



**Subject Area: Pupil Premium**  
**Main Priority: Supporting the specific needs of Pupil Premium children and accelerating progress of more able disadvantaged pupils**  
**Budget=£33,420 Committed spending £41,050**  
**Subject Leader: Tom Plim**  
**Governor: Veronica Fletcher**

Target	Action Required	Timescale/Resources	Success Criteria	Monitoring Evidence/Evaluation
PP pupils targeted within dedicated phonics delivery - TA 10 hour role (2017-18 Y1 83.6% passed screening compared to Y1 75% of PP children (3 out of 4)).	Focus on gaps in learning and language acquisition.  Speaking and listening barriers to learning identified,  Liaison with parents - engagement with homework and learning.	<b>Budget=£33,420 Committed spend=£42,700</b>  - daily phonics delivery across KS1 (20 minutes, x5 per week)  - planning with class teachers (5 minutes, x5 per week)  - rapid support for EAL/PP new 'arrivals'  <b>Annual staffing cost (SO), 10 hour post/resources £5,000.</b>	% of children passing Y1 phonics screening /Y2 retests, is in line with peers.  Earlier identification of speech, language and communication problems.  Strategies immediately implemented to address key barriers to learning.  Progress in reading, writing and SPAG, with at least good progress from starting points.	- formal monitoring of phonics/guided reading delivery October WM/TP (P/B)  - termly meeting with TP and attached link  - termly updates in governors reports
PP pupils to receive additional support and intervention - TA 5 hour role, x3 full-time apprenticeships.	Focus on speech, language and communication difficulties.  Develop skills of self- esteem and confidence through 1:1.  Development of language skills in KS1.  Increase % of KS2 pupils achieving secure in writing (100% achieving secure but none at greater depth).	- 1:1. support for pupils and delivery of intervention programmes such as ELS  - PP resource packs made for pupils e.g. number lines, rulers  <b>Annual staffing cost (JP), 5-hour post/resources £3,000.</b>  <b>Approximate £4,000 contribution towards apprenticeships and £10,000 for TA intervention.</b>	Raised profile for PP pupils through nominated roles.  Accelerated progress in core subjects.	- half-termly meeting with TA to provide update and overview TP  - half-termly data review by staff and LT with detailed analysis measuring input and impact  - dedicated reporting in staff PM packs
British values programme utilised to develop personal skills: resilience, understanding and team work.	Greater range of opportunities and experiences to be offered both in and out of working hours. Comprehensive PSHE/SMSC delivery.	- Y6 access the Skillforce Prince William Award for the year  - one day per week with an instructor working across the two classes  - small group delivery Y6 booster sessions delivered by HT and KH during alternate Prince William Award sessions  <b>Annual cost for delivery of award £10,000.</b>	Less reliance on adults by vulnerable pupils.  Improved self-esteem through class and wider school participation.  Raised aspirations - secondary placements, life-long learning. Barriers to learning removed.	- PSHE/SMSC curriculum content reviewed and updated by CB  - attached link to observe subject delivery

<p>Engage parents of PP and minority group pupils.</p>	<p>Share information about pupil progress on a half termly basis through 1:1 meetings.</p> <p>Regular update of information on school website.</p> <p>Parent panel for PP parents led by JC.</p> <p>Twilight training sessions for parents - 'How to support your child' by core subject leaders,</p> <p>Referral and signposting to relevant external groups.</p>	<p>- x3 half day non-contact sessions for PP meetings JC £375</p> <p>- parent book 'drop-in' sessions increased to lower KS2 - Rec, Y1, Y2 and Y3 classes</p> <p>- update information on school website</p> <p>- twilight training session aimed at parents - 'how to support your child' during spring term (non-contact x3 sessions for core subject leaders to deliver workshops £375)</p> <p><b>Total cost for non-contact £750.</b></p>	<p>All parents are insightful regarding progress of their children.</p> <p>High parental expectation (Buildwas specific).</p> <p>Increased % of adult attendance at drop-in sessions and consultation twilights.</p> <p>Attendance and punctuality figures exceed national.</p>	<p>- feedback/overview shared with attached link during end of term meetings with TP/JC</p> <p>- half termly data review with statistics provided within governors termly report TP/WM</p>
<p>To develop reading skills, resulting in improved comprehension and inferential understanding.</p>	<p>Engage in 'Beanstalk Reading Volunteer' programme for CiC pupils.</p> <p>High interest, low ability reading books (HILLO) and science guided reading texts sourced to support delivery.</p> <p>iPads utilised to further develop understanding of vocabulary, removing barriers to reading through use of apps.</p>	<p>- dedicated and targeted intervention for x4 pupils</p> <p><b>£1,000 investment in new reading books.</b></p>	<p>Informed PM data and review.</p> <p>All pupils to have made at least good progress in reading from starting points.</p> <p>External SAT results reflect rise in attainment.</p> <p>Observed support is judged to be a least 'good'.</p>	<p>- development of reading skills evidenced in end-of-term data (%?)</p> <p>- improvement in reading enjoyment evidenced in monitoring of guided reading sessions October WM/TP, also 1:1 reading intervention</p>
<p>To increase pupil participation in extra-curricular activity (60% attendance of all pupils 2018 at Y6 residential).</p>	<p>Subsidised residential visits for Y5/6 PP and minority group children.</p> <p>Personal budget for each child to be accessed for financial support (trips, uniform, clubs).</p>	<p><b>Annual cost for personal allowance, 29 pupils x £50 each = £1,450.</b></p> <p><b>Subsidy for Y5 and Y6 residential trips at half rate = £1,500.</b></p> <p><b>Total estimated spend £2,950.</b></p>	<p>Equality of opportunity for all pupils.</p> <p>Confidence of pupils increased due to participation in clubs and trips.</p>	<p>- audited overview of accounts by external source</p>
<p>Provide high-quality support for pupils through support staff CPD.</p>	<p>In-house training with a focus on feedback and 'close the gap marking'.</p> <p>Sharing examples of CTG with support staff.</p> <p>Utilise guidance within the 'best practice' teaching award for TA's.</p>	<p><b>Cost of engagement in Optimus award for TA's £1,000.</b></p>	<p>Intervention from support staff more effective.</p> <p>Involvement of support staff in marking and feedback processes.</p> <p>CTG marking enables better than expected progress to be made.</p>	<p>- autumn and summer PM for all staff evidences impact through data tracking WM (P), TP (B), JC (support staff)</p> <p>- focus on pupil contributions during termly observations and lesson monitoring WM/TP/JC/RH/KH</p>

<p>To develop the role of the 'Special Educational Needs Learning Mentor'.</p>	<p>Impact on learning both within the hub, as well as within classrooms.</p> <p>To ensure efficient handover with teaching staff, providing continuity of successful strategies.</p> <p>Nurture groups to be established with clear agenda for delivery.</p>	<p><b>Contribution towards staffing cost for LM £12,000.</b></p>	<p>Pupil resilience within class when tackling difficult work or faced with challenge.</p> <p>Inclusion time increased within mainstream setting by 50%.</p> <p>Barriers to learning reduced.</p>	<p>- half-termly review meeting with learning mentor and SENCO TP</p>