

**"A way has to be found to enable everyone to benefit from the fruits of the earth, and not simply to close the gap between the affluent and those who must be satisfied with the crumbs falling from the table, but above all to satisfy the demands of justice, fairness and respect for every human being."**

**(Pope Francis, June 13)**

### **Data 2016**

<b><u>ATTAINMENT</u></b>	<b>PP Children</b>	<b>All other children</b>
EYFS GLD	66% (6/9)	90%
PHONICS Y1	66% (2/3)	88%
PHONICS Y2	50% (1/2)	100% (4/4)
KS1 Maths	50% (2/4)	62%
KS1 Reading	50% (2/4)	80%
KS1 Writing	50% (2/4)	72%
KS2 Maths	44% (4/9)	40% (6/15)
KS2 Writing	66% (6/9)	80% (12/15)
KS2 Reading	44% (4/9)	53% (8/11)
KS2 GAPS	55% (5/9)	63% (7/15)

- 2 of the 6 Y6 PP children joined the school in Year 6. Both children are SEN and received Element 3 funding for significant needs.
- 1 PP child in Y1 has severe learning difficulties and sight impairment. We have just secured Element 3 funding and working with the Ed Psych to create a 'My plan'.
- 2 of 4 KS1 children are SEN and receive Element 3 funding for significant needs and did not get expected standard in Maths, reading and Writing.
- 1 child who did not pass the Y2 re-check increased his score from 12/40 to 24/40.

	<b>PP</b>	<b>All other children</b>
<b>Attendance</b>	93%	95%

Intervention	Impact as of 23/05/16
Green– Intervention completed	Green - High
Amber – Intervention currently running	Amber - Medium
RED – Intervention not started	Red - Low

## Pupil Premium Expenditure September 2015 – August 2016

45 Pupil Premium Children on roll as 20.04.16.

Pupil Premium used for:	Amount allocated	New or continued?	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact/ update
<b>Learning in the Curriculum</b>						
Phonics Bug KS1 Bug Club	£580	Continued	To continue to provide a resource that supports good achievement in phonics within FS and KS1.	The children who did not achieve a GLD at the end of 2015 pass the phonics check.  Children, who failed their phonics check in Y1, pass in Y2.	Progress and Attainment data.  Are we closing the gap between PP children and National Non PP children?	88% of Year 1 passed their phonics check/ 66% of PP (2/3) 82.5 % of year 2 passed their phonics re-check.
TA Training/Co-ordination/Pupil Premium Progress Meetings/Funding (NJ)	£3100	New	To provide training and supervision for TA's undertaking interventions as a result of PP funding.  To collate data and cross-reference with other groups of learners particularly SEND.  To give more time for effective TA appraisal linked to elements from the PP plan.  THRIVE supervision and assessments of PP children.	High quality and effective interventions means that PP children are closing the gap with their peers.  TA's are allowing teachers to have more direct first quality teaching time with our pupil premium children, through effective classroom management.  To provide links between PP and SEND children.  To review PP provision maps & behaviour plans to ensure timely and smart	Rates of progress and attainment of Pupil Premium Children.  Are we closing the gap between PP children and National Non PP children?	

				interventions are having an impact on pupil progression.		
International Primary Curriculum	<b>£4752</b>	Continued	Subsidise the introduction of the International Primary Curriculum to support pupils' engagement and enjoyment of learning with the opportunity to link maths and English skills across all other subject areas.	Pupils making good progress in maths and English. Engagement and attitudes to learning.	Data/ Feedback from stakeholders Display/ Engaging curriculum events.	<p>In the vast majority of class books, IPC is making a contribution to pupils making good progress in English and maths.</p> <p>Work in IPC made a contribution to assessment in the core subjects in 2015/16 particularly writing.</p> <p>Spring moderation highlighted a growing use of IPC and other foundation subjects in the assessment of writing.</p> <p>The school's subscription to IPC has now finished and we will not re-subscribing. The Long-term planning map for the school will be reviewed and changed accordingly at the end of the summer term.</p>
TA (RD) (4.75 hours per week)  TA (DS) (8 hours per week)  TA (KH) (17 hours per week)	<b>£2330</b>  <b>£3817</b>  <b>£7573</b>  (Direct from TA cost centre)	Continued	To ensure that we narrow, close and sustain the gap between FSM and non- FSM. To ensure that targeted interventions can be run for impact on pupils' achievement. <i>(To help provide appropriate support for PP children with SEN)</i>	Specific outcomes to be determined for each half term on class provision map.  Consistent rapid progress of children selected for interventions.  Ensure that all stake holders are informed of impact of support delivered.	Review of Provision Map Achievement data for interventions. Exclusion rates.  THRIVE action plans.  Are we closing the gap between PP children and National Non PP children?	<p>PP children are receiving a range of educational and emotional support within the classroom, nurture group and 1:1 session.</p> <p>Thrive provision has been reviewed and a process for support set up to ensure the most vulnerable children receive the necessary support.</p> <p>Thrive children have made progress through developmental levels and nurture groups are currently being established to commence after spring half term.</p> <p>Two year 4 pupils who have received THRIVE are now 100% class based with a reducing reward chart.</p> <p>Speech and language provision for R has had a significant impact. It is expected the majority of children can engage with class teaching at the appropriate, differentiated level as a result. Further up the school SpL support has been informed by the SpL therapist specific programmes.</p> <p>TAs delivering SpL programme track progress towards programme goals and the majority of pupils are on track to meet these.</p> <p>TA support in yr 6 is specifically to prepare pupils for SATs including third space learning, toe by toe, daily</p>

