

Pupil premium strategy statement: Robert Miles Junior School

1. Summary information					
School	Robert Miles Junior School				
Academic Year	2018/19	Total PP budget	£69,360	Date of most recent PP Review	Oct 2016
Total number of pupils	252	Number of pupils eligible for PP	48	Date for next internal review of this strategy	July 2019

1. Current attainment – Assessments at the end of 2018

	Year 3				Year 4				Year 5				Year 6			
	% meeting ARE or above				% meeting ARE or above				% meeting ARE or above				% meeting ARE or above			
	PP	Non PP	Gap	Gap on entry	PP	Non PP	Gap	Gap on entry	PP	Non PP	Gap	Gap on entry	PP	Non PP	Gap	Gap on entry
Read	43	91	-48	-46	70	92	-22	-5	65	81	-16	-20	69	84	-15	-18
Write	43	82	-39	-58	70	90	-20	-15	71	85	-14	-19	85	82	+3	-22
Maths	43	84	-41	-60	80	84	-4	-23	71	77	-6	-9	62	86	-24	-32

Gap on entry measured from Baseline Assessments. Red indicates gap has widened, green that the gap has narrowed.

2. Barriers to future attainment (for pupils eligible for PP including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A.	<p>English</p> <ol style="list-style-type: none"> Monitoring and tracking PP children carefully to ensure they make age-related or greater progress in reading, writing and spelling (Insight) Language skills, experiential learning and exposure to world around them: a significant proportion of PP children seem to lack the language, understanding and experience of the world around them to purposefully structure and develop their learning (whole school curriculum review) Spelling: spelling does not seem to progress as much as reading and writing skills, PP children with a significantly low spelling age make small steps of progress during each year but not significant progress by the end of each year (to be within 6-12 mths of chronological age) or at the end of KS2 (spelling programme)
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	<p>4. Breadth of reading: PP children as do non PP children still need encouraging to read and to read a wide range of high quality, engaging books for pleasure (focus on whole class texts and authors to remain)</p> <p>5. Higher Ability PP children require opportunities to successfully reach ARE and Greater Depth in writing (No Marking approach in Y6, VR GD writing group)</p>												
B.	<p>Maths</p> <ol style="list-style-type: none"> To continue to narrow the gap between PP and non PP achieving ARE or above at the end of the year (Insight tracking and monitoring) Lack of speed recall of basic number facts and arithmetic skills still impedes LA PP children from making progress and learning age-related maths curriculum each year Achievement of girls in Maths from KS1 to KS2 seems to be lagging behind that of boys Problem-solving and mastery in maths to be part of daily lessons to support application of skills in real life scenarios (Maths No Problem to be introduced across Year 3 initially with teaching staff involved in Maths Hub CP, RB) Times tables to be reinforced and consolidated and embedded within curriculum as teaching and homework tool (Times Tables Rockstars to continue) 												
C.	<p><u>To enhance the involvement, motivation and challenge in school for PP children</u></p> <ul style="list-style-type: none"> Some, but not all PP children do not put themselves forwards for additional roles and responsibilities at a whole school level or extra-curricular clubs Fewer PP children take on whole school responsibilities, compared to non PP children possibly due to lack of interest or lack of self-esteem Average number of extra-curricular clubs (excluding whole school responsibilities) attended by PP children was 2.1 compared to 4.7 for their non PP peers School wants support and enhance attendance, motivation, sense of pride and responsibility by encouraging as much involvement as possible in whole school responsibilities and clubs (eg. Job Squad, Library, Rotakids, Pupil Parliament, Sports Ambassadors, litter pickers etc) Target is to close the gap between the number of extra responsibilities taken up by PP children compared to their non PP peers This to be achieved by offering a broader range of clubs and responsibilities, listening to what children want, careful recording of involvement and targeting of certain PP children, possibly through structured conversations to encourage participation and remove any barriers such as coming to school at different times Consider different ways of applying to jobs eg. Not always a letter, interview etc Enable access to ICT for particular, targeted PP children who have no access at home, to enable them to extend their learning on TT Rockstars, conduct research or their homework or consolidate skills learnt at school, eg spellings 												
