

**Plan for Pupil Premium Grant spending by item/project 2016 to 2017**

**Funding Received:**

<b>Disadvantaged Pupils</b>	<b>Autumn 2016 &amp; Spring 2017</b>	<b>Summer 2016</b>	
<b>Free School Meals Ever 6</b>	86 = £66,220	Est at 91 = £50,050	
<b>Looked After Children</b>	7 = £6213	7= £4438	
<b>Post adoption children</b>	2 = £2217	2 = £1583	
<b>Services Children</b>	2 = £350	2 = £250	
<b>Total Funding</b>	£75,000	estimated ££56,321	Overall Funding: <b>£131,321</b>

**Expenditure Plans:**

<b>Year Group</b>	<b>Item/project</b>	<b>Rationale for Intervention</b>	<b>Cost (Annual)</b>	<b>Objective</b>	<b>Desirable Outcome</b>	<b>Impact – to be evaluated in July 17</b>
Y5/6	Two Year 6 classes of 32 are taught Maths and English in three mixed ability teaching groups of 21 children.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£27,295	Narrow the gap in attainment compared to peers and to non-pupil premium children nationally	Most children make accelerated progress over three terms. (Assessment Data.)	
	Two Year 5 classes of 30 are taught Maths and English in three mixed ability teaching groups of 20 children.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit+8)				

	<p>x2 after school maths clubs for Y6.</p> <p>1 after school maths club for Y5.</p> <p><u>Revised structure-</u> Class teacher to lead group to extend the principles of best practice through Quality First Teaching. N.B. each group will also have +1 TA.</p>	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£5500	Tailor group sessions to match individual pupil misconceptions and provide feedback on the quality of their work and how to make it better.	Increased attainment in Maths (Assessment data)	
	Daily Targeted Reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	£7,980	1:1 reading – decoding and comprehension skills on a more personal level; supports child's use of Accelerated reader	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading Moving book bands and book level.	
	Success @ Arithmetic	Well evidenced intervention programme (Edgehill University)	£1512	1:3 intervention programme for children working below age related expectations in Y5 and 6	Increased attainment and confidence in Maths (Assessment data)	
	Inference training	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	<p>£500 course costs</p> <p>£1512</p>	Teacher and TA attend training then implement with selected children. Focus on reading comprehensions and enjoyment for readers with good decoding skills but not fully reading for meaning.	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading Moving book bands and book level.	

Y3/4	Teacher led Booster Group daily in Spring term for Maths and English	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£9375	Small group targeted support in maths and English Narrow the gap in attainment compared to peers.	Focus children make accelerated progress. (Assessment Data)	
	x2 after school maths clubs for Y3.  1 after school maths club for Y4.  <u>Revised structure-</u> Class teacher to lead group to extend the principles of best practice through Quality First Teaching. N.B. each group will also have +1 TA.	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£5500	See Y5/6 objectives.	All children progress over three terms. (Assessment Data)	
	Phase 3 Phonics and Precision Spelling	Precision teaching is a well evidenced intervention to support fluency in reading and spelling	£5,600	To complete specific blocks relating to end of phase phonic blends (including tricky words).	Increase reading and writing pre-intervention assessment score by at least 5+ marks.	
	Firstclass@writing for Y3 and for Y4  x4 sessions per week for 40mins. Led by 1 TA (lead Teacher to oversee). Duration-18weeks.	Well evidenced intervention programme (Edgehill University)	£5040	To improve written accuracy and confidence.	Increased attainment and confidence in writing (Assessment data and classroom observation/ book scrutiny).	

