

"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)

Pupil Premium Expenditure September 2016 – August 2017 (Percentage of Pupil Eligibility for Free School Meals: **21%** PP Funding 2016/17 * **£64000**)

Pupil Premium used for:	Amount allocated	New or continued?	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact/ update
Learning in the Curriculum						
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 2014 pass the phonics check.	Progress and Attainment data.	
Early Number	£2000 + supply		Training and resources to support the teaching of early number in the EYFS and Y1	Vulnerable children with limited understanding of number will achieve their early learning goals in maths as well as the school's agreed expectations.	% of PP children who achieve GLD in maths. % of PP children who achieve the school's early numbers expectations in EYFS and Year 1. Improvement in Maths KS1 data overtime.	
TA Training/Co-ordination/Pupil Premium Progress Meetings/	£4500	Continued	To provide training and supervision for TA's undertaking interventions as a result of PP funding.	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	Rates of progress and attainment of Pupil Premium Children.	

			<p>To collate data and cross-reference with other groups of learners particularly SEND.</p> <p>To give more time for effective TA appraisal linked to elements from the PP plan.</p> <p>THRIVE supervision and assessments of PP children.</p>	<p>quality teaching time with our pupil premium children, through effective classroom management.</p> <p>To provide links between PP and SEND children.</p>		
<p>TA (RD) (4.75 hours per week)</p> <p>TA (DS) (8 hours per week)</p> <p>TA (KH) (21 hours per week)</p> <p>TO (5.25 per week)</p>	<p>£2330</p> <p>£3817</p> <p>£11883</p> <p>£1059</p>	Continued	<p>To help provide appropriate support for PP children with SEN.</p> <p>To support teacher in the delivery of the curriculum.</p>	<p>Specific outcomes to be determined for each half term on class provision map and individual My Plans</p> <p>Consistent rapid progress of children selected for interventions.</p> <p>Ensure that all stake holders are informed of impact of support delivered.</p>	<p>Review of Provision Map</p> <p>Achievement data for interventions.</p> <p>Exclusion rates.</p> <p>THRIVE action plans.</p> <p>% of successful My Plan targets for PP children.</p>	
PP Supply fund	£6000	Continued	<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.</p>	<p>Access to training to develop all staff so they can better the meet the needs of our children.</p>	<p>Rates of progress and attainment of Pupil Premium Children.</p> <p>Attendance.</p>	
Music resources	£1000	New	<p>To enhance the music curriculum with resources.</p>	<p>Access to high quality music will enrich the school's curriculum and therefore self-esteem amongst our children.</p>	<p>Rates of progress and attainment of Pupil Premium Children.</p> <p>Attendance.</p>	
Reading Recovery	<p>£2924 (course) + supply</p> <p>This year will see the training for the intervention programme. Impact on progress may not be seen fully until the</p>	New	<p>An accredited school-based literacy programme for the lowest achieving children aged five or six.</p>	<p>Enables them to reach age-expected levels within 20 weeks.</p>	<p>Intervention progress data.</p> <p>End of Key Stage reading data.</p> <p>Phonics checks</p>	

	subsequent years of delivery.					
Talk Boost KS2	£1200	New - The School invested in Talk Boost for KS1 in 2014/15.	Talk Boost KS2 is a targeted intervention for children in Years 3, 4 and 5 (7-10 year olds) who have delayed language development, aiming to boost their language skills to help them to catch up with their peers.	To close the Gap between the children on the intervention and that of their peers.	Reading and Writing data at KS1 and KS2	
Small group tutoring	£3000	Continued	To provide bespoke tutoring for Y6 children to prepare them for their end of KS2 tests. (January 2017) Maths/GAPS.	Children make expected attainment/progress at the end of Key Stage 2	Rates of progress and attainment of Pupil Premium Children. % of PP children targeted who reach expected standard in GAPS , Reading and Maths.	
Educational Psychologist	£4000	Continued	ECHP reviews and transfers Referrals for ASD Offer support/training and strategies for children with complex learning needs. EP supports new teachers in their use of behaviour management to provide safe environments where our vulnerable children can learn and progress.	Pupils make progress in line with their peers and close the gap where necessary. Pupils are transferred to secondary with appropriate support.	Pupil progress, behaviour, attendance, parent feedback. EP reports & Reviews. % of PP children make a minimum of 1 year's progress from their starting point. My plan	
Speech and Language	Language Link £600	Continued	To ensure that speech link/ language link is 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.	Progress and attainment data monitored. S&L targets of supported children to be met at each review.	
Nessy	1-year license for 50 users £500	Continued	An online programme to help dyslexic children with their reading and spelling.	Pupils close narrow and close the gap with their peers.	Do the children who failed the Y1 phonics check pass the re-take in Y2? Of the PP children using Nessy how many have made progress through the programme?	

Dyslexia Award/resources	£2000	New	<p>To ensure we have a good stock of dyslexia friendly books for our children.</p> <p>To support teachers in providing dyslexia friendly classrooms to support the progress of all learners.</p>	Pupils with Dyslexia will make progress in their reading.	<p>Reading assessments.</p> <p>Accelerated reading data.</p> <p>Monitoring by SEND manager.</p>	
THRIVE Practitioner Training	£2000 + supply	Revisited	<p>To provide emotional and social support to vulnerable pupils.</p> <p>Implementation of THRIVE action plans.</p> <p>To support more able PP children who may be at danger of under-performing due to low self-esteem and pupil voice.</p>	Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	<p>Rates of progress through the THRIVE programme.</p> <p>Attendance.</p> <p>Exclusion rates.</p>	

Pupil Premium used for:	Amount allocated	New or continued activity?	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact
Enrichment beyond the Curriculum						
To ensure that FSM pupils have access to enrichment activities and educational visits.	£1500	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 2013/14).	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>	Continued
Families and Communities						
TA support in THRIVE (BS – 10hrs / 0.1351)	£2393	Continued	To provide emotional and social support to vulnerable pupils. Implementation of THRIVE action plans. To support more able PP children who may be at danger of under-performing due to low self-esteem and pupil voice.	Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	Rates of progress. Attendance. Exclusion rates. Pupil feedback	
Parent Liaison	£3250	Continued	To provide coaching and support for parents.	Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement.	Progress data for allocated pupils. Uptake on courses	
Parenting Support (Carly Roberts)	£3716 (From its own cost centre)	continued	To provide emotional and social support for our most vulnerable families.	Targeted children showing appropriate behaviours for learning and progress data indicates improved achievement. Improved attendance.	Rates of progress. Attendance. Exclusion rates.	

				Improved parental engagement of parents (parents evening, AFA meetings, school events.)		
Social, Emotional and Behaviour Support						
Behaviour Support (Denise Middlemass)	£1724 (£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 five 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.	
Play Therapy	£40 per session 2 sessions per week Total : £2400	Continued	Play therapy sessions to help children explore their feelings and emotions.	Children are provided with tools to understand and express their feelings. Any barriers to learning are removed.	Monitor progress of individual/ whole class THRIVE plans. Progress data for allocated pupils.	

Finance: £64376

- PP figure is based on the money we receive each month from cast.
- The monthly figure will change in April, following the census in October 2016.
- Government work from April-April whereas as an academy we work from September-September
- There is generally a small variation as our PP numbers are fairly consistent. Any change in funding from April – August will be updated in the Summer term review.