

Planned Provision Pupil Premium for 2015-16

Number on Roll (NOR) September 2015: 167

Number of children entitled to Pupil Premium (PP) on roll September 2015 – March 2016 = 27

Pupil Premium funding per pupil = £1,320

Pupil Premium Funding for September 2015 – March 2015: £20,790

Anticipated funding for April – July 2016: £14,850

Total = £35,640

Planned Provision	Cost	Rationale	Planned Outcomes
Provision of high quality 1:1 or 1:2 narrow the gap tutoring for pupils identified as being at risk of under-achieving in both KS1 & KS2 (90 hours per week)	£27,000	<p>PP pupils across the school have a range of ability. Needs of all pupils are identified through the analysis of half termly assessments and daily class work. This provision will enable targeted support and intervention in core areas according to need.</p> <p>A significant number of pupils at the school have a particular need for support to overcome speech and language difficulties as well as gaps in phonics and reading and the school has trained two Level 3 TAs to specialise in providing intervention work in this area as well as individual / small group phonics and reading catch-up programmes.</p>	<p>Attainment:</p> <ul style="list-style-type: none"> All PP pupils who have received targeted support from the Narrow the Gap Learning Mentor team to be working within or towards age-related expectations in the core subjects (based on national age-related expectations and prior personal attainment) Pupil Progress: Personal progress of PP pupils to be in line with or exceeding those of other groups in the core subjects <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> Teaching staff will observe increased engagement and confidence of pupils in receipt of close the gap interventions
Provision of Learning Mentor hours to look after the welfare of children from vulnerable groups in need (3 hours per week)	£2,640	<p>3 hours of Pastoral Learning Mentor support will enable pupils to receive interventions and therapies tailored to their individual needs (including play therapy, Drawing and Talking, Expect Respect, as well as personal interventions plans aimed at improving attendance and engagement)</p> <p>The Learning Mentor with Specific Responsibility for Pastoral Interventions will also implement an intervention which enables busy parents to share their children's achievements in school</p>	<p>Engagement:</p> <ul style="list-style-type: none"> Attendance of vulnerable pupils in receipt of pastoral interventions will improve Engagement of busy families at parents' evenings and information events will increase <p>Attainment:</p> <ul style="list-style-type: none"> All PP pupils who have received targeted support from the Pastoral Learning Mentor team to be working within or towards age-related expectations in the core subjects (based on national age-related expectations and prior personal attainment) Pupil Progress: Personal progress of PP pupils to be in line with or exceeding those of other groups in the core subjects <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> Parents and teaching

			staff will report that pupils receiving Pastoral support are engaging well with school life and learning
Provision of group support and withdrawal groups with an experienced teacher for English and Maths to reduce underachievement for pupils in vulnerable groups in Years 2, 4 and 6 (From September to May)	£6,000	School data for Y6 provides evidence that 1:1 and small group support can be an effective means of narrowing gaps, particularly at key transition points, such as Y2, Y4 and Y6. PP pupils in Y2, Y4 and Y6 will be a priority, though (as with all interventions outlined in this plan) the school reserves the right to allocate places to non-PP pupils as well.	<p>Attainment:</p> <ul style="list-style-type: none"> Identified Y2, Y4 & Y6 PP pupils to be working within or towards age-related expectations in the core subjects (based on national age-related expectations and prior personal attainment) <p>Pupil Progress:</p> <ul style="list-style-type: none"> Personal progress of PP pupils to be in line with or exceeding those of other groups in the core subjects <p>Observable / Anecdotal Outcomes:</p> <ul style="list-style-type: none"> Teaching staff observe increased engagement and confidence of pupils in receipt of close the gap interventions