

Pupil Premium 2018 – 2019: RATIONALE FOR PROVISION

Type of support	Annual Cost	Rationale	Evaluating impact
Specialist literacy teacher (LSS 1 Full day)	£9,949	Across the school children present with complex and specific literacy needs. This requires specialist teaching, advice, support and resources. Through weekly access to a specialist teacher children can be assessed, bespoke programmes developed and staff trained appropriately to implement strategies and specific approaches within the context of ongoing classroom learning.	<ul style="list-style-type: none"> • Assessments and reports at end of bespoke programmes compiled by Specialist teacher indicate improvements from start of programme • Children show improvement in overall attainment and progress in reading and writing • Children sustain progress they have made during an intervention period and this is noticeable in the classroom • Teachers and Teaching Assistants feel more confident in identifying and supporting the specific Literacy needs of pupils through staff training and weekly support • Parents are more actively involved in supporting their child's learning outside school
ICT Literacy Resources	£3,000 £994.15 – Communicate in Print purchase.	Resources to support independent pupil learning especially linked to writing and as part of Learning Champion packs in KS2 introduced last year. Resources including purchasing of new Communicate in Print programme to support learners across the school. iPads purchased for Intensive / Targeted pupils x 6 iPad Clicker docs app is £31.99 x 6 ipads Talking tins	<ul style="list-style-type: none"> • Pupils using Clicker 7 / Clicker doc independently within Literacy sessions • Pupils observed accessing this resource in lesson observations • Improvement in writing attainment and progress for pupils with Literacy difficulties

		Rocket pens Coloured overlay/ Writing slopes/ Pencil grips/phonic mats	
<p>Non-class based full time TA 3 days a week.</p> <p>Focus on running specific recognised and evaluated one to one or small group interventions. These interventions are targeted at the lowest achieving children as well as pupil premium children.</p> <p>FFT one to one reading intervention (Y1 and Y2 pupils) Talk Boost group (Y1) First Class @Number 2 Maths group intervention (Y3/ Y2) (School Development focus)</p>	£13,887.00	<p>As a school we focus on Early Intervention for all children with a particular focus on those receiving pupil premium, disadvantaged, children working below expected end of year levels or children making little progress.</p> <p>We use a range of interventions which include recognised and evaluated one to one (Wave 3) and small group (Wave 2) interventions. Our focus is on narrowing the achievement gap for our specific groups of pupils particularly linked to Literacy skills.</p> <p>A non-class based TA has given us the opportunity to offer targeted one to one support as well as a more flexible approach to group planning.</p> <p>Fischer Family Trust Wave 3 (FFT Wave 3) is an early intervention for children in Year 1 who have difficulties learning to read and write. It is based on the pedagogy and practice of Reading Recovery. Each child's programme is based on the initial assessment. It addresses skills and knowledge at word, sentence and text level</p> <p>The aim with FFT Wave 3 is to accelerate learning so that each child makes enough progress in reading and writing in order to access a group intervention and/or continue to progress through whole class /group teaching. At Year 1 the gap between a targeted child and the rest of the class will be relatively small, so it is easier to use an effective intervention to accelerate their learning in order to close the gap with their peers.</p> <p>The FFT Wave 3 programme has been recognised as an</p>	<ul style="list-style-type: none"> • Phonics outcomes in Y1 and for Y2 re-takes will improve to national and above levels • Overall attainment and progress in reading and writing will improve • PP eligible pupils will attain better than national in reading and writing • School attainment data will be at or above national for reading and writing • Children sustain progress they have made during an intervention period and this is noticeable in the classroom • All interventions have start and end assessments to show impact