	Daily Targeted reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EEF Toolkit +5)	£7980	1:1 reading – decoding and comprehension skills on a more personal level	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading	
	First Class@Number sessions	Well evidenced intervention programme (Edgehill University)	£3024	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	
Yr 1/2	Phase 3 Phonics and Precision Spelling	Well evidenced intervention to support fluency in reading and spelling	£5,600	See Y3/4 objective.	Increase reading and writing pre-intervention assessment score by at least 5+ marks.	
	Fizzy Skills	Programme developed by physiotherapists with good evidence for impact on gross motor skills	£1365	Gross motor skills programme, focusing on three areas; balance, ball skills and co-ordination. Which all have three levels of development	Develop gross motor skills.	
	Maths Pre teaching	Strategy recommended by Education Psychology service to build confidence, fluency and retention.	£950	To develop confidence in maths	More understanding in concepts. Increase confidence	
	Write from the start handwriting programme.	Perceptuo-motor handwriting programme recommended by Occupational Therapy Service	£1365	To develop fine motor skills to help with handwriting and presentation	More pencil control Outcomes – neater and easier to read. Confidence.	
	Daily targeted reading	Build fluency and confidence for children who do not benefit from reading at home.	£7,980	1:1 reading – decoding and comprehension skills on a more personal level	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading	
	First Class@Number sessions	Well evidenced intervention programme (Edgehill University)	£3,024	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	

Reception	Extra Mile Project	DCSF researched EY project to support learning for children from deprived areas.	£1,680	To develop speaking and listening skills through small group activities.	Develop turn taking skills. Confidence building. All pupils to make at least 5 jumps + progress over 3 terms.	
Whole School	SALT sessions	Recommended by speech therapy service for individual children. Delivered by TA with ELKAN training	£5,600	Targeted speech and language support and educational assessments from specialist.	Clear strategies provided for better ways to support individual children (observations).	
	EAL sessions	School's past experience that input from TA with some additional training accelerates language acquisition for children new to English.	£2,800	Support children's transition into school where English is an additional language.	Increase basic language skills as a way to communicate with others. Build confidence and enjoyment of school.	
	Lego Groups	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1,400	Develop speaking and listening skills through peer-coaching lego building activities.	Develop ability to follow two/three-step instructions (classroom observations).	
	Social Skills groups	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1,400	Opportunities to explore a range of social scenarios.	Increase self-confidence. Provide a 'safe place' to communicate feelings.	
	Music Tuition	Some evidence that playing an instrument increases attainment, linked to developing regular practice habits	Y3 = 1 pupil Y4 = 3 pupils Y5 = 3 pupils Y6 = 1 pupil <b>Total- 8 PP</b> children receiving funding £1920	Provide opportunity for all children to learn woodwind/ brass instrument. Benefit from from sense of belonging and wider school participation.	Increase concentration and self confidence	
	Subsidy of school trips	Outdoor education has moderate impact on learning (EEF toolkit +3)	£5,000	Children offered residential place in multi-activity centre and day trips related to curriculum	Increase self-confidence Greater independence Better team-working, collaborative skills.	

	Play therapist	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£3420 based on three pupils per week	Individual needs addressed	Increase in emotional well being and readiness to learn. SDQs completed before and after by school and parents.	
	Extended School places at Breakfast club	Research evidence for impact on learning after children have received breakfast, also a calm transition into the school day.	£9,000	Places provided in Breakfast club.	Children have a good start to the school day with a healthy breakfast (discussion/ observations)	
	Nurture group at playtimes	Reduces behaviour issues and allows for children with emotional needs to spend break times in a safe space.	£3990	Identified children who are struggling with play times for a variety of reasons stay inside at Games Club. Social interactions improved in a structured environment where adult models sharing, turn taking etc	Children take part in a range of enrichment activities and have safe, happy break times.	
	Family Support Work	Research shows parental involvement has a significant effect on children's achievement. (Desforges 2003)	£11,922	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning.	Improved attendance (Attendance analysis) Children of targeted families to make progress over three terms (Assessment data).	
<b>Total expenditure to support disadvantaged pupils</b>			<b>£148,434</b>	£17,113 from school's general formula funding is adding to pupil premium grant to enable all interventions to take place. This reflects the way that some activities such as role of family worker and use of smaller teaching groups has an impact for all children who need support not just those meeting the criteria for pupil premium funding.		