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)													
D.	<p>Attendance:</p> <table> <tr> <td>Attendance figures for children attending less than 90% of the time: (2017-18)</td> <td>PP children in Y3: 1/9 11% (down 16%)</td> <td>Compared to Non PP in Y3: 0/55 0%</td> </tr> <tr> <td></td> <td>PP children in Y4: 1/12 19% (down 11%)</td> <td>Compared to Non PP in Y4: 2/49 4%</td> </tr> <tr> <td></td> <td>PP children in Y5: 5/18 28% (up 1%)</td> <td>Compared to Non PP in Y5: 1/46 2%</td> </tr> <tr> <td></td> <td>PP children in Y6: 3/14 21% (up 10%)</td> <td>Compared to Non PP in Y6: 1/50 2%</td> </tr> </table> <p>A significant proportion of children who attend school for less than 90% of the school year are PP children. (10/14 children)</p> <p>18.9% (10/53) of PP children have an attendance of below 95% for academic year 2017-18 compared to 12% (24/200) of non-PP children for the same period.</p> <p>Target is to continue to narrow the gap between PP children with attendance of less than 90% compared to that of their non PP peers</p>	Attendance figures for children attending less than 90% of the time: (2017-18)	PP children in Y3: 1/9 11% (down 16%)	Compared to Non PP in Y3: 0/55 0%		PP children in Y4: 1/12 19% (down 11%)	Compared to Non PP in Y4: 2/49 4%		PP children in Y5: 5/18 28% (up 1%)	Compared to Non PP in Y5: 1/46 2%		PP children in Y6: 3/14 21% (up 10%)	Compared to Non PP in Y6: 1/50 2%
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3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p><u>English</u></p> <p>i) Use of monitoring and tracking using key objectives on Insight targeting PP children in class and identifying gaps each half-term to address individual needs</p> <p>ii) Whole school curriculum review to look at key principles of skills-based curriculum to ensure progression for all, especially PP children</p> <p>iii) Spelling is taught discretely as a lesson and embedded into SpaG, English and topic skills during the year</p> <p>iv) Reading is regular, engaging and enjoyable for all throughout school.</p> <p>v) Small group coaching of identified HA/MA PP children in Y6 to target writing and SPaG skills to ensure Greater Depth is achieved by end of year 6 by VR delivering writing workshops</p> <p>Evidence:</p> <ul style="list-style-type: none"> ➤ Curriculum review documents ➤ Provision maps of PP children in KT and BK target English groups to monitor progress ➤ Pupil progress meeting reports each term ➤ Staff meetings by English coordinator to evaluate spelling resources being used in school now and possible new resources to buy – consult with PP leaders in Trust to determine quality of resources 	<ul style="list-style-type: none"> • Provision maps with up to date information on all PP children • Insight used frequently by all staff, at least every half term to monitor and assess progress • Increased monitoring and tracking using Insight across the school by all the teachers and better knowledge of key end of year objectives which is used in lesson planning and is shown through work analysis • Whole school curriculum mapped out through year groups in all subjects to enable meaningful learning, consolidation and progression of skills. Integrated topic-based learning across topics to support learning for PP children. Precision teaching through phonics-based approach instead of Nessy for some targeted intervention groups • The gap between progress in spelling of PP children compared to non PP children continues to narrow. A larger proportion of target PP children to achieve at least expected progress in reading and writing at the end of the year. Whole school spelling strategy and approach to spelling teaching on SIP for 2018-19 to address spelling especially for weak spellers • Continue with successful reading approaches in school <p>5/6/20 Reading Scheme, librarians and whole school book events, discuss whole school reading time, place for guided reading groups? See individual reading folders and reading records. Encourage parent helpers to hear readers regularly</p> <ul style="list-style-type: none"> • A greater proportion of HA PP children achieve Greater Depth in writing compared to last year and the gap between PP children achieving Greater Depth in writing and non-PP children is reduced. Y5 and 6 focus • Whole school reading time during week to support interest and engagement in reading of PP children