						reading and to support SEN needs within the classroom.
PP Supply fund	£3000	New	<p>Money to release staff for training which has a direct impact on Pupil Premium Children.</p> <p>Employ temporary TA staff to meet the needs of new PP children when they start school.</p>	<p>Access to training to develop all staff so they can better the meet the needs of our children.</p> <p>Give PP children the support they need to start school and support learning.</p>	<p>Rates of progress and attainment of Pupil Premium Children.</p> <p>Are we closing the gap between PP children and National Non PP children?</p>	<p>This money was used to fund TA's to support the induction of 5 new pupils until we received funding through DAF element 3. All applications were successful and TA's have been appointed on a temporary contract using higher needs funding.</p> <p>Please read case study on 'OS' on further information on how we use this money to support new children to the school.</p>
<b>Pupil Premium used for:</b>	<b>Amount allocated</b>	<b>New or continued activity?</b>	<b>Summary of the intervention/action</b>	<b>Intended outcomes</b>	<b>How impact is to be measured?</b>	<b>Impact</b>
Thirdspace Learning  (Formerly Knowmaths)	597 per student = <b>£2985</b>	Continued	One to one online tuition designed to accelerate student progress in mathematics.	<p>Pupils make at least expected progress across KS2.</p> <p>Pupils achieve expected standard at the end of KS2.</p>	Success will be measured in progress and attainment data in the end of key stage tests. Feedback from pupils/ class teacher.	66% (3/5) children who were part of the program achieved expected standard in Y6.
Educational Psychologist	<b>£2850</b> (Direct from Babcock cost centre)	Continued	ECHP reviews and transfers Referrals for ASD Offer support/training and strategies for children with complex learning needs.	<p>Pupils make progress in line with their peers and close the gap where necessary.</p> <p>Pupils are transferred to secondary with appropriate support.</p>	<p>Pupil progress, behaviour, attendance, parent feedback.</p> <p>EP reports &amp; Reviews.</p>	<p>The school educational psychologist has assessed 8 pupils and is scheduled to assess another 4.</p> <p>Reports have been provided to support teachers and parents and inform the allocation and nature of TA support. This has made a significant difference to the way in which classrooms and resources are structured and parents engage with school.</p> <p>The educational psychologist has attended team around the child meetings to ensure all of the professional working with a child and their family have a shared understanding of the child's needs and appropriate support.</p> <p>The educational psychologist's reports have helped secure additional funding for 5 of our pupils. This has enabled the appointment of 1:1 secure attachment figures to support these children, which has impacted significantly upon their learning and emotional well-being.</p>

Speech and Language	Language Link  <b>£1200</b>	New	To ensure that speech link/ language link are used effectively by the school to identify where speech and language intervention is needed.  To support the implementation of Speech and language action plans and Talk Boost.	Identified children in EYFS and KS1 make significant progress with their language and communication skills.	Intervention to be set up as a group in SPT and progress and attainment data monitored.  S&L targets of supported children to be met at each review.	Speech and language link has informed the identification of younger pupils with SpL issues. 2 groups have been set up to support R pupils and individual pupils in year 1 and 2 receive input supported by language link. Support is informed by language link resources and progress tracked according to language link goals.  All children involved in SpL interventions are making progress as evidences by the TAs tracking data. Language link resources are also used to inform SpL interventions further up the school.  RD and MC are visiting Forches school to identify and embed best language link practice and skills share.  We have now purchased the software for KS2.
Screening - Lucid	Three Year License - <b>£221</b>	New	Screening for dyslexic tendencies – gives parents/teachers strategies to help with learning, Highlights 'bright' children underachieving.	Access curriculum – making sustained and improve self-esteem.	Pupil progress (Via TA), behaviour, attendance, Progress in THRIVE.  Progress towards Devon Dyslexia award 2017/18.	Lucid has been used to screen children with possible dyslexia, from yr. 2 upwards. TAs within years 2-6 classrooms have familiarised themselves with the tool and screening process and screened children as requested by their teachers. To date 20 children have been screened.  As a result, dyslexia supports interventions have been put into place including visual overlays, Nessy, Load2learn enlarging of text, Toe-by-Toe.  The impact of this support has been significant in terms of motivation and progress.
Nessy	1 year license for 30 users  <b>£300</b>	New	An online programme to help dyslexic children with their reading and spelling.	Pupils close narrow and close the gap with their peers in reading and writing.  Pupils pass Phocis check/re-check.	Do the children who failed the Y1 phonics check pass the re-take in Y2?  Are we closing the gap between PP children and National Non PP children?	TAs are rolling out Nessy training, led by LP. Nessy is being used to support children with phonics knowledge, speech and language and increasing literacy. 1:1 support is provided for younger children and children in year 5+ are able to use Nessy independently.  Currently 15 children are using Nessy, this number is increasing following progress meetings as it was identified as a particularly helpful tool.  Nessy has an inbuilt progress monitoring system and children using the programme have all been shown to be making progress.