		<p>effective approach to boosting children's reading and writing.</p> <p>Talk Boost Talk Boost is a targeted intervention designed to improve the language and communication skills of 4 to 7 year olds. It comprises 3 30–40-minute group sessions a week, delivered over a 10-week period by a trained teaching assistant. It is designed to be run with groups of 4 children. The intervention is designed for children whose current language skills are below the average for their age, and who need a boost to enable them to narrow the gap with their peers, and function within the average range. Research from the trials indicated that children made significant progress with an average of 18 months' progress following the 10-week intervention (compared with the control group of 6 months' progress).</p> <p>First class at number 2 This is an intervention that is run in a small group three times a week (for 12- 15 weeks) in addition to their normal mathematics lesson. Children are identified by the class teacher and then assessed to check that they meet the requirements of the intervention. It is aimed at children in Year 3 and 4 who have entered the year group below expected levels and need extra teaching linked to some of the basic maths concepts such as place value, counting etc. Teaching assistants work from detailed lesson plans, adapting them according to information gained from structured assessments. They help children to think and talk about their mathematics. Teaching assistants are supported by the Numbers Count teacher including regular feedback and problem solving of any difficulties that arise.</p>	
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<p>Termly Learning Conferences for Pupil Premium Children.</p> <p>Regular release time for class teachers to work specifically with pupil premium children. Set targets, carry out learning conferences, and work on specific learning gaps.</p>	<p>£3,500</p> <p>(Equivalent of 17.5 days of supply cover.)</p>	<p>As a school we want to engage pupil premium children and their families with learning to help increase aspiration and progress. After a successful trial of a Termly Learning Conference with one pupil premium child in May 2016 we now want to extend this practice to include all pupil premium children in the Spring term.</p> <p>As part of this process class teachers will be released to work with pupil premium children in their class to prepare for the conference as well as to set targets and carry out learning conferences.</p>	<ul style="list-style-type: none"> • Children’s levels of engagement in learning will increase. • The profile of pupil premium children will raised and class teachers will be clear about individual needs, progress and areas for improvement. This will impact on quality first teaching in the classroom. • Parents and carers will be involved in the conference and will support pupils outside school with further learning. • Progress and Attainment of pupil premium children will improve and they will achieve at least expected standards in Year 6.
<p>2 Learning mentors ‘C’ grade (37 hours per week). 1 with a specific remit for EYFS pupils. 1 Learning Mentor ‘C’ grade x 3 days a week.</p>	<p>£65,870</p>	<p>Inclusion Mentors provided highly personalised behaviour and emotional health and well-being support to pupils across the school from Nursery to Year 6. They work with teaching and support staff, parents/carers and other professionals to ensure vulnerable pupils and pupils at risk of exclusion are attending well, able to access learning and build social skills.</p> <p>All mentors work 1:1 with targeted pupils, run groups, support in class or on the playground, meet parents, run lunchtime club, support breakfast club and work closely with</p>	<p>Inclusion mentors will provide a termly report to SLT and an annual report to Governors providing a thorough evaluation of the mentors’ work reporting on their impact and outcomes for individuals’ and groups of pupils.</p> <p>Impacts and Outcomes are measured in the following areas:</p>

		<p>teaching staff.</p> <p>This year 2018 – 2019 the school will continue to run a nurture group using the Boxall profile to plan for small identified groups of pupils with significant emotional and behavioural needs. 2 Learning Mentors will be involved in planning and leading this provision 4 mornings a week. This provision will be targeted at early intervention and will initially be for pupils in Year 1 and then Reception.</p> <p>All mentors rotate between being on call and working with an allocated caseload of pupils. Caseloads are allocated on a termly basis in liaison with the Deputy Head teacher and SENCO.</p> <p>In 2018– 2019 a focus of the learning mentors’ work will continue to include mentoring activities within the classroom to promote progress in school work. This will be with a particular focus on the underachieving pupil premium children who may not present with specific emotional/behavioural needs.</p> <p>In 2018 – 2019 Learning Mentors will continue to develop the outside learning focus with the development of the garden and using sensory learning breaks to support pupils.</p>	<ul style="list-style-type: none"> • Engagement with learning and academic progress • School behaviour – Numbers of playground/classroom incidents/Red slips/Exclusions • Self-esteem and Emotional Well-Being – e.g. increased social engagement with peers, confidence in approaching adults, increased positivity and resilience • Ability to use strategies such as Bubble time and Peaceful problem solving • Attendance and lateness <p>Children, parents/carers and teachers are all asked to give their evaluation.</p> <p>Collectively, it is intended that improvements in these areas have a positive impact on learning, progress and attainment in reading, writing and maths.</p>
Counsellor (1 day per week)	£9,785	<p>Dialogue provides high quality, professional and ethical counselling services for schools and has been doing so since 1995. Dialogue counsellors are professionally qualified and have expertise in counselling children and young people. Counsellors use play, storytelling, sand tray and art techniques to help children and young people to explore their worries and to gain the most from their school and home life. Dialogue school counsellors work in close</p>	<ul style="list-style-type: none"> • Dialogue Counselling provides an annual report to the school providing a thorough evaluation of the service and reports the impact and outcomes of the service. • Impacts and Outcomes are measured in the following areas: • Engagement with learning

