

|  | Subject Area: Pupil Premium Main Priority: Measuring the impact | | | | |
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| | Subject Leader: TP Governor: All | | | | |
| Target | Action Required | Timescale | Resources BUDGET = £43,380 | Monitoring/Evaluation | Success Criteria |
| To provide a termly overview of pupil premium progress. | <ul style="list-style-type: none"> - provide update for each governor's meeting - designate a named governor with responsibility for pupil premium | Termly | Link governor for pupil premium | <ul style="list-style-type: none"> - Meeting with VF 27.11.15 - Training re: EYFS Pupil Premium 8.10.15 - Tracking of Pupil Premium children rigorous on a ½ termly basis and outcomes relayed to staff - Spending plan and update provided to both full GB and finance committee at least termly | <ul style="list-style-type: none"> - governors to have a confident overview of finances and the accountability for the progress of pupils accessing PP funding |
| Engage parents of children accessing the PP. | <ul style="list-style-type: none"> - share information about pupil's progress on a half termly basis - 1:1 meetings with parents during parents' evening to identify ways of supporting their child - regular update of information on school website | Half termly October 2015 | Release time to meet with parents | <ul style="list-style-type: none"> - Opportunity given for additional parents' evening appointment for PP parents. - Take-up low, particularly in the Spring Term. Outcomes shared with key staff, including AF and class teachers - Parents that attended expressed appreciation for the opportunity to contribute - dance performance at Holy Trinity Academy (March 2016) | <ul style="list-style-type: none"> - parents of PP children are confident about the progress of their children - 2-way information sharing is effective |
| Provide financial support to parents of PP pupils. | <ul style="list-style-type: none"> - £50 'personal budget' per child to be accessed for financial support (trips, uniform, clubs) | July 2015 and on-going | £2400 | <ul style="list-style-type: none"> - AA tracked PP personal budgets throughout 2015-16 to show take-up - Increased access to clubs and trips by PP children - parents reminded of personal budgets | <ul style="list-style-type: none"> - self-confidence of PP pupils increased due to participation in clubs and trips - impact on data |
| Subsidised residential visits for Y5/6 PP children. | <ul style="list-style-type: none"> - financial contribution to PP pupils to ensure they can participate in visit to the Pioneer Centre (Y5) and French trip (Y6) | | Trips subsidised at half rate £2000 approx. | <ul style="list-style-type: none"> 11xY5 and 4xY6 children accessed both the Pioneer Centre residential and French trip, accessing subsidised costs. | <ul style="list-style-type: none"> - equal access for all pupil son school trips - participation in residential visits has a direct impact on self-esteem |