	<ul style="list-style-type: none"> ➤ School data: GL assessments, Y6 SATs ➤ See English action plan for reading, writing and spelling for PP children ➤ Insight monitoring and tracking in year groups to see PP children's confidence in key objectives ➤ PP children's reading diaries to show breadth, variety and challenge of reading books, discussion with their reading buddies 	
<p>1.</p>	<p>Maths</p> <p>i) To continue to close the gap between PP and non PP children achieving ARE or above at the end of the year (Insight tracking and monitoring)</p> <p>ii) To improve speed recall of basic number facts and arithmetic skills, particularly LA PP children to see how progress can be accelerated</p> <p>iii) To narrow the gap in achievement of PP girls at the end of KS2 compared to the start</p> <p>iv) Develop problem-solving, application and mastery in maths as part of everyday lessons through successful introduction of maths No Problem. Focus on Y3 and Y5 where staff have been part of the Maths Hub and embed maths as part of new, non-maths curriculum as a result of whole school curriculum review</p> <p>v) Times tables continue to be regularly practised and consolidated across the school through ICT at home and at school</p> <p>Evidence:</p> <ul style="list-style-type: none"> ➤ PP Provision maps detailing progress in maths per term ➤ School data – GL assessments and SATs results ➤ Staff meeting programme ➤ Maths coordinator's action plan ➤ Work analysis and monitoring by maths coordinator to see reasoning ➤ Insight online assessment tool to see confidence of PP children across key objectives 	<ul style="list-style-type: none"> • Provision maps with up to date information on all PP children • Insight used frequently by all staff, at least every half term to monitor and assess progress • Increased monitoring and tracking using Insight across the school by all the teachers and better knowledge of key end of year objectives which is used in lesson planning and is shown through work analysis • Whole school curriculum mapped out through year groups in all subjects to enable meaningful learning, consolidation and progression of skills. Integrated topic-based learning across topics to support learning for PP children with regular reinforcement, consolidation and application challenges built-in • Progress of PP girls compared to non PP girls across year groups • Introduction of Maths No Problem approach • TT Rockstars used throughout school to support and develop times tables knowledge and speed recall
	<p><u>To enhance the involvement, motivation and challenge in school for PP children</u></p> <p>i) To continue to offer a wide range of responsibilities throughout the school (and in classrooms) which appeal to and interest PP children as much as their non PP peers</p>	<ul style="list-style-type: none"> • To increase the average number of clubs attended and whole-school responsibilities held by PP children to be more in line

	<p>Targeted approach to certain PP children eg. Through structured conversations</p> <p>ii) To close the gap between the average number of extra-curricular clubs and responsibilities attended by PP children compared to their non PP peers. Staff to take on the responsibility of encouraging Pp children in their own classes to get involved</p> <p>iii) To carefully monitor and track pupil attendance for clubs and whole school responsibilities so PP children who are not involved can be targeted</p> <p>iv) To facilitate target PP children gaining access to ICT to support and promote learning</p> <p>Evidence:</p> <ul style="list-style-type: none"> ➤ Develop a whole school register of extra-curricular clubs and responsibilities to monitor interest and attendance Audit of clubs, school council, newsletters ➤ Pupil Premium Provision maps to show attendance of clubs by individual PP children ➤ Job Squad ➤ Structured conversations with target PP children (2-4 children per class) ➤ TA timetables 	<p>with their Non-PP peers as averaged at the end of the year (July 2019)</p> <ul style="list-style-type: none"> • To consider creative ways for children to apply for roles and responsibilities around school eg not always through a written letter of application eg.interview, question and answer, artwork • Develop a whole school register of extra-curricular clubs and responsibilities to monitor interest and attendance of PP compared to non-PP children. Used afa tool to help target children who are not involved – talk to them and see what they would like to do. • Homework Club or TT Rockstars club attendance being targeted to include certain PP children who do not have access to ICT at home and would benefit from it at school. Particular focus on MA and HA children who can access lots in a safe environment
	<p>Attendance</p> <p>i) Heightened awareness for all staff of low attendance rates of PP children in class by using online register to track attendance and to see any patterns (use graphs produced on online register to determine whether certain days of the week or times of the year impact on attendance)</p> <p>ii)Continue careful individual monitoring of PP with less than 95% attendance and follow-up by school office staff (actions documented on spreadsheet by JC): 'phone call home by 10am if not arrived, follow-up calls if no response, RG kept informed, letters sent out if absence continues</p> <p>iii)RG/DA/JM have termly attendance information from school office during PP progress reviews</p> <p>iv)Half-termly summary of every child's attendance sent out to parents by RG with very clear red/orange/green colour-coding to show attendance level, number of school days missed made clear to show impact on learning through lost days</p> <p>iv)To identify target PP children whose attendance is or is at risk of being 90% or less and work with families/SENCO to establish positive relationship with school to overcome barriers and improve attendance (AfA meetings: class teachers arrange informal chat at suitable time and place for parent/carer to try to determine reasons why attendance is poor and to address issues. School staff to offer creative, solutions to support parents/carers and to encourage better attendance</p> <p>. V)Continue to track involvement of PP children in extra-curricular activities and target those not involved, with poor attendance, through encouraging them to try a club before, during or after school</p>	<ul style="list-style-type: none"> • To reduce the percentage of PP children showing less than 95% attendance to be in line with that of their non PP peers • Trend over time of % of PP children with 90% attendance or less <ul style="list-style-type: none"> 2015-16 22% 2016-17 21.3% 2017-18 18.4% 2018-19 XX • Increased monitoring and tracking of attendance including letters and fines being issued when appropriate

