

Pupil Premium 2013 2014



Approach to learning	Area	Completed by	Overall benefit
<p>Reading</p> <p>Intervention Project group and individual</p> <p>Phonic Sessions</p> <p>Boys Writing Intervention Y2</p> <p>Y1 Intervention for individuals</p> <p>Additional support</p> <p>One to one and speech and language group sessions</p>	<p>Across School</p> <p>Each morning Mon – Friday. 8.45am to 12.15pm</p> <p>Lower School</p> <p>Year 2</p> <p>Year 1</p> <p>Across School</p> <p>20 hours a week 15 hours plus 5 hours)</p>	<p>Teacher/ SENCO trained by school as a Reading Specialist in order to deliver intervention according to need.</p> <p>Individual tracking completed by SENCO</p> <p>Assistant directed by above trained to support pupils according to identified needs</p> <p>Measured by the Sandwell Tests.</p>	<p>Intensive reading catch up to tackle poor literacy skills.</p> <p>Closing the gap in attainment and achievement as evidenced by regular assessments at end of intervention period which show the progress made for each child.</p> <p>Children take part in sessions on a planned basis to support learning according to identified needs.</p> <p>Observations also carried out and records kept at beginning and end of interventions.</p>
<p>Supporting Pupils/ Family/ Carers. Liaising with multi agencies</p> <p>Supporting Pupils/ Family/ Carers. Liaising with multi agencies</p>	<p>Across School</p> <p>10-00am to 3.00pm 4 days a week</p>	<p>Pastoral Care Manager</p> <p>Learning Mentor - Assistant to Pastoral Care Manager</p>	<p>Improving attendance by first day responses, attendance displays and awards.</p> <p>Supporting pupils and carers to bridge the crucial divide between home and school, improving behaviour and self esteem.</p> <p>Family involvement in children's learning</p> <p>Challenge for more able pupils through extra curriculum sessions.</p> <p>Support for learning outside the curriculum hours – homework support.</p>
<p>One to one and additional group tuition in maths and literacy to support individual classes.</p>	<p>Across School. Daily sessions performed by 8 support staff.</p> <p>Maths 3 days for 50 mins</p> <p>Nursery – split on ability for key work groups</p> <p>KS1 Read Write Inc Initiative</p> <p>S2 Comprehension Groups</p>	<p>Familiar support staff trained to support children's learning.</p>	<p>Daily support to boost children's learning progress throughout year.</p> <p>Regular Feedback given with teacher to establish progress being made for each child.</p>

Approach to learning	Area	Completed by	Overall benefit
<p>Service Level Agreement with Central Support Primary for specialised teacher support for Dyslexia</p> <p>1/2 day per week</p>	<p>Across School</p>	<p>Teacher from Central Support Primary</p> <p>From April 2013 to March 2014</p>	<p>Additional support for SENCO to support and assess children for Dyslexia and with special educational needs.</p> <p>Closing the gap in attainment and achievement for specific children</p>
<p>Service Level Agreement with Educational Psychologists</p>	<p>Across School</p> <p>To support SENCO with the cognitive assessments for the ASC Pathway and the process of identification of SEN. The school has a high proportion of pupils requiring assessments.</p>	<p>From April 2013 to March 2014</p>	<p>To support SENCO with the cognitive assessments for the ASC Pathway and the process of identification of SEN. the school has a high proportion of pupils requiring assessments</p> <p>Pupil focus changes termly.</p>
<p>Better Reading Partnership</p> <p>Monitoring Teaching and Grammar Training</p>	<p>Across School</p> <p>Yr 1 to 3</p> <p>Across School</p> <p>Across School</p>	<p>Senco/Trained as Reading Specialist</p> <p>TAs trained in Better Reading Programme</p> <p>External Supplier</p> <p>LA Learning Ltd</p> <p>Angela Molyneux</p>	<p>Training for staff and volunteers to deliver targeted Reading Intervention. Training for staff in use of Benchmark assessment as diagnostic teaching tool</p> <p>Support for observing, monitoring Teaching and Grammar Training. Initiative needs driven.</p> <p>Needs driven initiative. Writing workshop for skills and teaching</p>
<p>1st Class numbers</p> <p>SERCO</p> <p>Aspire School Improvement</p>	<p>Years 4 and 5 - 3 times a week</p> <p>Lead Teacher and Assistant</p> <p>Targeting Level 3 in Year 5</p>	<p>External Supplier</p> <p>Charlotte Madine</p> <p>Aspire School Improvement Partnership</p>	<p>Accelerated progress in writing.</p> <p>Ongoing engagement in and enjoyment of writing.</p> <p>Improvement of feedback and evaluation of learning from staff.</p> <p>Verbalisation of learning and progress from children.</p> <p>Success at Arithmetic Mathematics Intervention Programme – training and support to raise pupil standards</p>