Pupil Premium used for:	Amount allocated	New or continued activity?	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact
<b>Enrichment beyond the Curriculum</b>						
To ensure that FSM pupils have access to enrichment activities and educational visits.	<b>£1000</b>	Continued	Paying half of fee paying clubs for Pupil Premium children. Sports Music Karate	Improving participation and engagement of FSM in the wider life of the school and their own personal development.  Improved take up in % of children eligible for PP. (compared to 2014/15).	MW to report termly to ECM on % of PP children accessing each club.  <i>(Ensure that letters are sent out not requesting the full price.)</i>	<b>Autumn:</b> £60 – Primary Sports (6) £37.50 – Karate (5) £45.00 – Music Tuition (1)  <b>Spring:</b> £0 – Primary Sports £15.00 – Karate (2) £61.50 – Music Tuition (1)  <b>Summer:</b>  £15.00 Karate  <b>Residential</b>  £990
<b>Families and Communities</b>						
TA support in THRIVE (BS – 10hrs / 0.1351)	<b>£2312</b>  (Direct from TA cost centre)	Continued	To provide emotional and social support to vulnerable pupils.  Implementation of THRIVE action plans.	Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	Progress data for allocated pupils.	Extra funding has allowed us to review the provision we are providing for our children. Children with 1:1 Thrive needs have been allocated more dedicate time and smaller nurture groups have been set up to support children as and when needs arise.  Becky is also being used to support new TA's as they seek to build nurture work into their timetables with the children in their care.  BS is to head-up bereavement support
Parenting Support (Carley Roberts)	<b>£3716</b> (From its own cost centre)  If ten schools join the agreement.	continued	To provide emotional and social support for our most venerable families.	Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.  Improved attendance.  Improved parental engagement of parents (parents evening, AFA meetings, school events.)	Rates of progress.  Attendance.  Exclusion rates.	Carly Roberts has provided support for 6 families so far and another family are currently being referred. Carly has supported the school at TAC meetings to ensure joint understanding between school and home.  She has responded quickly to families in crisis and supported parents at an emergency annual review and transition meetings.  This has made a significant impact in terms of enabling parents to meet children's Thrive needs, working collaboratively with school and engage with other services

Structured conversation/Supply Cover	<b>7 x 1 day per-term £4200</b>	Continued/Revised		Improving participation and engagement of FSM in the wider life of the school and their own personal development.  Pupils make progress in line with their peers and close where necessary.	Rates of progress.  Attendance.  Exclusion rates.	All-staff have had their meetings with parents and children where targets were set. Reviews took place through the term. Teachers identified that where these sessions worked best children had a much better attitude to homework and learning in general.  (next step – to keep a record of PP engagement in clubs and whole school events such as BINGO, Film Night, fancy dress days).
<b>Social, Emotional and Behaviour Support</b>						
Behaviour Support	<b>£1724</b> (£454 a day)  (Direct from Babcock cost centre)  (Four days – two in the autumn and one each in spring and summer)	Continued	Behavioural Support Advisor to support school staff in meeting the needs of five pupils with extremely challenging behaviour to ensure that THRIVE intervention impacts on learning successfully.	Reduce or avoid exclusion for two named pupils.  Ensure that Behaviour Support Plans/ THRIVE action plans impact on quality of learning.  All children make good progress.	Monitor progress of individual/ whole class THRIVE plans.  Monitor achievement for THRIVE group and individual children termly.  Monitor exclusion/ attendance.  Are we closing the gap between PP children and National Non PP children?	Lisa Wallis Reep has provided training and support for TAs working with adopted children. This has been welcomed by TAs and learning walks and SENCO discussion with TAs have evidenced the impact of this training as has he progress and reduction of incidents in our adopted children.  Denise Middlemass has provided support to 3 TAs working with children with behaviour needs and 1:1 session with 2 pupils with specific needs. She has attended TAC, managed move and transition meetings and provided support and guidance for all staff involved.  Staff feedback, adoption of suggested strategies and engagement with pupils with behaviour issues is evidence of the impact of this work.  All staff received PIPS training in the light of recent incidents involving disruptive and controlling behaviour. The use of safe-holds has significantly lessened the episodes of disruptive behaviour.  Behaviour and the support for children continues to be regarded as stand-out feature of the school from key professionals who visit the school (Ed psych, social workers, Independent Review Officers, Governor visits,
Play Therapy	£40 per session 2 sessions per week Total : <b>£2400</b>	New			Monitor progress of individual/ whole class THRIVE plans.  Progress data for allocated pupils.  Are we closing the gap between PP children and National Non PP children?	5 children have received play therapy since the start of the academic year, as part of their Thrive/nurture package.  The impact of this is monitored by the SDQ (an assessment tool used by the therapist) and teacher and SENCO assessment.

						All children engaged in play therapy are making progress and are engaged and positive regarding this intervention.
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