vi) Target PP children with poor attendance to have role/responsibility in school which raises self-esteem and helps them find purpose and desire to attend school daily Eg class jobs such as preparing visual timetable, school jobs such as registers, librarians, school councillors, PE shed to organise, buddy support on playground between older and younger children

Evidence:

- Attendance data
- Office spreadsheet maintained by JC containing records of 'phone calls, letters, contact with parents/carers
- Pupil Premium Provision maps
- AfA structured Conversation minutes
- Individual pupil attendance letters sent out half-termly
- On-line register data
- Cross-curricular attendance list of PP children

- Job Squad – participation of PP children in roles and responsibilities around school.
- Teachers encouraging PP to attend clubs before and after school to support attendance
- PP money spent on funded clubs to enable PP participation

4. Pupil Premium Spending Plan 2018-19

Allocation for 2018-19 is £69,360 Breakdown of pupils currently in school is as follows:

Year Group	3	4	5	6	Total
Pupil Premium number	10	9	12	17	48
Pupil Premium %	16.6%	14.1%	18.8%	27%	19.1%
	(60 in year group)	(64 in year group)	(64 in year group)	(64 in year group)	251

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? If you plan to repeat this activity, what would you change to improve it next time?
BK – Y3/4 PP children booster group am	4 x 1 hour a week for Y3 and 4 x 1 hour a week for Y4 £15,000 approx	Y3 – 2 children Y4 – 4 children English skills booster group for target PP children to get closer to achieving ARE at the end of the year, learning follows class curriculum but in smaller group with key expectations	PP children able to master key English skills with more confidence and fluency – sentence structure, punctuation, vocabulary, spelling and proof-reading/editing own work in order to make expected progress and access the wider curriculum with greater confidence	Evidence in books Monitoring and assessment tracking on Insight – writing statements End of unit summative assessments in class Class teacher and BK to assess	Sept Y3:Reading End Y3: Reading Sept Y3:Writing End Y3: Writing Year 3 Sept Y4:Reading End Y4: Reading Sept Y4: End Y4: Year 4 Focus on spelling strategies to improve overall effectiveness of intervention (whole school Focus)
KT – Y5/6 PP children booster group am	4 x 1 hour a week for Y5 and 4 x 1 hour a week for Y6	Y5 – 2 children Y6 –4 children	PP children able to master key English skills with more confidence and fluency – sentence structure, punctuation, vocabulary, spelling and proof-	Evidence in books Monitoring and assessment tracking on Insight – writing statements	Sept Y5:Reading End Y5: Reading Sept Y5:Writing End Y5: Writing Year 5