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| Increased non-contact for leadership team including Director of Studies. | <ul style="list-style-type: none"> - regular analysis of PP data and feedback to staff - half-termly reporting to SLT and governors - to co-ordinate additional support and TA timetabling - to monitor effectiveness of provision for PP children and measure the impact of interventions | Autumn term and on-going | <ul style="list-style-type: none"> - $\frac{1}{2}$ day half termly release time to analyse and track progress £1500 | <ul style="list-style-type: none"> - $\frac{1}{2}$ termly meetings between TP and AF - Checking of Provision Maps to ensure PP children have as much access to interventions as SEN children - Tracking groups created, ensuring focus on PP children was highlighted to staff through assessment updates - Support staff briefing in Aut term to raise awareness of PP children | <ul style="list-style-type: none"> - detailed analysis of data for all vulnerable groups available, including FSM |
| Further CPD for support staff for maths interventions. | <ul style="list-style-type: none"> - LSAT to deliver training for supporting gaps in learning in maths - investment in new interventions for maths provision - close tracking of impact of maths intervention groups | Spring 2016 | <ul style="list-style-type: none"> £500 £1000 | <ul style="list-style-type: none"> - Wave3 maths intervention embedded in upper KS2 practice - Resources purchased for Working Memory Activities and Dyscalculia - Further training for maths intervention still required | <ul style="list-style-type: none"> - attainment gap between PP and all pupils closing |
| Dedicated member of support staff with responsibility for PP with a focus on reading. | <ul style="list-style-type: none"> - increased 1:1 delivery for PP children to accelerate learning - liaison with class teachers with a focus on gaps in learning - 30 minutes per week of dedicated 1:1 support from a member of support staff with responsibility for PP - reading twilight for parents organised by English subject leader | <p>July 2015</p> <p>October 2015</p> | <ul style="list-style-type: none"> £6000 (annual cost of 15 hour post) 1 day non-contact for subject leader £250 | <ul style="list-style-type: none"> - PP parents attendance at Reading meeting with RH (14.10.15) with a focus on children below target - Outcomes from parent consultation evening for PP parents fed into work AF completed with PP children | <ul style="list-style-type: none"> - all PP pupils making appropriate progress from starting points in maths |
| Creation of a new 20 hour role providing dedicated support for PP children. | <ul style="list-style-type: none"> - developing the role of supporting PP children, with a focus on 'Close the Gap' and 'assessment for learning' - support staff training around feedback and 'Close the Gap' marking - 30 minutes per week of dedicated 1:1 support per child | Spring 2016 | <ul style="list-style-type: none"> £8000 (annual cost of 20 hour post) CPD £450 | <ul style="list-style-type: none"> - Planning reflects provision, with PP children highlighted by staff in 50% of observed sessions - Individual 1:1 'Close the Gap' training carried out and shared at support staff briefing, but not delivered as discrete training to support staff | <ul style="list-style-type: none"> - all PP pupils making appropriate progress and attainment in all areas - PP delivery relevant and bespoke |

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| Raise staff awareness off vulnerabilities of PP pupils. | <ul style="list-style-type: none"> - half termly pupil progress meetings with SLT - identification of potential barriers to learning for PP pupils - PM targets for support staff aimed at awareness of PP pupils and their barriers to learning | Spring 2015 | | <ul style="list-style-type: none"> - Termly pupil progress meetings took place to highlight children not on target, including discrete focus on PP children. - Further input on Close the Gap for support staff needed for 2016-17 - Barriers to learning raised by parents relayed to teaching and support staff | <ul style="list-style-type: none"> - all teaching and support staff aware of vulnerable children - PM targets challenging and reflective of clear outcomes |
| Increase in support staff hours in Y1-6. | <ul style="list-style-type: none"> - increased focus on contributions and focus on PP children during lesson monitoring - meetings with support staff to highlight PP children and up-skill approach to giving feedback and talking through CTG - share staff examples of CTG marking with support staff - named TA on the playground for PP pupils | | £5000 | <ul style="list-style-type: none"> - PP children monitored in lesson observations - Close the Gap examples shared regularly at the beginning of staff meetings | <ul style="list-style-type: none"> - all teaching and support staff aware of vulnerable children |
| Early identification of barriers to learning PP children in Early Years Foundation Stage. | <ul style="list-style-type: none"> - correspondence with parents to identify children that may be entitled to Early Years Pupil Premium - half termly meetings with EYFS leader and member of the SLT to identify underperformance - provision of speech and language groups in the EYFS | September 2015 | $\frac{1}{2}$ day per half term release time for EYFS staff £1500 | <ul style="list-style-type: none"> - Training re: EYFS Pupil Premium 8.10.15 - Termly meeting with EYFS lead to review pupil progress and ensure early identification of Early Years Pupil Premium. | <ul style="list-style-type: none"> - tracking from baseline results is reflective of progress made - earlier identification of PP pupils and targeted support received |
| Provide extra-curricular opportunities to PP children. | <ul style="list-style-type: none"> - computing club for Y4-6 to be run in the 2nd half of the Autumn term by TP - cookery club for Y1-3 to be run in the Spring term by JC and AW | Autumn term | - release time for teaching staff to deliver extra-curricular activities £1000 | <ul style="list-style-type: none"> - Code Club trialled in January 2016, not continued due to availability of TP | <ul style="list-style-type: none"> - raised self-esteem and confidence of pupils - engagement in new activities and enrichment of opportunity |