**2015/16 Pupil Premium Spend**

**Allocation: £66,000 (49 PP and 1 LAC)**

New key spending themes:

* Early Help Assessment Co-ordinator completes the new Welfare Team in school and will work with new families, vulnerable families and children not yet in school to build strong and lasting relationships
* PSA to continue to support vulnerable families and pupils and extend training that is available to all
* Sharpen the use of HLTA provision to boost attainment across KS1 and UKS2
* Personal Speech and Language Therapist Service (4.5 hours weekly) and provision for follow up of groups. Ensure that groups are focused and appropriate and only change in consultation with the qualified SALT
* Over-staffing in the EYFS and Y1 with 4 smaller teaching classes

Strategic Early Intervention Themes

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Initiative | F1 | F2 | Y1 | Y2 | Y3 | Y4 | Y5 | Y6 | Total |
| Ready, Steady, Play | £1700 | £800 |  |  |  |  |  |  | £2,500 |
| Parental Support | Shared but heavy focus on lower school | | | | | | | | £7,500 |
| TA Support- Grade 3 (Reading and Phonics) |  |  | £3,000 | £1,000 |  |  |  |  | £4,000 |
| HLTA Booster Costs |  |  |  | £5,200 |  |  |  | £5,200 | £10,400 |
| HLTA Emotional Groups and Play Therapy | Shared but heavy focus on lower school | | | | | | | | £3,000 |
| 1:1 Teaching and small group boosters |  |  |  |  |  |  | £1000 | £4500 | £5,500 |
| Bespoke SALT | £2000 | £2000 | £2000 |  |  |  |  |  | £6,000 |
| SALT Follow up | £800 | £800 | £800 |  |  |  |  |  | £2,400 |
| Over-staffing in EYFS |  | £11,000 |  |  |  |  |  |  | £11,000 |
| Over-staffing in Y1 |  |  | £11,000 |  |  |  |  |  | £11,000 |
| Testbase to support assessment | Shared but heavy focus on Y2-Y6 classes | | | | | | | | £300 |
| Breakfast Clubs and targeted attendance concerns | Shared but heavy focus on Y6 SATS | | | | | | | | £900 |
| School Visit support | Shared but heavy focus on residential support | | | | | | | | £1,500 |
| Jump Ahead Group |  |  |  |  | £400 | £400 |  |  | £800 |
|  |  |  |  |  |  |  |  | Total | £66,000 |

Review Notes

Ready, Steady, Play- brings families into school early to support transition into F1. Hard to measure impact but feedback is very positive especially on pupil and parent views. LOW COST- MEDIUM IMPACT

PSA- Very well received, allows teachers to teach, creates a bridge between parents/families and SLT. MEDIUM COST- HIGH IMPACT

TA SUPPORT- Well target TA intervention across the school allows teachers to break classes into smaller chunks and to support children more specificially. Particularly beneficial for phonics work and early reading. HIGH COST- MEDIUM IMPACT (Next step: more precise measures to capture the progress made as a direct result of each intervention)

HLTA BOOSTER CLASSES- Split the bulge class into 3 groups across Y2 and supported groups in Y4, Y5 and Y6. Progress is evident in these groups and work is more precisely meeting needs of individuals, particularly those who are more able. Outcomes for pupils above average likely to meet national averages. HIGH COST- HIGH IMPACT

HLTA EMOTIONAL GROUPS- Hard to measure the progress but attendance of key pupils rising, behaviour is mostly very positive and pupils making expected progress. HIGH COST- HIGH IMPACT

1:1 Teacher groups and boosters- targeted provision for off track pupils with a focus on pre-teaching core concepts. HIGH COST- HIGH IMPACT

Bespoke SALT and follow-up groups: Children in school are assessed, grouped and targeted with specialist provision and programmes to develop confidence in speech. HIGH COST- HIGH IMPACT

Over- staffing in EYFS and Y1- 2 classes of 20 children in each year group to ensure that teaching groups are small and well differentiated. Work meet pupils needs and challenges them to make rapid progress. HIGH COST- HIGH IMPACT

Testbase- a resource that allows teachers to access a range of assessment practice materials to help pupils to produce good standards on assessment materials. LOW COST- MEDIUM IMPACT

Breakfast clubs and targeted support- boosts attendance and ensures that children are in school, ready to learn and calm/settled at key times of the year. LOW COST- LOW IMPACT

School visit support- ensures that PP pupils can access a wider range of opportunities. LOW COST- LOW IMPACT

Jump ahead- a programme to support low level physical and motor skill issues- LOW COST- MEDIUM IMPACT