	£15,000 approx	English skills booster group for target PP children to get closer to achieving ARE at the end of the year, learning follows class curriculum but in smaller group with key expectations	reading/editing own work in order to make expected progress and access the wider curriculum with greater confidence, 1:1 marking and feedback proven to accelerate progress in writing (Fisher Family Trust)	End of unit summative assessments in class eg SATs reading comprehensions Class teacher and KT to assess	Sept Y6:Reading End Y6: Reading Sept Y6:Writing End Y5: Writing
BK 1:1 PP pupils	2 hours support a week for Y3 PP children (Cost included in above for BK)	Y3 – 1 child for Autumn Term Y4 – 1:1 teaching 10-15 mins each a week, individual support for key language and maths skills based on gaps in teaching that week as indicated by class teacher Mon pm and Weds pm (approx 30 mins per child)	Needs driven Specific, targeted teaching to fill gaps in learning on a weekly basis in order to achieve expected progress	Class teacher and BK to assess which children will benefit Confidence in key objectives on Insight against ARE	Correct letter formation of upper and lower case letters Beginning to correctly join
Reading comprehension practise (Y6)	20 mins x 3 times a week support for Y6 reading Mrs Clark 1 hr a week Approx £400 pa	Y6 – 7 children small group teaching (1:4) reading for meaning skills once a week for 20 mins	Children will be able to access texts more confidently, improve their strategies for working out unknown vocab, be able to find evidence in the text quicker and develop stamina when reading	End of Y5 reading scores	
SC 1:1 PP pupils	1 hour 1:1 support a week for Y3 PP children £1404 pa	Y3 – 20 mins per PP child, each week 1:1 teaching 10-15 mins each a week, individual support for key language and maths skills based on gaps in teaching that week as indicated by class teacher	Specific, targeted teaching to fill gaps in learning on a weekly basis in order to achieve expected progress in Maths	Class teacher and SC to assess Confidence in key objectives on Insight against ARE	
1:1 reading and discussion	15 mins a week x 2 LW	Y5 2 children	To apply phonics to decode unfamiliar words Describe key events in story	CT to evaluate reading fluency, confidence and understanding	

	Approx £300		Link reading to own experiences Predict using clues/events from the story so far		
Pre and post teaching	20 mins a wk TA Approx £200	Y4 1 child	To build confidence with number and use practical apparatus to reinforce maths taught in lessons	Success shown by greater involvement in lessons and improving confidence with number (CT)	Maths tracking and assessment
In class support for Maths	MC & AW 4 x 1 hr a week Approx £1000	Y5 2 children	To recall doubles and halves of numbers To speed recall number bonds up to 10 To read 4 digit numbers accurately To understand mathematical vocabulary linked to place value	TA and CT to carefully monitor and report progress in books See Maths assessments	
Arithmetic skills	2 x 20 mins a wk MC Approx £200	Y6: 5 children	To develop speedy and accurate arithmetic skills to move towards Exp	Beg Y6 arithmetic skills	
In class support for English	MC 3 3 x 1 hr a week Approx £800	Y5 2 children	To independently structure a sentence To begin and end with CL and FS To use simple coordinating conjunctions	TA and CT to carefully monitor and report progress in books See English assessments and writing assessment book.	
Precision Teaching of Spelling -TA time to administer	2 x 10 mins a week KF Y6 30 mins x 2 wk 1:1 KF 25 mins a wk	Phonics based back to basics approach to teaching of spelling to target children Children with SA significantly below their chronological age (Please see Pupil Premium Provision maps for individuals and progress) Y5 1 child Y6 1 child Y6 2children Y6 1 child	Intervention administered by TA and monitored jointly by TA and class teacher Aim of intervention is to increase RA and SA by minimum of 3 mths per term Overlearning and repetition	TA to run a report every half term which tracks progress in reading and spelling, results fed back to class teacher Pre and post test To accurately spell 10 words from initial assessment in Sept	