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Maths Recovery Consultancy	Across School	External Supplier3 CM Learning (Charlotte Madine)	Maths recovery coaching and mentoring for school staff. Training and support to raise standards
EYFS/ Y1 Consultancy	Foundation/ Y1	External Supplier Early Years to Primary Hayley Wynne	Bespoke EYFS and Y1 consultancy. Training in baseline assessments. Observation of practice to support pupil transition from EYFS into KS1
<p>Pupil Tracking</p> <p>Deputy Headteacher timetabled 1 day a week for tracking pupil learning progress</p> <p>Booster class for Y5/6</p> <p>3 afternoons per week</p> <p>Developmental work to improve feedback of progress to children</p> <p>Experienced Teacher for 5 days a week September – October £4948</p>	<p>Across School</p> <p>Across School</p> <p>Y5/6</p> <p>Spread around classes throughout school.</p>	<p>External Supplier</p> <p>Deputy Head Teacher</p> <p>Deputy Head Teacher</p> <p>Experienced Teacher from staff of the school currently unattached to a class.</p>	<p>Upgrade Pupil and EYFS tracking to enable school to track vulnerable pupils</p> <p>Progress assessed regularly and intervention planned for.</p> <p>Children aware of progress and next steps.</p> <p>Staff effective in giving constructive and developmental feedback to accelerate progress.</p> <p>Support for progress in throughout school. Gaps in learning will be identified and addressed in small groups or on an individual basis.</p> <p>Intervention work from an experienced teacher to boost progress and 'close gaps' in learning. Groups targeted following analysis of tracking carried out by Deputy Headteacher – see above.</p>

Approach to learning	Area	Completed by	Overall benefit
Residential Trip Crosby Hall 3 rd – 5 th March 2014 Resources for trip Children's Adventure Farm 1 week February 2014 (video cameras for video diary)	Group Y4 Children (46 children / 25 PP) Group Y5 children (15)	SENCO Deputy Headteacher Class Teacher Y4 SENCO Deputy Headteacher Class Teacher (5 days Supply)	Improved attitude and self esteem. Observed behaviours, improved relationships and confidence as evidenced by class teacher's case studies. Improved attitude and self esteem. Observed behaviours, improved relationships and confidence as evidenced by class teacher's case studies.
Play Therapy Specialist	Across School	External Supplier Helen Gedge	Re engagement of pupils with learning. Self esteem and maintaining friendships will be improved thereby continuing to raise attainment and progress.
Year 6 Booster Support	Year 6	External Supplier Sarah McIlroy	Year 6 Booster Support for pupils and Leader support.
Assertive Mentoring	Across School	3 weeks supply .	Structured approach to raising attainment and achievement through a system of self review and targets involving collaboration between teachers, children and parents.

Total of funding to be received from pupil premium

Eligible pupils – 138 @ £900 = £124200

September 2013 Revised figure to be received £130500 in respect of 145 pupils

January 2014 Revised figure to be received £139685 in respect of 145 pupils

March 2014 Revised figure to be received £140885 in respect of 145 pupils

Incl looked after

<http://www.education.gov.uk/schools/adminandfinance/financialmanagement/schoolsrevenuefunding/a00218077/funding-settlement-2013-14>