

PLATT PUPIL FUNDING ALLOCATION 2016-2017

Provisional total for the year: £14,520 (£1,320 per pupil)

September 2016- 15 pupils (some not included in the census so not reflective in income)

January 2017- 17 pupils (two new in term 3)



Year:	R	1	2	3	4	5	6
Number of PP:	3	2	1	3	4	0	4

Pupil Premium Lead: Karen Dyson

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?
Dynamo Maths- Maths intervention with individual assessments-targeted for those PP children who are below expected in Maths.	£500	Continued	Dynamo Maths is an Assessment, Intervention and Remediation programme that raises attainment and outcome for learners: <ul style="list-style-type: none"> •struggling with numbers •with dyscalculia and/or co-occurring difficulties. •who feel that they cannot achieve their aspirations and potential because their attainment is so low. 	Starting point: 50% (6/12) at expected or higher in Maths across the school. Target:79% of PP pupils at expected by July 2017 (not including R)	Termly tracking of PP by PP lead. Regular meetings with the adults supporting this.	This continues with younger pupils having a volunteer overseeing the group twice a week. Term 3 2017: KS1 – twice a week (with KL) 80% of the PP who are accessing dynamo maths making expected or better progress as of the end of term 2. 58.3% of PP children at expected or above at the end of term 2 2016. Term 4 2017: 64.3% of PP children at expected or above at the end of term 3 2017

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Club/sport opportunities- PP given opportunities to at least one sports club a week.	£300	NEW	Focused PP children who struggle with friendships to join a club in or out of school. E.g. Gym club Football club.	Starting point: 1 PP child accessing one extended sports activity currently.	Club attendance.	47% (7/15) attend at least one club. End of Term 2 2016: 2/15 (13%) attending a sports club. 7/15 (47%) attending a club. End of Term 3 and 4 2017: 2/17 (12%) Attending a sports club 10/17 (58%) Attending a club
Resources: revision guides, memory sticks, maths equipment Equipment to support representation	£100	NEW	Many PP pupils are limited on the resources they use for homework, we will provide those to maximise home learning.		PP leader to see how this links with termly progress.	End of term 2: CGP books – 1:1 tuition Reading book- to encourage mentor discussion about reading. Term 4 2017: 100% of the pupils asked about the resources state they find them useful and it has helped their studies.
Learning mentors	£2300		Allocated staff mentors to each PP child: Discuss targets and learning for the week.	Pupil aspirations and clear targets. Improved progress Great staff awareness of the PP.	PP lead to check records of meeting and impact. PP leader to see how this links with termly progress.	All mentors have met with their children and are keeping a running record of these meetings – evidence of weekly meetings. Staff and pupils are stating they are finding them incredibly helpful, it is giving children a time to talk about their learning.

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Pupil Premium Lead to track, observe and ensure action plan is implemented.	Cover cost: £165 x 12 = £1980 + £300 for PP training = £2280	NEW	<ul style="list-style-type: none"> Tracking of PP termly-data Lesson observations and drop ins (term 3 or 4) Book scrutiny of PP PP interviews (term 4) 	87% to make expected progress over the year.	Tracking termly shows the improvement of provision, support for PP.	Led the mentor set up. Term 2 2016: Tracking groups set up and used for PP children on target tracker (dynamo maths, beanstalk, 1:1) Term 3 2017: Lesson observations carried out			
Supporting uniform purchasing and trips.	£268.45	Continued	<ul style="list-style-type: none"> Pupils feel part of the school with the same uniform. Attended residential and other trips or workshops e.g. wasted. Residential trip opportunities available. 	Supporting in funding uniform costs	To allow access to all.	Ongoing Term 1 2016: PGL trip -support for two of the 4 pupil in year 6. Term 3 2017: WASTED workshop (50% PP funded) Term 4 2017: 5 pupils supported with uniform.			
To reduce persistent absentees/absence with PP children.	£200	Continued	Six PP children this year have been identified as poor attenders and this is impacting on progress and provision. School FSM is 3 higher than non FSM (Raise 2014 FSM 6.6 and non FSM 3.6) and % persistent absentees 5 higher (Raise 2014 7.1 FSM and 2.1	Improved impact on learning –in school. To promote the value in improved attendance in school	Absence in line or below national average. (5.1 for FSM and 5.6 for persistent absentees national) Entry data: 67% of focused PP children for attendance achieved above 90% are not seen as persistent absentees by the	See Attendance tracker sheet <table border="1" data-bbox="1749 1166 2107 1206"> <tr> <td>YR</td> <td>T1</td> <td>T3</td> </tr> </table> 83% (5/6) of the target PP children over 90%. 76.4% of PP children with expected attendance.	YR	T1	T3
YR	T1	T3							

