

Holywell C of E Primary School

PUPIL PREMIUM – ACTION PLAN 2015/ 2016

The Pupil Premium is money allocated to the school to specifically ensure better outcomes for children who are or have been on Free School Meals, Armed Service family children, adopted children and children who have been looked after continuously for more than six months. At Holywell, we have:

		No of pupils	Budget
2014/2015	PP – FSM (£1320 per pupil)	8	£12,484
	PP – adoption (£1900 per pupil)	1	£1,900
Totals		9	£14,384
2015/2016	PP – FSM (£1320 per pupil)	8	£10,560
	PP – adoption (£1900 per pupil)	2	£3,800
Totals		10*	£14,360

*2 pupils were in Y6 so left in July 2015

Year group	No of PPP in 2015/2016
Rec	1
Y1	2
Y2	1
Y3	0
Y4	3
Y5	0
Y6	1

Therefore, the school has received **£14,360** (based on FSM Register at Annual Census) for 2015/2016 to find creative ways to support PP children to enjoy their learning and fully engage in school life.

Staff and Governors need to ask the following questions:

- How well do our PP children achieve?
- How good is the overall personal development and well-being of the children?
- How well is their progress and attainment tracked?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

Pupil Premium Expenditure Action Plan September 2015 – August 2016

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						
TA training	£1800	Continued	To continue to provide training and supervision for TA's undertaking interventions as a result of PP funding eg counting to calculating, Project X, letter and sounds	High quality and effective interventions mean that PP children are closing the gap with their peers and with national non PPP Training supports and develops staff so they can meet the needs of PPP	Rates of progress and attainment of PPP Staff feel confident to deliver interventions	Autumn 2015 – TA staff have greater phonics understanding
TA support in Thrive	£1300	Continued	To provide emotional and social support to vulnerable pupils Implementation of Thrive action plans	Targeted pupils show appropriate behaviours for learning and progress data indicates improved achievement	Monitor progress of individual/whole class Thrive action plans. All pupils make good progress, behaviour logs decrease, attendance improves, parent feedback positive about impact	
Release time for teacher to deliver the Positive Behaviour Programme	£400	New	To provide a targeted intervention for selected pupils to support them taking responsibility for their own learning behaviours.	Pupils able to demonstrate positive learning behaviours that can be seen and heard. See SIP action plan	Baselines in Sept to April show improvement.	
TA's to deliver literacy and numeracy intervention programmes	£3200	Continued	To provide additional support to accelerate pupil's skills in literacy and numeracy.	Intensive support given to individual/ groups x times per week for x minutes.	Pupils progress accelerates and gap closes	Autumn 2015 in Foxes, pre teach programme for maths ensures relevant pupils are more engaged in their learning Success in arithmetic shows good progress from baseline to end of term assessments.
Educational Psychologist	£2600	Continued	To offer support and training for pupils with complex needs/	Pupils make progress in line with their peers and close the	Pupil progress, behaviour logs, attendance, parent	Effective children's support implemented more quickly

	(Independent)		behaviour problems. To attend meetings with parents and other agencies. To support behaviour programme.	gap where necessary.	feedback EP reports and reviews Behaviour programme is successful.	and successfully. Other agencies involved more quickly due to sign posting from EP. EP given advice on leading the “Positive Learning Behaviour” project.
Booster groups for Y6	£400	Continued	To provide extra support for Y6 pupils 2 hours per week x 8 weeks	Pupils make the required progress in Y6 SAT’s	Results!	
Speech and language therapist	£1200 (Independent)	Continued	To continue to provide programmes of language support for those children identified as needing extra help	Pupils speech and language improves, allowing them greater access to all areas of the curriculum and improves self esteem.	Progress from screening/ baseline	
To purchase Nessy	£200 (1 year license for 20 users)	Continued	An online programme to help dyslexic pupils with their reading and spelling	Pupils close narrow and close gaps with their peers.	Do the children who failed the Y1/ Y2 phonics pass the re take? What % of PPP pass the phonics check? Are we closing the gap?	Pupils with identified reading/ spelling needs given extra opportunities to use Nessy. End of Dec 2015, 1 out of 2 PPP from Squirrels showing good progress with spelling.
To encourage all PPP to participate and have access to clubs, enrichment activities, educational visits and residential trips	£700	Continued	Pay for Jiggly Wrigglers and support families with the costs of residential and clubs.	Improving participation and engagement of PPP in wider school life, overcoming barriers.	Number of PPP who participate in clubs, trips etc	Paid for Jiggly Wrigglers Autumn 2015 only as pupils outgrown it and other needs identified. Full attendance at London residential – some support given
To provide pupils with the opportunity to experience Forest Schools, using the outdoor	£1400 contribution towards supply and course costs	New	Trained teacher to work across the school.	To provide outdoor learning opportunities exploring the school grounds and woodlands, providing secure risk taking activities	Do children have a better understanding of the outside world? Do these experiences support those with social and emotional difficulties to be able to cope better?	Autumn 2015 – PPP acting differently outside than in confined classroom environment, away from the pressures of the curriculum.

environment						
To purchase an independent counsellor	£500	New	Counsellor to provide emotional support for most vulnerable pupils	Pupils able to access learning as emotional upsets being managed better	Pupils less emotional, have less outburst, able to cope better in lessons, in friendships etc	
Families and communities						
A4A meetings/ structured conversations	£600 for supply	Continued	To provide opportunities for teachers to attend A4A meetings and with support staff to meet with families.	Improving participation and engagement of PPP in the wider life of school and in their own personal development.	Rates of progress Attendance	A4A pupils during Autumn 2015 are showing a greater confidence, able to manage behaviour better, developing positive attitudes to learning. The opportunities to share and talk about achievements very valuable. Parents are able to have open conversations and be part of the action planning process.
Ensure that parents and families are aware of how to apply for FSM etc.	No cost	Continued	Letters sent out each term and reminders put in newsletters.	Improved uptake of PP compared to 2014/2015		
Additional MTA for lunchtimes	£1,450	New	To provide a calmer lunch for all, with additional adult being able to allow pupils to use Holywell Hollow	Less disruptions during lunchtime. Hollow being used whenever possible.	MTA's to monitor impact	Use of Sports leaders and active lunchtimes means engagement socially is greatly improved.