



Pupil Premium Plan September 2018– July 2019

Barriers	Intervention	Rationale	Description of Intervention	Intended outcomes	Cost	Impact
Attainment	Baseline Assessments	<ul style="list-style-type: none"> Carry out an accurate gap analysis of PP pupils' attainment Teachers carry out assessment of Maths, Reading, SPAG and Writing Future focus areas highlighted Identification of Barriers to Learning for PP pupils to establish effective deployment of support 	<p>Assessment Packs for Maths SPAG</p> <p>Reading Comprehension</p> <p>Analysis of school assessment system (Target Tracker)</p> <p>Staff identify potential vulnerabilities for PP pupils.</p> <p>PP co-ordinator to use data to address specific needs of individual PP pupils.</p>	<p>To highlight gaps in PP pupils attainment in English and Maths.</p> <p>To incorporate accurate and consistent assessment across the year groups.</p> <p>To further develop the effectiveness of Target Tracker and highlight focus areas within the curriculum</p>	£701	Gaps plugged and PP children explicitly planned for leading to improved attainment. See progress table below.

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	Launchpad Club	<ul style="list-style-type: none"> PP pupils highlighted to need extra support for English and Maths to have access to pre-teaching and post-teaching of English and Maths taught in year groups Due to potential difficult home life, Launchpad to provide enrichment activities to make PP pupils experience of learning positive Due to emotional difficulties experienced by a number of PP pupils, activities in Launchpad include creative activities that are calming and support mental wellbeing 	<p>After school activities Monday to Thursday 3:15-4:15. Delivered by 5 TAs. Range of maths/English activities delivered in a creative engaging format. TA supports group research foods from around the world linking to the topics covered in the Curriculum. PP pupils look at healthy ingredients, how food is grown, the effects of healthy diets on the body. PP pupils learn effective life skills by preparing healthy recipes that they can share at home.</p>	<p>PP pupils will make good progress in English and maths. PP pupils to improve mental Health and emotional regulation. To increase communication at home. To increase attainment in English and Maths. Develop social skills. Develop independence. Increase healthy lifestyle.</p>	£10,677	<p>Data shows expected or above expected progress for PP pupils in:</p> <ul style="list-style-type: none"> All of year 6, Year 5 writing Year 4 Reading and Maths Year 3 reading All other PP progress is just below 6 steps <p>behaviour logs show decrease of incidents; Spring 1: 35 incidents Spring 2: 29 incidents Summer 1: 28 incidents Summer 2: 9 incidents PP children have increased engagement with school and attendance has improved.</p>
	Clicker 7	<ul style="list-style-type: none"> PP pupils highlighted as having SPLd. A known effective Literacy tool that enables pupils to significantly develop their reading and writing skills incorporated 	<p>PP pupil highlighted as having SPLd to have access to a laptop with Clicker 7. Clicker 7 will be used in lessons involving writing to increase access to the curriculum.</p>	To increase attainment in English.	£1,200	<p>Data shows Year 5 and 6 PP pupils have made above expected progress in writing. The gap between PP and non-PP pupils in writing has decreased from 28.2 or 23.1.</p>

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	Daily support in Maths and English	<ul style="list-style-type: none"> TAs use information from teacher assessment to deliver high quality interventions and support across the school 	Non- intrusive small group support in all Maths and English lessons focusing on PP pupils.	PP children make good progress in all subjects.	£15,287	As above
	English schemes for Comprehension & SPAG	<ul style="list-style-type: none"> Ensure progress and continuity for PP pupils 	Effective use of known resources delivered by TAs and teachers.	Core English skills improve.	£2,828	As above
	Reading Daily Groups Comprehension Groups	<ul style="list-style-type: none"> To ensure PP pupils read daily without impacting access to the curriculum Extra daily lessons incorporated into the timetable 	<p>Daily reading opportunities to ensure accurate reading takes place. Active questioning to ensure good comprehension. Small Guided Reading groups (additional to class guided reading groups) set up for PP pupils to support comprehension skills. Delivered by 10 LSAs daily. Staff ensure all PP pupils read daily.</p> <p>Every Year group to have weekly SPAG, weekly guided reading and weekly comprehension lessons.</p>	PP Pupils to make good progress in reading. Core English skills improve.	£6,171	As above. The gap between PP and non-PP pupils in reading has decreased.

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	Morning Maths sessions	<p>Following the effectiveness of this intervention in previous year's data analysis;</p> <ul style="list-style-type: none"> Daily morning maths sessions before school have been set up To reduce incidents of lateness with PP pupils 	<p>PP Pupils will receive RM easy maths or pre-teaching and specific maths intervention 4 mornings per week for 30 minutes.</p> <p>5 LSAs will run small group sessions implementing Maths program tailored to the child's individual level reinforcing the class objectives.</p> <p>1 LSA will run RM maths sessions to support general Maths skills.</p>	PP pupils will make good progress in Maths.	£6,309	In Years 3 and 5 the progress gap has decreased. In Years 4 and 6 the progress of PP children is better than non PP children. Attendance of PP children has improved.
	Maths resources	<ul style="list-style-type: none"> PP pupils to have access to quality resources to reinforce Maths skills 		PP pupils will make good progress in Maths.	£708	As above.
Attainment for Writing in Year 6	Year 6 GD writing group	<ul style="list-style-type: none"> Year 6 cohort of PP pupils demonstrated writing skills that require focus to achieve GD To challenge and motivate this group to reach their full potential 	Highly specialized year 6 teacher to deliver weekly challenge-based writing sessions.	4 PP pupils showing potential to achieve GD	£1,613	Limited impact due to curtailment of group following identification of different needs. Focus on ARE PP children who achieved improved outcomes for writing.