		<p>partnership with the school staff bringing a range of skills and expertise to the staff team. They also aim to meet with parents/carers of children accessing the service in primary schools and provide support and guidance to those families. Dialogue Counselling is accredited by the British Association of Counselling and Psychotherapy (BACP). All BACP accredited services have demonstrated a high quality of service delivery and meet benchmark standards.</p>	<ul style="list-style-type: none"> • School behaviour • Self-esteem • Emotional well being <p>Children, parents/carers and teachers are all asked to give their evaluation.</p> <p>Collectively, it is intended that improvements in these areas have a positive impact on learning, progress and attainment in reading, writing and maths.</p>
<p>Play therapist 1 day a week (4 pupils)</p>	<p>£6,080 Full Day</p>	<p>The play therapist will provide sessions primarily for Key Stage 1 pupils or lower Key Stage 2 who may be experiencing difficulties engaging in the classroom. The sessions will enable them to 'play out' their problems, feelings and thoughts.</p>	<p>Evaluation using Goodman's Strengths and Difficulties questionnaire completed at start and at end of sessions.</p> <p>Collectively, it is intended that improvements in these areas have a positive impact on learning, progress and attainment in reading, writing and maths.</p>
<p>Speech and Language Centre pupils provision</p>	<p>No. of FSM / PP 5 in KS1 SLC 5 in KS2 SLC</p> <p>£8,000</p> <p>1 LA in KS2 (1x Looked After = up to £1,900+) Separately organised through PEP process.</p>	<p>The speech and language centres at the school provide specialist provision for children with an EHCP / Statement for Speech, Language and Communication difficulties. Children are allocated by a Local Authority Panel and many are transported to the school via taxi. This means they may have limited access to some of the enrichment activities offered by the school and do not access some of the other intervention activities as these are provided within the specialist provision. The children are able to access inclusion mentors, counsellor, play therapist services and enrichment activities provided within curriculum time.</p> <p>As a school it was felt that the children in the speech and language centres would benefit from further enrichment activities both at lunchtime and during the school day particularly linked to social skills and language enrichment</p>	<p>Increased enrichment activities available within the timetabled curriculum for the children. Pupil feedback on their learning experiences is positive and this has an ongoing impact on their access to learning, outcomes on their EHCP/Statements and their academic achievements.</p>

		<p>activities and therefore the pupil premium money for this group of pupils will be linked directly to curriculum enrichment and support activities.</p> <p>This may include additional one to one tuition for their learning needs.</p>	
<p>Reception pupils provision EYFS</p>	<p>No. of pupils 12 FSM Includes</p> <p>Amount allocated £8,500</p> <p>Additional Teacher (1 day per week) For academic £7,816</p>	<p>Reception children are able to access inclusion mentors, counsellor, play therapist services and enrichment activities provided within curriculum time.</p> <p>As a school it was felt that EYFS would benefit from the pupil premium money being linked directly to curriculum enrichment and support activities. This will include some additional adult support from an experienced practitioner to develop practice in EYFS working with PP pupils and extending learning. This teacher has a wealth of EYFS experience and has worked with the EYFS setting previously. We will be targeting key groups for additional support / challenge in reading / maths / writing. Later in the year shift the focus to a higher weighting on writing.</p> <p>Early intervention is a key way to help ensure children are ready and well equipped for their learning in year 1. The Teacher will also provide release time for the EYFS leader to work across EYFS and into Year 1 with a focus on supporting pupil premium children</p>	<ul style="list-style-type: none"> • End of year EYFS progress data. For all pupils and especially PP pupils. • Pupil engagement in learning as observed during lesson observations. • Parental engagement at Curriculum sessions
<p>Year 2, Year 3 and Year 6 Pupil Premium children</p>	<p>No of pupils in Year 2 19 £3,000</p> <p>No of pupils in Year 3 14 £3,000</p>	<p>Additional small group tutoring provided by additional adults as existing staff release.</p> <p>This will include PP children and others who are currently working just below Age expected levels and will benefit from additional focussed input to identify misconceptions and practice methods previously taught by class teacher. The areas for focus will change across the year and weekly if</p>	<ul style="list-style-type: none"> • End of Year data • Pupil engagement and confidence has improved in lessons • Pupils can apply skills from small group in class and in test situations

