

PLATT PUPIL FUNDING ALLOCATION 2014-2015- Impact update end of term 6 2015

Total for the year: £13,000



This action plan will amend over the year to ensure the money is being used to have the greatest impact on progress for all pupil premium pupils. The needs and pupils may change.

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?
Team teaching with a teacher that has 5 PP children in her class, to develop good teaching and learning strategies: <ul style="list-style-type: none"> • Assessment for learning practice • Differentiation • Individual resources that support needs of those children. • Book scrutiny with the class teacher. 	£4026.69	New	Team teaching – once a week with the teacher. Clear development plan in place to track. Detailed pupil tracking is available in school.	Teaching and learning judged good. Developed assessment for learning skills to accelerate progress for those children. Reduced need for provision groups	Lesson observations Tracking of PP progress and books. Data tracking Developmental action plan – evaluated weekly.	As a result of this action a good teaching and learning judgement was secured. Judgement made through termly: <ul style="list-style-type: none"> • lesson observations • marking feedback • pupil conferences • pupil data tracking 80% (4/5) of PP children at least at an expected level in reading, writing and maths. A developmental plan is available in school with weekly support and impact recorded.
Teacher employed short time to lead focused groups for where accelerated progress is highlighted as a need. Terms 2-4 Changed – with changing of staff to increase some other interventions below + Daily 1:1 support for a PP child working below T 3 & 4	£7526.69 - (£4026.69 – see row above) £1500	New	To lead breakfast interventions and small group work alongside class teachers in the classroom. PP who are working below expected or whose progress has slowed down. Daily 1:1 provision support for maths and reading for an	PP progress good. PP in line with non PP children in their class and national expectations.	Pupil Progress meetings termly. T and L monitoring. Data tracking.	Year 6 (2014-2015) 100% of pupil premium pupils achieving L4 in reading, writing and maths. Year 2 (2014-2015) 100% of pupil premium pupils achieving L2B+ in reading, writing and maths.

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			identified pupil in T3, 4 and 5.			
TA's to run provision groups: Rapid read -literacy and maths booster groups	£4592.55 a year	Continued	Booster groups varying each term to the needs of those children. Specifically planned to close the gap to the next level.	Pupils progress a sub level. Misconceptions challenged.	Pupil progress meetings – termly.	75% of provision groups showing an impact on progress. Year 6 (2014-2015)100% of pupil premium pupils achieving L4 in reading, writing and maths. Year 2 (2014-2015) 100% of pupil premium pupils achieving L2B+ in reading, writing and maths. 100% at least expected progress for Pupil Premium pupils over the year.
Listening ear support	£788.09 a year	Continued	Opportunity for children to talk about concerns/barriers to learning. Emotional support.	Children ready for lessons.	Pupil progress meetings – termly.	This is working well alongside emotional support and PP pupils are regularly accessing the time to talk. PP pupils focused in class. Reduced playground/class room incidents and no red incidents. No red incidents (behaviour) in T5 & 6
Emotional support activities with a TA.	£1520	New	Anger management activities, weekly.	Supporting anger issues that restrict learning.	Pupil progress Number of red incidents.	Term 3 -This has increased as the needs of the pupils have increased. More family issues that are impacting. Term 5 & 6 – no red incidents in whole school. Reduction in the need for sessions as pupils have the skills to self-regulate their emotions.

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Enrichment opportunities, such as trips and clubs.	£434	Current	Additional trip activities accessed.	To allow access to all.	Pupils take part	<p>Term 2 – Funded one pupil to attend craft club to promote attendance and also build confidence. Excitement noted.</p> <p>Term 5- 100% PP attendance of trips for year. Basketball & football club attendance by 2 PP children.</p> <p>Term 6- Residential part funded (50%) for a PP child. 100% PP children attending trips.</p>
Funding of swimming and other extra activities	£517	Current	Supporting in funding swimming costs	Pupil Premium used for: Swimming lessons Music lessons.	Amount allocated to the intervention / action	Termly- 100% of PP are engaging in the activities offered. Swimming lessons received.
Uniform support	£200	Continued	Supporting in funding uniform costs	To allow access to all.	Pupils take part	Term 4- With the new introduction of uniform, it was vital that these pupils felt included. There has been a noticeable difference in their attitude to school through this.
Staff training: <ul style="list-style-type: none"> • Questioning • Provision group tracking 	£800 to lead TA training sessions.	Used similar with teachers last year and very effective	<ul style="list-style-type: none"> • Time for whole staff training – Emma Longley leading a twilight and cost of her training and support staff overtime. • Monday training sessions weekly led by an SLT member. 	<ul style="list-style-type: none"> • 100% pupils learning progressing in lessons • Reduced need for additional support out of class. 	<ul style="list-style-type: none"> • Pupil data tracking • Pupil progress meetings • Lesson observations • Work scrutinise 	<p>Term 3 80% observed using good questioning skills.</p> <p>Term 6 100% lesson observed demonstrated good questioning skills.</p> <p>TA's observed with good engagement in group or paired work.</p>
To promote improved attendance in school	£200	New	Some PP children have been identified as poor attenders and this is impacting	Improved impact of teaching and provision. Improved progress	Attendance tracking Progress tracking	Increased attendance noted. 90% of PP children are above 90% attendance. 10% (1 pupil) has demonstrated increased attendance

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			on progress and provision.			through reward systems. This child has improved their attendance with the reward system. It was 75.86% and has increased to 83.3%.

PP- Pupil premium