

## Pupil Premium Spending 2015-2016

Pupil Premium Action	PP Cost	Activities 2015 - 2016
<p><b>Strategic Overview</b></p> <p><u>Leadership and management actions</u></p> <p>Target Tracker assessment</p> <p>Purchase of Clicker 6 and training for staff</p> <p>Dynamo maths on-line remediation programme to support children with mathematical difficulties</p> <p>Pupil Progress meetings</p> <p>Pupil progress core group (HT, Bursar and Inclusion Manager)</p> <p>Tracking attainment and progress</p>	<p>£200</p>	<ul style="list-style-type: none"> <li>• All staff to be trained in the use of target tracker</li> <li>• All staff involved in termly pupil progress meetings with special focus on pupil premium children</li> <li>• Core group meetings to track pupil premium children across whole school (twice termly)</li> <li>• Use of tracking systems e.g. Blue Hills, SIMS and internal analysis of data including Raise on Line</li> </ul>
<p><b>Raising Achievement – Specific Interventions</b></p> <p>ELS (Early Literacy Support) Year 1</p>	<p>£400</p>	<ul style="list-style-type: none"> <li>• Early Literacy Support (ELS) in as programme targeting children who need to consolidate phonic skills at Phase 3 and Phase 4 of Letters and Sounds in order to catch up with their peer</li> </ul>
<p>FFT (Wave three literacy intervention) Year 1</p>	<p>£400</p>	<ul style="list-style-type: none"> <li>• Wave three 1:1 intervention for children struggling with reading and writing</li> </ul>
<p>First Class @ Number 1 and 2</p>	<p>£400</p>	<ul style="list-style-type: none"> <li>• To raise the attainment of children who have moderate difficulties with mathematics. It aims to build children’s confidence at mathematics as well as challenging them, and seeing them succeed while having fun.</li> </ul>
<p>Intervention groups in year 6</p>		

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1:1 Tuition	£4000	<ul style="list-style-type: none"> <li>• More able maths group</li> <li>• Small group SPAG sessions</li> <li>• 1:1 tuition for in areas of reading, writing and maths over 12 week period in spring and summer terms</li> </ul>
Other interventions to raise achievement (Years R-6)	£15,000	<ul style="list-style-type: none"> <li>• Write Dance</li> <li>• 1:1 reading</li> <li>• Paired reading</li> <li>• TRUGS (Teaching reading using games)</li> <li>• Precision Teaching</li> <li>• Pre teaching of new vocabulary</li> <li>• Language Groups</li> <li>• Social Communication Groups</li> <li>• Fine motor and gross motor skills groups</li> <li>• Small group phonics support</li> <li>• Developing written language</li> <li>• Support in class with maths and literacy</li> </ul>
<b>Reducing Barriers to learning</b>		
Additional 1:1 TA support for specific pupils (eligible for PP)	£25,500	<ul style="list-style-type: none"> <li>• Focused additional in class support to enable children to access the curriculum and make progress in all areas</li> <li>• Home School Link Worker to provide support and advice to families</li> <li>• Valley Trust Counselling sessions</li> <li>• ELSA (Emotional Literacy Support assistant)</li> <li>• Daily support at lunchtime for vulnerable children with social, emotional and behavioural difficulties</li> </ul>
HSLW	£5300	
Valley Trust Counsellor	£3367	
ELSA	£1400	
Lunchtime social Club	£3000	
Resources to support learning	£2500	

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Access to school clubs, visits and residential trips	£2000	<ul style="list-style-type: none"><li>• Extra adult support for named children</li><li>• Risk assessment</li><li>• Financial support for residential trips and visits etc</li></ul>
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Total estimated spend: £62,000

Total grant received: £53,800

### Impact 2015 – 2016

All staff are trained in the use of Target tracker. This has ensured that data inputting and analysis is easily accessible and up to date. The whole school system for tracking and monitoring is tighter.

EYFS data now feeds into the same program as the rest of the school, making transition tracking smoother, as well as target setting in Year 1.

Clicker 6 has been observed in use effectively in class and has helped to ensure that all children can access learning.

Pupil Progress Meetings continue to be effective. Teachers are more prepared to discuss groups or individuals who are not progressing and identify and evaluate strategies to remedy this.

Children accessing measures put in place to support social and emotional well-being have shown improvements through academic achievement, attendance and attitudes to school life.

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