



## Pupil Premium Provision Map :2016-2017



Budget :£ 138, 580

Type of provision	Inclusive practice and whole school provision	Individual and group provision	Cost	Success criteria	Impact
Cognition and Learning	High Expectations Quality First teaching Accelerated teachers cover absences Planning from new curriculum Quality marking On-going analysis of data Whole school reward system Language rich learning environment Guided group work with teacher, accelerated teachers and teaching assistants Additional nursery nurse Milestone Assessment Y1,3,5 APP Assessment Y2,6 EYFS profile baseline assessments Differentiated work, resources, questioning and planning Broad and balanced curriculum Teaching assistants and support staff Nurturing ethos-Values based education Child centred pastoral care Family Learning conversations and reports Interactive whiteboards with internet access Computer and laptop access Talk partners Pupil voice activities Working walls Visual prompts (e.g. alphabet, word	Y1 Daily Supported Reading Accelerated teachers in classes to increase adult:child ratio and to support group work Accelerated teachers taking 1:4, 1:6 intervention groups for 'milestone' gaps. Phonics interventions in KS1 and 2 Phonics specialist intervention Numbers count TA Speech and language lead programme Transition groups and support Targeted parental support including additional resources sent home Additional reading practice 1:1 Pre-teach opportunities Focus pupils identified from Pupil Progress Meetings have targeted questioning, marking and book scrutinies from SLT Support Plans Advice from outside agencies Specific programmes from external agencies Tiger Teams and Tiger Cubs AHT and DHT focus mathematics groups: supporting : supporting Year 2 and Year 6 Able literacy group weekly Year 6 breakfast and after school SATs booster groups Parent Reader volunteers	£138,572  (Accelerated teachers, senior level teaching assistants)	<ul style="list-style-type: none"> <li>• The gap between PP and non PP children to close.</li> <li>• PP pupils make at least good progress</li> <li>• Individual children receive targeted support in their learning.</li> </ul>	

	<p>mats, hundred squares)</p> <p>Multi-sensory learning opportunities</p> <p>Paired work</p> <p>Daily phonics sessions in Early Years and KS1</p> <p>Daily guided reading</p> <p>Linear 'House' system</p> <p>Opportunities to read for pleasure</p> <p>Homework</p> <p>Homework club (KS2)</p> <p>Practical resources (magnetic letters, Numicon, science resources etc)</p> <p>Olympic tables challenges</p> <p>Early identification of learning styles and needs</p> <p>Philosophy for Children (P4C)</p> <p>School Council</p> <p>Regular Professional Development for all staff</p> <p>Specialist art teacher</p>				
Behavioural, Emotional and Social	<p>High Expectations</p> <p>Quality First teaching</p> <p>Clear expectations</p> <p>Behaviour policy</p> <p>Safe to Learn policy</p> <p>Differentiated work</p> <p>Broad and balanced curriculum</p> <p>Teaching assistants and support staff</p> <p>Nurturing ethos</p> <p>Child centred pastoral care</p> <p>Family Learning conversations</p> <p>Class visual timetable</p> <p>Whole school reward system</p> <p>Linear 'House' system</p> <p>Circle time activities</p> <p>PSHE curriculum</p> <p>Values hour weekly</p> <p>Mini-mentors</p>	<p>LASS Group</p> <p>Counselling/play therapy</p> <p>Art therapy</p> <p>Social skills intervention programmes</p> <p>Daily support in the dining hall</p> <p>Friendship groups</p> <p>BSS advice and support</p> <p>Transition groups and support</p> <p>Early help referral for attendance</p> <p>Family/child referrals to CAMHS</p> <p>Advice and programmes from external agencies</p> <p>Individual reward/motivator systems</p> <p>Fidget toys</p> <p>Time out cards</p> <p>Lesson breaks</p> <p>Support plans</p> <p>EWO support</p>	£8,000 ( Play therapist)	<ul style="list-style-type: none"> <li>• Children's emotional needs are supported and wellbeing issues are addressed.</li> <li>• Behaviour logs reflect policy and repeated incidents are minimal.</li> </ul>	

	<p>Values and Global assemblies  Achievement assemblies  Zoned playgrounds, including sports court and quiet area  Lunchtime clubs  Extra-curricular clubs  Behaviour log  School council  Effective communication within and between phases  Behaviour management training and support for all staff  In school library for access to greater variety of books</p>				
Attendance and punctuality	<p>Attendance information shared in assembly  Breakfast club  After school club  Communication of attendance expectations to parents  Attendance figures in reports and in learning conversations  Monitoring meetings with the EWO  EWO patrols for lateness</p>	<p>Parental/family liaison officer  Letters home to highlight attendance/lateness concerns  Early help referral for attendance  Family meeting with Assistant Headteacher/Inclusion Manager  Home visit by EWO  First day calling  Late register and Late pick up register</p>		<ul style="list-style-type: none"> <li>• % of persistent absentees to reduce</li> <li>• Lateness to decrease</li> <li>• Children in school and ready for learning</li> </ul>	
To enable accelerated progress	<p>Whole school assessment calendar  Contextual analysis of classes  Termly assessment data collection and analysis- Individual and group trackers  Pupil Progress meetings  Monitoring the impact and outcomes of interventions  Governor Partnership and monitoring  Phase Leaders monitoring impact of pupils through book scrutines weekly  Focus area on SIP</p>	<p>Early intervention to 'close the gap'  Focus pupils from Pupil Progress Meetings  Accelerated teachers' intervention groups  Accelerated teacher focus pupils in lessons  Individual book scrutiny for focus pupils  Intervention groups evaluated and changed half termly and termly</p>	See cognition and learning	<ul style="list-style-type: none"> <li>• Case studies to show individual and collective progress and areas of development</li> <li>• Action points specific towards year groups and individuals</li> <li>• SLT rigorously monitoring books and</li> </ul>	I ✓

				identifying gaps and progress made	
Support for vulnerable families	Open door policy for communication with parents Fruit snacks Milk Universal free school meals for KS1	Resources and equipment to support learning in school and at home Funded breakfast and tea-time club places Funded places on school trips and outside activities, including Y4 and Y6 residential trips		<ul style="list-style-type: none"> <li>• Children to be present on all educational visits.</li> <li>• Children have access to additional clubs.</li> <li>• Children have access to healthy snacks and food.</li> </ul>	