



# Pupil Premium 2014 2015

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>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. 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 to Pastoral Care Manager until June2014</p> <p>June July 2014</p> <p>Extra Hours given to TA staff</p>	<p>Improving attendance by first day responses, attendance displays and awards. 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.</p> <p>Daily sessions performed by 8 support staff. Maths 3 days for 50 mins</p> <p>Nursery – split on ability for key work groups</p> <p>KS1 Read Write Inc</p>	<p>Familiar support staff trained to support children's learning.</p>	<p>Daily support to boost children's learning progress throughout year. Regular Feedback given with teacher to establish progress being made for each child.</p>

	Initiative KS2 Comprehension Groups		
<b>Approach to learning</b>	<b>Area</b>	<b>Completed by</b>	<b>Overall benefit</b>
Service Level Agreement with Central Support Primary for specialised teacher support for Dyslexia  1/2 day per week	Across School	Teacher from Central Support Primary  From April 2014 to March 2015	Additional support for SENCO to support and assess children for Dyslexia and with special educational needs. Tracked Information Reports established.  Closing the gap in attainment and achievement for specific children
Service Level Agreement with Educational Psychologists	Across School  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.	From April 2014 to March 2015	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  Pupil focus changes termly.
Better Reading Partnership  Monitoring Teaching and Grammar Training	Across School  Year 1 to 3	Senco/Trained as Reading Specialist  External Supplier  LA Learning Ltd  Angela Molyneux	Training for staff and volunteers to deliver targeted Reading Intervention. Training for staff in use of Benchmark assessment as diagnostic teaching tool  Support for observing, monitoring Teaching and Grammar Training. Initiative needs driven.  Needs driven initiative. Writing workshop for skills and teaching
Writing Project  1 <sup>st</sup> class numbers SERCO  Mathematics Booster Groups	Years 4 and 5  Year 6	External Supplier  (Angela Molyneux)  External Supplier  Sarah McIlroy	Accelerated progress in writing. Engagement in and enjoyment of writing. Improvement of feedback and evaluation of learning from staff. Verbalisation of learning and progress from children. Intervention work from an experienced teacher to boost progress and 'close gaps' in learning
<b>Approach to learning</b>	<b>Area</b>	<b>Completed by</b>	<b>Overall benefit</b>
Meetings with Key Staff, learning walks and book scrutiny . Evaluation and SATs evaluation	Across School	Sarah McIlroy	Progress assessed regularly and intervention planned for. Evaluation and SATS Evalaution.

with Subject Leader Pupil Tracking  Deputy Headteacher timetabled 1 day a week for tracking pupil learning progress Booster class for Y5/6 3 afternoons per week Developmental work to improve feedback of progress to children  Experienced Teacher for 4 days a week April – July 2014  Experienced Teacher for 2 weeks July 2014	Across School  Across School  Y5/6  Spread around classes throughout school.	External Supplier  Deputy Head Teacher  Deputy Head Teacher  Experienced Teacher from staff of the school currently unattached to a class.	Upgrade Pupil tracking and EYFS tracking to enable school to track vulnerable pupils  Progress assessed regularly and intervention planned for. Children aware of progress and next steps. Staff effective in giving constructive and developmental feedback to accelerate progress. Support for progress in throughout school. Gaps in learning will be identified and addressed in small groups or on an individual basis.  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.
Assertive Mentoring Rising Stars Teacher for PP Intervention work Programmes for teaching word recognition and spelling (Wordshark) and basic numeracy (Numbershark). September to March 2015	Across School  Across School	  Senco and TAs.	Structured approach to raising attainment and achievement through a system of self review and targets involving collaboration between teachers, children and parents.  Narrowing of the gap between their achievement and the age related expectations.
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Play Therapy Specialist 2 Sessions 1 <sup>st</sup> April	Across School	External Supplier Helen Gedge	Play Therapy and Counseling Re engagement of pupils with learning. Self esteem and maintaining friendships will be improved thereby continuing to raise attainment and progress.
Review of Learning Environments Identified next steps EYFS Profile Moderation and	Early Years /Lower Years	External Supplier Hayley Wynne	Support for early years and lower school staff on transition from foundation stage to lower years.

Development Plan	Early Years	Hayley Wynne	
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**Total of funding to be received from pupil premium**

**Eligible pupils – 145 @ £1300 = £188500**

**3 @ 300 = £900**

**Incl looked after children 1 @ £1800 = £191,200**

**07.07.14**