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Spelling	Phonics sessions	<ul style="list-style-type: none"> Year 3 cohort showing significant gaps in their phonics skills Assessing PP pupil's gaps Preparing a specialised programme of phonics support 	<p>DH to support staff deliver Phonics sessions with specific pupils.</p> <p>Track progress with regular monitoring.</p>	PP pupils will improve spelling accuracy	£617	<p>Reading progress for PP pupils is above expected in Year 3, 4 and 6 and just below in Year 5.</p> <p>Side-by-side phonics programme in Y3 has improved attainment in phonics attainment.</p>
parental engagement & attendance	Termly Coffee Mornings	<ul style="list-style-type: none"> Increase Parental Engagement and confidence to support at home. To develop close working relationships with families in order to increase family resilience; aspiration and support for education 	<p>Termly coffee mornings/afternoons set up to gather families for maximum engagement.</p> <p>IM to host termly meetings with a focus on how parents can support their child at home and a chance to meet local communities.</p>	<p>PP establish better sleeping habits,</p> <p>Parents of PP pupils feel more confident to support their child at home with behaviour managements, emotional understanding, Speech and Language needs and curriculum progress.</p>	£166	<p>Due to low attendance of parents, this has not had any measured impact. Parents who have attended highlighted the effectiveness of strategies. Overall Parent survey was more positive than in previous years.</p> <p>Overall PP attendance: Aut Term 95.6% Spring Term 95.2% Summer Term 94.9% Was 94.7% last year</p> <p>SLT started mentoring key pupils</p> <p>Speech and language difficulties have been highlighted as an area of concern. To be addressed for next year.</p>

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Social and emotional difficulties	Sporting Cherries	<ul style="list-style-type: none"> Increasing physical activities to ensure healthy lifestyle, pupils take part in a sporting activity Reduce number of behaviour incidents at lunchtimes 	PP pupils take part in lunchtime sport activity run by a qualified coach Tuesdays, Wednesdays and Thursdays 12:30-1:00.	To support healthy living & motivation. Improve core strength and general health. Improve self-esteem. Develop social skills Reduce behaviour incidents at lunchtimes.	£1,530	Incidents of behavior related logs have reduced at lunchtimes. Spring 1: 35 incidents Spring 2: 29 incidents Summer 1: 28 incidents Summer 2: 9 incidents
	CPOMS Software	<p>Current PP pupil cohort highlighted as having increased SEMH difficulties, Year 3's cohort of PP pupils have been displaying significant safeguarding related concerns. To remove this barrier to learning, effective tracking and analysis of behavior incidents should be deployed to pre-empt and prevent further incidents.;</p> <ul style="list-style-type: none"> Stringent system of recording concerns deployed 	<p>Leading software to be used for monitoring PP pupils safeguarding concerns, welfare issues and tracking of behavior incidents.</p> <p>SLT to have instant access to all concerns related to pupil in order to use effective strategy to address underlying causes for concern.</p>	<p>To remove barriers to learning To improve behaviour for learning To analyse and address concerns related to safeguarding and behaviours.</p>	£645	Electronic behaviour logs are now easier to monitor. Incidents are now followed up more quickly.

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	Young Carers Group	<ul style="list-style-type: none"> Current cohort of PP pupils' barriers to learning analysis highlighted a group of vulnerable pupils who are young carers Staff training to increase awareness of associated difficulties Set up a group to be run by young carers champion 	Weekly group run by a trained TA working closely with Bucks young Carers. Use SDQs to assess impact.	To remove barriers to learning. To increase self-esteem. To support mental health. Reduced scores in SDQs for this group of pupils.	£455	Young Carers emotionally supported and received recognition at an award ceremony.
	Play therapy sessions	<p>Current cohort of PP pupils' highlighted a group of vulnerable pupils who are at risk of developing mental health problems especially associated with anxiety, self-harm and dis-engagement</p> <ul style="list-style-type: none"> Access to qualified Playtherapist to help reduce SEMH difficulties 	Access to weekly Playtherapy sessions. Assessment will include completing SDQs prior and during intervention.	To remove barriers to learning To improve behaviour for learning To improve mental health	£5,130	Improved resilience and engagement as shown by SDQs.
Behaviour for learning	Sensory Toys	Following OT training a cohort of PP pupils were highlighted as having SEMH SEND with significant sensory processing difficulties requiring resources to manage and self-regulate	All staff to understand underlying causes of attention difficulties impacting pupils' learning. A group of PP pupils highlighted as having Sensory Processing Difficulties which require movement breaks and access to sensory toys to self-regulate and thus improve attention and listening skills.	To remove barriers to learning To improve behavior for learning	£475	Improved behaviour for learning in lessons as shown by a reduction of behaviour logs during lessons.

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Staff awareness	CPD for staff	<ul style="list-style-type: none"> Ensure high quality interventions are carried out by staff 	<p>Training delivered by SALT for pre-teaching of key vocab,</p> <p>OT- Understanding and improving behaviour for learning.</p> <p>PRU- Improving behaviour management.</p> <p>Team Teach Specialist to use effective de-escalation skills when dealing with incidents.</p>	Improved outcomes for children.	£693	<p>Exclusions have reduced this year.</p> <p>PRU have discharged 2 pupils since Spring Term as a result of appropriate support in school.</p>