

Holywell CE Primary School – Pupil Premium Spending Plan 2016-17

Total Amount of Anticipated Funding - £13,480

Barriers	Plan to address barriers	Cost	Intended Outcomes	Impact – End of year
Gaps in learning prevent pupils from reaching age related expectations and accessing learning at the level of their peers. Pupils have less support at home and homework tasks or additional learning opportunities are lacking.	1:1 tuition	£3984.30	<ul style="list-style-type: none"> Pupils demonstrate increased confidence in their learning within class Pupils make good progress from their starting points Pupils attainment is at ARE or better when summative assessments are completed Pupils perform well in PIRA and PUMA tests Pupils perform well in statutory assessments 	Some children still below where ARE is, but their attitude to learning and confidence to tackle learning independently has improved. Pupils accessing and applying 1-1 tuitions sessions after close analysis of Puma and Pira assessments.
Working at levels that are well below ARE means that pupils sometimes disengage in class. They find it difficult to access the learning, struggling with confidence and motivation. This can be compounded where pupils have specific additional needs.	TA hours to support in class and deliver intervention	£4447.10	<ul style="list-style-type: none"> Pupils demonstrate increased confidence and motivation in their learning within class Pupils make good progress from their starting points Pupil needs are met well through carefully planned interventions 	All children will engage in their learning, contribute in class, group discussion and in a 1-1 situation. Quickly identified interventions are planned so children have caught up. These may have been from gaps in learning or from misconceptions.
Pupils who are not 'ready to learn' when they arrive in class. Often because they have arrived late or because they are distracted by events (worries) outside of school. Some pupils have SEN and sensory processing needs and others display SEMH as a result of things that are troubling them outside of school.	Sensory Circuits	£969.30	<ul style="list-style-type: none"> Pupils come to school early to attend circuits and therefore get to class on time Pupils are calm and ready to learn when they go to class Pupils personal welfare improves as a result of the coaching they receive Pupils relate better to their peers and other adults; they are more confident Pupils are valued and feel they make a worthwhile contribution to the school Pupils have their pastoral needs met leading to better concentration and application in learning 	Children are faster to access learning in the morning. Other adults in school have meaningful discussions with these children throughout the day about their learning and remind them of their person targets at the start of the day after circuits has finished.
Low income families can not contribute financially to support trips and residential visits. Pupils have less access to wider learning opportunities such as sports coaching, swimming	Day trips, residential trips and enrichment activities	£1206.80	<ul style="list-style-type: none"> All pupils will have equal access to the opportunities available to them. Pupils will demonstrate increased levels of confidence and self-esteem. 	Children engage and are excited by these learning opportunities supporting their improved confidence and ability to draw on experiences for

and music lessons. There is inequality between pupils in terms of the opportunities they have. This can lead to low self-esteem and poor emotional well-being. Pupils do not get the opportunity to show their potential capabilities.			<ul style="list-style-type: none"> • Pupils will have good relationships with their peers and demonstrate high levels of motivation. • Pupils demonstrate ability and enjoy success in activities they may not normally access. • Pupils will demonstrate increased resilience and independence • Pupils will demonstrate good progress and make smooth transitions between phases/classes. 	further writing opportunities. Children show increased resilience from such experiences and confidence to try new things.
Children struggling with attachment difficulties find it challenging to meet the requirements	CPD for all staff	£225.00	<ul style="list-style-type: none"> • Teachers familiar with the barriers these children have to learning • Teachers more able to understand and make provision appropriate to their learning style 	Teachers understanding of 'the whole child' was improved. Interventions and discussions were put in place with this knowledge so that children's need are met.
Children who need support to manage social situations including making friends, developing friendships, managing loss and separation	Inclusion hours	£2,272.50	<ul style="list-style-type: none"> • Children to feel more confident to share their concerns and know that a trusted adult will support them • To give children time and space to share their feelings in a supportive environment 	Relationships developed for children to know there is an adult at school and protected time they can trust. Children are using and applying skills to improve friendships and work through bereavements and loss without this impacting negatively over time.
Children's ability to write creatively and include varied vocabulary.	Lego story writing programme	375.00	<ul style="list-style-type: none"> • Children having a tight framework in which to write • Improved attitude to writing • Children having visual representations for their written outcomes • Children achieve ARE and GD 	Children made good progress and were able to use the technology showcasing their work for the class, therefore acting as 'experts'. They were then able to 'train' other children impacting positively on their confidence as writers. All children using this programme achieved Are or GD in writing.
TOTAL		£13,480		