	<p>No of pupils in Year 6 11 + Y5 in summer term</p> <p>(Teacher – 1 day £8,503) (Teacher – x 2 hours a week £2,850)</p>	linked to pupil misconceptions.	
Additional top up funding for INA provision for PP children with EHC plans.	Y5 pupil £6,143	Children with EHC plans all require full time adult support. Two of the identified pupils require alternative provision and own timetable including sensory breaks. Other pupils benefits from additional support to extend his social engagement with other pupils and to access after school clubs. The additional funding supports this.	<ul style="list-style-type: none"> • Evaluation of EHCP outcomes as part of the annual review process. • Pupil's ability to access all aspects of school life including playtime, lunchtime and after school activities. • Pupil and parent voice feedback as part of annual review cycle and/or end of year reports.
<p>Enrichment Activities examples:</p> <p>Adopt an Author –</p> <p>Other enrichment</p> <p>PE/Sport clubs</p>	<p>£300</p> <p>£2,000</p> <p>(See school sports premium)</p>	<p>Our pupils benefit from having different enrichment experiences that can be provided in addition to their classroom learning.</p> <p>Some of these are focussed on enriching the school curriculum for example Literacy based experiences such as Adopt an Author with a focus on improving writing and speaking and listening skills. This may also include a trip/ visitor to create a WOW topic opening.</p> <p>Or on extending their creative or sport experiences through music activities or sports clubs. These may take place within or outside the school day. These experiences add to the school curriculum and promote the creativity and working</p>	<ul style="list-style-type: none"> • Overall attainment in curriculum areas will improve • Engagement with learning will improve • PP children will have the opportunity to participate in more enrichment opportunities • Pupil and parent feedback will report positively about the learning experiences on offer in school / enjoyment of school

Extra support for families including:	£500	together ethos of our school.	
Milk provided for FSM pupils	£185		
Home school liaison officer -Regular monthly meetings	£3300	Ofsted dashboard has consistently shown our school to be in the bottom quintile for attendance. Children need to be in school in-order to achieve and make progress! Some of our families require more intensive support and challenge in-order to attend regularly and punctually. The HSLO post has been reviewed and is now set in the context of a new operational framework managed and led by the deputy. This will ensure a more coordinated response.	The DHT will provide a termly and annual report to SLT and governors providing a thorough evaluation of the HSLO's and wider attendance team's work reporting on their impact and outcomes for individuals and groups of pupils. Impacts and Outcomes are measured in the following areas: <ul style="list-style-type: none"> • Attendance % for all pupils on roll • Attendance % for targeted individuals and families • Punctuality data • Feedback from parents/carers on attendance matters
Release time for EYFS Coordinator, SLC Lead teacher and Deputy Head teacher.	£5,000	Release time for school staff for reflection, analysis and evaluation of all aspects of PP funded support. This year our provision will operate within a clear framework which identifies success criteria, outcomes and impact from the outset.	<ul style="list-style-type: none"> • Termly updates provided to indicate use of pupil premium funding and impact on pupil well-being or progress • Pupil progress meetings will be used to track progress and ensure the gap is being closed • PP eligible pupils will have identified support and this support will be monitored and evaluated throughout the year to ensure most appropriate support in place

			<ul style="list-style-type: none"> • PP eligible children will be on track to reach or exceed age expected levels and / or be making accelerated progress
Pupil premium support management - assistant headteacher	£5,000	A strategic leadership and overview and monitoring of all aspects of PP funded support is necessary. School provision will operate within a clear framework which identifies success criteria, outcomes and impact from the outset. Assistant head with an overall responsibility to manage monitor and ensure a coordinated and coherent approach will improve overall outcomes for children.	<ul style="list-style-type: none"> • Annual report with termly updates to indicate use of pupil premium funding and impact of this funding on pupil well-being or progress • Pupil progress meetings will be used to track progress and ensure the gap is being closed • PP eligible pupils will have identified support and this support will be monitored and evaluated throughout the year to ensure most appropriate support in place • PP eligible children will be on track to reach or exceed age expected levels and / or be making accelerated progress
Contingency	£500	To cover any additional costs for PP children to attend trips, residential trips, transport costs, etc.	
Total cost: Allocated Amount 2018 – 2019 £169,600	£169,576.15		

