

Middleton Community Primary School Pupil Premium Plan (2015-16)

**Pupil premium objectives for 2015/16**

**Total pupil premium allocation for 2015/16: £33,260**

- 1. To continue to close the gap between disadvantaged and non-disadvantaged pupils in all year groups.**
- 2. Ensure more disadvantaged pupils are reaching the higher levels. (particularly in Writing and Maths)**
- 3. Improve rates of progress for disadvantaged pupils in Year 3 and 4, particularly in Writing.**
- 4. To provide information and guidance to parents and carers on pupil premium funding and ways to support their child at home.**

## Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	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? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Afternoon intervention groups – CH to provide teacher release time.	£4,120	Ongoing activity	2 hours for Falcons, 1 hour for Owls & Puffins per week. Teacher to work 1:1 or with small groups on literacy and maths skills dependent on the child's needs.	Children to develop literacy and maths skills and impact on overall progress, attainment and confidence. Time to correct misconceptions from recent learning.	Monitored by AD termly using i-track tracking system and 1:1 pupil progress meetings with class teachers.	See Data tracking – disadvantage pupils July 2016  Gaps closed in Y2 & Y6, closing in Y4. High number of additional need and PP in years 3 & 5, means gap is not yet closed. Only 3/10 children from the Y6 cohort as a whole met the expected standard in Maths, 1 of these children was disadvantaged. More work is needed to

						develop Maths progress and attainment, particularly by the end of KS2. 2 PP children in Year 1, one child meeting expected progress, 1 child with additional needs is working towards.
<b>Teacher (0.5) &amp; HLTA (10 hours) to teach small class of Year 2 pupils.</b>	£11,409 (CH pay)  £8,702 (LW)	Ongoing activity	Class teacher each morning per week.  HLTA each afternoon per week.	Meet the needs of Y2 children, provide a stepping stone between KS1 and KS2. Ensures other class sizes are smaller and allows discrete year group teaching.	Monitored by AD through class observation, scrutiny of work and planning, pupil progress meetings and discussion with children.	KS1 data is strong – 83% at expected level in Reading, Writing and Maths. Compared with 84% of cohort as a whole. Positive feedback from children and parents.
<b>Additional TA support for precision teaching before school</b>	£613 1.5 hours per week x £10.75 x 38 weeks = £613	Ongoing activity	Each morning 1:1 precision teaching with literacy focus.	To develop phonic skills to extend reading and writing confidence and progress.	Monitored by AD through observation and pupil progress meetings.	2 children made progress in Reading and Writing Y5 – 4 steps in Writing, 3 steps in Reading Y6 – 7 steps in Reading, 6 steps in Writing
<b>Y5 additional teacher support sessions focusing on English and Maths</b>	£293 per week X 12 weeks = £3,516 U1 £30.10 per hour x 3.25	New activity	3 x mornings per week – (LS)	High number of SEN and children with additional needs within this year group. Focussed work to develop Writing and Reading skills. Support in Maths sessions to extend number understanding.	Monitored by AD through observation, pupil discussion, book scrutiny and pupil progress meetings.	See Y5 tracking document.  All children made progress – on average 4 steps of progress in Writing, 1 step in GPAS, 4 in Maths and 3 steps in Reading. 1 child with lower attendance unfortunately missed many sessions.

<b>Forest schools</b>	£630 - 3 hours per week additional TA support 2 hours per week x £8.29 x 38 = £630	Ongoing activity	1 afternoon per week. Term 1 - 12 Y3 children, Term 2 – 16 Y4 children, Term 3 a further year group .	To develop children's social and emotional well- being and to inspire play opportunities in our woodland setting.	Monitored by AD through observation, pupil discussion, classroom observation and parental feedback.	Children benefitted greatly from collaborative working approach. Children particularly who present with behavioural difficulties have shown improvement across all areas of school life. Very positive feedback from children who participated.
<b>FirstClass@Number Small group work (KS1 &amp; 2)</b>	£1,311 – 3 hours (JH) 3.5 hours x £9.86 x 38 = £1,311  £1,311 – 3 hours (LW) 3 hours x TA £10.75 x 38 = £1,226	Ongoing activity	3 ½ hour sessions per week + planning time for TA.	To develop children's number knowledge and confidence. Extend place value understanding and ability to work with numbers.	Monitored by AD and CW through progress discussion and assessment using Sandwell testing. Discussion with children, observation of sessions and work scrutiny.	See Firstclass@number analysis – on average children made 22 months number age progress in 5 months (KS1). At KS2 children made on average 10 months progress in 5 months and showed higher confidence levels in Maths sessions.
<b>Success@Numbersense (Upper KS2)</b>	£1,226 – 3 hours (MM) 3 hours x 10.75 x 38 weeks = £1,226	New activity	3 x 40 min sessions + planning time for TA.	Extend place value understanding, addition, subtraction, multiplication and division skills. Build Maths confidence and enjoyment.	Monitored by AD and CW through progress discussion and assessment using Sandwell testing. Discussion with children, observation of sessions and work scrutiny.	See Success@numbersense analysis.  On average children made 22 months of number age progress in 5 months. Higher confidence levels were observed in Maths sessions and children verbalised their enjoyment of Maths.
<b>Musical instrument tuition</b>	£2,054	Ongoing activity	Subsidised tuition payments – 1 lesson per week	Children learn either violin, guitar or drums. Promote	Musical performances and pupil discussion	Children continue to enjoy music. Violin and drumming concerts were

	Violin for last year £1,257 Drums for last year £797 Total £2,054			a love of music, develop concentration and learning skills which are transferred to other areas.		arranged and enjoyed by children and parents alike.
<b>Additional Reading support</b>	£408 11.5 TA hours (AP)	Ongoing activity	Children to read 3 times per week or daily to a TA.	1:1 support to improve reading skills and comprehension.	Monitored by AD, pupil progress meetings, pupil discussion and parental feedback.	58% of Y3 children are secure against AREs an improvement from 25% in March. 75% in July compared with 31% in March in Y4.
<b>Additional parental discussion time – TA time</b>	£600 for additional hours	Ongoing activity	Twice yearly meetings to improve parents understanding of PP funding and how it is used to benefit their child.	Twice yearly meetings to discuss pupil progress and impact of additional interventions provided by PP funding.	Monitored by AD – parental feedback.	100% of parents felt that they were well informed about their child's progress in our parental questionnaire (April 2016).
<b>Resources</b>	£2,000  Total: £34,677	New activity	Enhanced resources in Maths and GPAS	Improve classroom resources to meet pupils' needs. New maths and GPAS resources to scaffold learning against 2014 curriculum.	Monitored by AD, pupil feedback, pupil progress meetings.	Practical resources in Maths have ensured that children are using resources to scaffold their learning. GPAS resources have deepened teachers subject knowledge and ensured greater in depth teaching of this area.