIAG?/JG?	Vulnerable PP NEET cohort identified in ALL years Sequence of support sessions in place from	£500 per year group x 5 Additional £1000 for year 10 & 11	Reduction in NEET gap between PP and non pp peers and national non pp peer (see JJA for figs)

		<p>7 – 11 Attendances with CIAG coordinator/H Fox Use of mentor to support aspirations upon leaving school Year 10 additional visits to tertiary providers Arrangement (if needed) for tertiary interviews to ensure allocation of place in tertiary context.</p>	£4500	
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Key Objective 2: Teaching and Learning: to further improve teaching and learning across school and for targeted cohorts

This objective will be met by the following means:

1. Implement an academic subsidy to enable Fac/Dept to develop teaching and learning pedagogy to ensure quality first teaching provision for all focusing on some of the following key strategies
 - Feedback +8
 - Metacognitive strategies +8
 - Homework +5
 - Mastery learning +5
 - Collaborative learning +5
2. Implement an intervention subsidy to enable all curriculum areas to provide interventions for their most vulnerable cohorts and ensure PP students make progress in line with their peers

Action 1: Implement an academic subsidy to enable Fac/Dept to develop teaching and learning pedagogy to ensure quality first teaching provision for all

Action 2: Implement an intervention subsidy to enable all curriculum areas to provide interventions for their most vulnerable cohorts and ensure PP students make progress in line with their peers

Rational:

- Feedback High impact for low cost, based on moderate evidence. +8
- Meta-cognition and self-regulation High impact for low cost, based on extensive evidence +8
- Collaborative learning Moderate impact for very low cost, based on extensive evidence. +5
- Homework (Secondary) Moderate impact for very low or no cost, based on moderate evidence. +5

- Mastery learning Moderate impact for low cost, based on moderate evidence. +5

Sutton document 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'

All framework holders may make a bid for this fund. Examples of spending may include revision guides, resources for technology, staffing for PP workshops etc. all of which must have a direct impact curriculum attainment.

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2015	HN , HOF/HOD	Purchase Iris software to support lesson obs analysis I & O analysis Professional conversations and support identified CPD training needs	£7,000	Iris will be utilised in a minimum of 25% of all lesson obs (inc formal, CPD and self-appraisal)
Sept 2015	HN, HOF/HOD	Progress of students provided with support to be monitored to ensure value for money. Departments to justify spend in academic terms. I&O termly review and impact forms Termly data collections	£25,500 (including PIXEL training support)	Attainment & progress gap between PP and non PP reduces. PP students make progress in line with expected progress Reduce gap between PP and national non PP student progress

Key Objective 3: Wider Outcomes: to provide a range of opportunities for students, no matter what their background to access learning opportunities outside the classroom

This objective will be met by the following means:

1. Implement an academic subsidy
2. Maintain an aspirational culture

Action 1: Implement an engagement subsidy to enable PP students to fully access the extra-curricular and financially dependent curriculum activities and reduce attainment gap, support those students who do not have breakfast and support students with home-based learning by supporting staff to enable after school access.

Action 2: Maintain a culture of aspiration , enable all students to access a range of LOTC opportunities, including those of which enable wider outcomes for Talent and academic success

Rational: National College Research cites effective embedded reward policies as being a contributory factor to improving attainment and engagement.

It is envisaged that students will use VIVOs for subsidising their own enrichment activities, e.g. Prom and activity day.

Sept 2015	HN	Attendance register of LOTC and Extra curricular	PP attendance of extended curriculum and LOTC activities, activities day support.	E6 cohort attendance of extracurricular and extended curriculum activities not inhibited by financial constraints Range of LoTC opportunities provided for all
		Nurture Group Young Carers Christmas Hampers Prom Support	£400 £400 £700 £500	
		Breakfast club	Ensure breakfast available for any CLA/PP in need to ensure an effective start to the school day (approx £3k).	
		Register of Attendance at Home-based learning Support	Staff Home-based learning support 4 days per week (paid LSA)	
		Peri lessons	Support PP students in peripatetic lessons (£10,000)	
		DAS	To support all vulnerable/disadvantaged students (£7,500)	
		Develop a culture of Aspiration (JG)	Allocated to further develop aspirations of all years with a specific focus on Year 10 and 11, encouraging A 'Level and further study participation (£7,000)	
		HTI	(£10,000)	

			£55,000	
Key Objective 4: Attendance: to further develop strategies addressing the attendance gap between PP non PP students				
This objective will be met by the following means:				
<ol style="list-style-type: none"> 1. Further develop strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students and national non pp students 2. Further develop attendance intervention sequence through both pecuniary and non-pecuniary incentives, to increase effort. 				
Action 1: Further develop strategies to promote good attendance of PP students and reduce the attendance gap between PP and Non PP students Action 2: appointment of a Pupil Premium Attendance Champion Action 3: Further develop attendance intervention sequence – each year group lead to plan out the ladder of interventions for their cohort				
Rational: EEF ‘the choices that schools make in allocating the money will be vital so that the funding can help raise pupils’ attainment and aspirations.’ For example, at secondary level PP pupils are three times more likely than their peers to be classed as 'persistently absent' – i.e., to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed-period exclusions across the year.				
Appoint TLR3 Pupil Premium Attendance Champion Intervention for targeting attendance During PSHE and registration weekly target of PP attendance cohort Rewards – for cohort for improved attendance, on a termly basis – self-selected by Pupils via student voice. Two tiers approach alongside Non PP rewards and incentives for att. Rewards to maintain PP att. Incentives to address poor pp att.				
Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
Sept 2015	HN/RD/ER/PCs	Performance management CPD genie and evaluation forms. Tracking and monitoring of progress in Eng/Ma of students receiving academic mentoring. PC/APC intervention to promote attendance	£1,000 = £6,000	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% attendance average
Sept 2015	RD/JJA	Pupil Premium Attendance Champion Identification of cohort Pupil voice Identify barriers to	TLR £2667 (with on costs)	PA gap between PP and national non pp and school non pp reduced

		attendance Motivational incentive		
	HN/RD/ER/PCs	PCs to monitor rewards for all attendance with specific focus on PP students	£500 x 6= £3000	Attendance gap between PP and non PP reduces. PP student cohort in each year group attains 96% attendance average

Key Objective 5: Behaviour: to implement strategies to reduce the exclusion data for PP students

This objective will be met by the following means:

1. Releasing funding to develop additional interventions to be provided in school to ensure a reduction of the gap between pp students and their national non pp peers

Behaviour interventions Moderate impact for moderate cost, based on extensive evidence. +4 months (EEF Toolkit)

“it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils’ learning.” (EEF Toolkit)

“Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to focusing directly on the academic or cognitive elements of learning.” (EEF Toolkit)

Dates	Person responsible	Monitoring and Evaluation	COST	Success Criteria
September 2015	HN/EMR	Identify cohort from behavioural data Support with range of strategies removing personal barriers to learning	£5,000	Ensuring vulnerable students at danger of being excluded remain within school

Proposed Total Spend of:

£181,988

Allocation:

£209,315