	Approx £500				
ARROW -software licenses -TA time to administer	Licenses and TA time 3 groups, 5 in a grp, 2 x 30 mins a week in Autumn Term Licence £120 TA £1000 for yr approx	Software-based intervention where children use own voice to record text to target reading, spelling and spoken language. Designed to be short (10 hour) making up to 6mths progress or more in reading age Children in Y5/6 with RA significantly below their chronological age (Please see Pupil Premium Provision maps for individuals and progress) Y3: Y4: Y5: 1 child	Intervention designed to improve RA by 6mths+ Improved RA will enable PP children to access curriculum with more confidence and accuracy RA	RA assessed in class Jan and July RA assessed by ARROW programme at the start and end of the course Table of results shared with TA, class teacher and English Coordinator to review impact	
Apples and Pears spelling intervention	TA time HW 20 mins 3 x wk HW Approx £400 pa	Spelling programme based on synthetic phonics Y3 2 children Y4 4 children	Children to improve spelling age by 3-6mths within a term	TA administering with conduct baseline and review progress every half-term, fed back to class teacher to determine if successful or not. If no significant progress after a term, alternative intervention sought SA increased by 3-6 mths	
Bear Necessities	1 hr a wk TA time HW 1 child £500pa	Reading intervention (1): Focus for non-readers using decoding skills and synthetic phonics Used in Year 4 for PP child with reading age significantly below chronological age (2yrs+) Y4 1 child	Child to improve reading age by 3-6 mths within a term	TA administering with conduct baseline and review progress every half-term, fed back to class teacher to determine if successful or not. If no significant progress after a term, alternative intervention sought RA increased by 3-6 mths	

Lego Therapy	25 mins a week for each group KF and AM Approx £400	Child-led and peer-based social skills group intervention, initially developed for children with autism. Supports social interaction, communication and self-esteem Y3 – 2 children Y4 – 2 children Y6 – 1 child	Aim is to improve social and emotional behaviours to enable child to interact in a positive, productive way with peers and access the full curriculum by effectively working with a partner and in a group <ul style="list-style-type: none"> • Joint play • Listening and attention skills • Turn-taking skills • Language skills – commenting, requesting, questioning • Negotiation and problem-solving skills • Self-esteem 	Observations in class by teacher and other adults around school, communication with home, feedback from TA administering intervention	Intervention does seem to help communication skills See SENCO for SEN tracking documents, 'I can' statements and TA reports
Maths Booster sessions for Y6 PP children for SATS	£1000 1 x 60 mins 7 sessions	Maths Y6 5 children	To boost confidence, skills and knowledge when answering SATs style questions in maths and reading in order for PP children to make expected progress or greater in KS2 SATs	Regular assessments from SATs papers in sessions and in class SS score at beg Y6	Maths Booster groups seem to be very effective in raising standard of Expected level at SATs, to continue next year
Reading comp boosters		To be confirmed after Christmas looking at results and progress of children in Y6			
GD Writing Group	£500	VR to support target Y6 children, including PP, to support achieving GD in writing in Y6	Booster group will support development of higher order writing skills including writer's voice, using formal and informal in same piece, advanced grammar, punctuation and sentence structure	See VR planning in line with GD training received Evidence in children's books	Writing TA results
Therapat Counselling PP children	1 x 30 mins a week	Y6: 2 children	Opportunity for PP children to discuss worries confidentially and develop strategies to cope with their individual circumstances	Children better able to deal with routines of school, interact with peers and adults	

	Approx £3000 pa	PP children with particular social and emotional needs resulting from circumstances at home		appropriately and engage in their learning Councillor in the process of devising form to give baseline and progress after course of sessions	
S.A.L.T	4 x 10 mins a wk (Michelle Clarke) approx £200 pa	1:1 Specific speech and language therapy programme Y5: 1 child	Targeted support for developing correct speech and clear, accurate pronunciation of words, word order, phrases and knowledge of vocab	Monitored by class teacher and Helen Colby, delivered by TA Success shown by improved clarity and pronunciation SENCO to oversee	Helen Colby, Sp and L teacher employed by Trust assesses each term
Anger Management	CW	Y6 2 children	Targeted 1:1 support for recognising, expressing and dealing with anger and emotions appropriately	CT to notice a difference in class HT and DH to see reduction in number of playtime incidents, behaviour forms filled out	
E.L.S.A	30 mins a week (HW) Approx £200 pa	Emotional Literacy Support Assistance (HW) An anger management support programme to recognise the physical symptoms, behavioural changes and emotions and use appropriate strategies to manage anger Y3: 1 child	Pupil to have strategies to deal with anger in a more constructive, positive way which impacts less on their learning and enables them to form positive interactions and relationships with others	Class teacher and SENCO to oversee and TA to deliver Success evidenced by coping strategies seen at crucial times and improvement in behaviour in classroom and outside	See SENCO for TA reports and 'I can' statements
Social Skills	30 mins a wk per yr group (KF) Approx £400	To develop key skills such as co-operation, sharing, participation, patience, empathy, following instructions, communication and interaction Y3 – 2 children Y4 – 3 children Y6 – 1 child	To improve social and communication skills: <ul style="list-style-type: none"> • Co-operation • Sharing • Participation • Patience • Empathy • Following instructions • Listening and acceptance of others 	Class teacher, TA and SENCO Success evidenced in classroom situations where class teacher assesses appropriateness of interactions	See SENCO for TA reports and 'I can' statements Intervention useful in teaching appropriate social behaviour and communication skills See tracking assessment grids