March 2017

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			Non FSM)		end of 2015/2016. One PP: 2013/2014: 74.5% 2014/2015: 82.7% 2015/2016: 89.9% (Target for this child will be 92% for 2016-2017)	<table border="1"> <tr> <td>1</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>2</td> <td>92.65%</td> <td>92%</td> </tr> <tr> <td>6</td> <td>91.18%</td> <td>92%</td> </tr> <tr> <td>6</td> <td>94.12%</td> <td>89%</td> </tr> </table>	1	100%	100%	2	92.65%	92%	6	91.18%	92%	6	94.12%	89%
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Emotional support activities with a TA.	£2520 Plus an addition of £225 counselling course. = £2745	Continued	Anger management activities, weekly.	Supporting anger issues that restrict learning.	Pupil progress Number of red incidents.	<p>Term 1: 28.6% working at expectation for combined (maths, reading, writing)</p> <p>2 PP red incidents</p> <p>Term 3: 42.9% working at expectation combined (maths, reading, writing)</p> <p>1 PP red incidents</p>												
TA's to run provision groups: Rapid read -literacy and maths booster groups	£2592.55 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 Misconceptions challenged.	Pupil progress meetings – termly.	<p>Term 1, 2 & 3: BRP- One child moved three steps over a term.</p> <p>Maths boosters - 50% made 4 more steps progress.</p>												

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Homework club run by a teacher and 1:1 tuition with a teacher. (MG)	£1150	New	Supporting homework set which maximising teaching opportunities.	Pupils have the opportunity to complete homework with the resources of school and expertise of a tutor.	PP progress good. PP in line with non PP children in their class and national expectations Entry data: 62% (8) Pupil Premium children access additional support within school with a teacher at homework club or Mathletics	Teacher working with three PP pupils an hour a week, as well as the wider homework club. Term 3 & 4: Focus for tuition has been reading and writing. All 3 children made expected progress for this term in writing and more than expected progress for reading.
CPD opportunities to help improve teaching – <ul style="list-style-type: none"> • Phonics teaching • BRP training for two TA and Headteacher 	£600 £200 = £800	Continued	We believe that 'Good' or 'Outstanding' teaching is the main tool to help all groups of children make progress and achieve the best of their ability. We therefore invest in any training opportunities which we feel will benefit our teachers and improve their teaching skills.	Target: 100% PP phonics screening	Teaching and learning observations. Pupil progress meetings.	Term 2 2016- BRP training has taken place. Phonics training has taken place. BRP- One child moved three bands over a term. Term 3 2017- DH attended closing the gap conference
Beanstalk – 1:1 reading programme.	£1284 (five children)		Each child you refer spends an hour in total each week with their Beanstalk reading helper. On average, Beanstalk reading helpers stay with the same children for three to four terms.	Improved reading skills and understanding. Starting point: 0% (0/5) of pupils at expected at the end of term 6 2016 20% (1/5) pupils made expected or better progress in	Pupil progress meetings Reading attainment and progress for PP children.	End of Term 4: 20% at expected for reading at the end of term 2 2016. 100% have made expected or greater progress. 60% greater than expected (more than 2 steps)

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				reading over 2015-2016		

PP- Pupil premium

Please also see the term progress and attainment data for pupil premium children as well as the grid to highlight what each pupil is accessing.