			<ul style="list-style-type: none"> • Communication and interaction skills 		
Curriculum-linked Trips	Approx £500	Usually one per term in each year group linked to topic and learning in the wider world	Enables PP children to have same life experiences as non PP children and to draw on same knowledge-base for classroom and non-classroom based learning	Success linked to learning and self-esteem back in class	
Residentials -Ilam Y5 -Dukes Barn Y6	Approx £750	Autumn Term – Dukes Barn Spring Term - Ilam	Enables PP children to have same life experiences as non PP children and to draw on same knowledge-base for classroom and non-classroom based learning	Success linked to learning and self-esteem back in class See AW in office for PP children who received support	
Paid Clubs Dance	Approx £100		Introduction to new sport PP children may never have played before Certain PP children invited to attend and funded to attend if class teacher feels it would boost their self-esteem, their involvement in school and overall attendance	Miss Lydia Attendance records Attendance at club recorded half-termly on PP provision maps	
Destitution Fund	£500	support for school uniform, coat, shoes, PE kit Bus fares Dinner debts PE kit/school uniform Breakfast	Removes barriers to being in school and accessing curriculum such as having correct, clean sports kit on the right day. Enables specific pupil children to operate alongside peers and remove obvious differences/barriers	Enables certain PP children attend school and have a midday meal Support provided through this fund is evidenced on individual PP Provision maps	
Singing lessons Violin Lessons	£300 Approx £300	Y5 2 children	To help an individual child with a talent to raise self-esteem and engagement.	Class teacher to report on levels of engagement and general progress	
Pupil Premium Coordinators – supply hours -Shared TLR (50/50 split = one full year)	Cost of TLR £2600 + £500 cover costs for DA/JM	Monitoring and tracking of PP throughout the school, JM for years 3 and 4, DA for years 5 and 6. Maintenance of PP provision maps – 1 hr meeting with class teacher every term to track progress, assess	Effective tracking and monitoring of all PP children across school via half-termly meetings with class teachers	Overall monitoring by headteacher as to effectiveness of role and of tracking and assessment of PP children in school	

		<p>successfulness of interventions and evaluate progress according to ARE. Writing Pupil Premium Strategy and gathering data for spending and Insight data on children's progress. Liaising between TA's administering interventions, class teachers, SENCO and subject leaders to ensure lines of communication are always open and parents if necessary.</p> <p>Attending training on closing the gap for PP children and researching any new interventions which will address needs of PP in school</p> <p>Liaising with PP leaders within the Equals Trust to share best practice and keep in informed of</p>	<p>Effectiveness of interventions and strategies reviewed every 6 weeks and changed if necessary</p> <p>Useful to bring information together for each child including extra-curric activities, attendance, academic and social and emotional progress.</p> <p>Liaising with PP leaders in Trust to establish clear and effective tracking methods, sharing of methods to ensure greater continuity</p> <p>Time to interview PP children to evaluate impact of whole school measures and interventions on learning</p>	<p>Evidence shown through assessment in Insight as to progress made by PP children termly.</p> <p>Success monitored by attainment of PP children reflecting that of non-PP children therefore the closing the attainment as shown by end of year assessment data</p>	
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