

Target	How achieved	Success Criteria	Responsibility / Cost	Timescale	Monitoring and Evaluation	Outcome / Impact
Senior Leadership Team to effectively manage PP funding to full advantage of pupils	<p>Regular monitoring and evaluation of key elements of the strategy with regards to closing the gap</p> <p>The tailoring and targeting of teaching and learning to ensure that all pupils make good rates of progress, and in some cases, accelerated progress where required to close the gap between children entitled and not entitled to PP</p> <p>Admin systems put in place to monitor, evaluate and track</p>	<p>The majority (95%) of PP pupils make at least good progress</p> <p>Monitoring and evaluation shows that the gap between the achievement of PP pupils and other children has closed</p> <p>Underlying inequalities between children eligible for PP and others are not apparent</p> <p>All PP pupils identified make at least expected progress by the end of the year</p>	<p>On-going – SLT members and middle leaders (see below)</p> <p>£9,000:</p> <p>Classroom Monitor = £4,000</p> <p>Whole staff CPD: £1,000</p> <p>SLT time / cover: £4,000</p>	September, 2015 – August, 2016	<p>On-going lesson observations carried out by SLT and external SIP</p> <p>Overview and Scrutiny committee</p> <p>Classroom monitor tracking</p> <p>Headteacher reports and ongoing evaluations to governors</p>	(To be measured on a termly basis and fully evaluated at year end)
To use one-to-one tuition / small group activities to raise standards of achievement for PP pupils, enabling them to make progress at least equivalent to those not entitled to PP	Specialist teachers, TAs and HLTAs are allocated to sessions to support target pupils both inside and outside class	<p>All identified pupils make accelerated progress, and lesson observations show that there is an increase in pupils independence and confidence</p> <p>Class teachers are</p>	£15,000	September, 2015 – August, 2016	<p>Work scrutiny shows that all pupils are making at least good progress</p> <p>PP pupils are involved in extracurricular activities</p>	

		<p>accountable for the performance of PP pupils in each class</p> <p>Singing and music lessons increase the confidence of all identified pupils</p> <p>All pupils make at least expected progress in Computing, and are aware of how to stay safe online</p>				
<p>To encourage all PP pupils to participate in a variety of after-school clubs, thereby strengthening their inclusion within the school</p>	<p>Funding assistance at all clubs offered, including gymnastics, trampolining and Ignite sports clubs</p> <p>Attendance at clubs and extra curricular activities are tracked</p>	<p>To overcome barriers to learning, with 100% of PP pupils attending at least one club.</p> <p>Evidence shows that PP pupils take part in activities requiring social skills, witnessing modelling of positive relationships.</p> <p>School attendance for PP pupils to be maintained to at least 95% plus</p> <p>Recordable behaviour incidents are shown to be no more than five per</p>	<p>£20,000:</p> <p>PE Leader, SLT, Cooper School Specialists and Ignite Sports</p> <p>Ignite Sports: £14,000 per annum</p> <p>Sports partnership Coach: £3,000</p> <p>Funding to PP pupils re clubs and additional activities (eg. Drama school/Science Club/Music lessons):£3,000</p>	<p>September, 2015 – August, 2016</p>	<p>Lesson observations by PE leader</p> <p>On-going attendance monitoring and evaluation</p> <p>Pupil interviews</p> <p>Annual PE report</p>	

		term				
To provide Play Therapy and “Lucky Lunch” Club to any child experiencing emotional, social and/or behaviour difficulties	SEN provision map highlights targeted pupils with timetabled sessions Appropriate timetables ensure that highlighted pupils can engage	<p>Teacher assessments and on-going tracking shows that all identified pupils are overcoming barriers to learning and are making good progress</p> <p>Pupils are ready to learn in the afternoon</p> <p>Pupil interviews show that there is reduced worrying and lack of confidence with individual pupils</p> <p>Referrals to outside agencies are reduced</p> <p>Attendance figures for PP pupils are at least 95% plus</p> <p>All identified pupils make at least expected progress</p>	<p>£10,000</p> <p>Play Therapist:£5,000</p> <p>HLTA/TA lunchtime cover:£5,000</p> <p>Inclusion Manager HLTAs</p>	September, 2015 – August, 2016	<p>Monitoring and evaluation reports from that to Senior Leadership Team and Governing Body</p> <p>SEN report to governing body</p> <p>Interviews with pupils</p> <p>Classroom Monitor</p>	
To provide additional TA support and guidance to help close the gap	To increase 1:1 opportunities for individual pupils through extending contracted hours (eg. early mornings)	All identified pupils make at least good progress (as seen by Classroom Monitor), and make at least expected	<p>Assessment Subject Leader</p> <p>TAs</p> <p>£5,500</p>	September 2015 – July 2016	<p>Overview and Scrutiny</p> <p>Work sampling</p> <p>Tracking</p> <p>Moderation</p>	

Pupil Premium Plan: 2015 - 2016

	<p>CPD to TAs re teaching and learning in mathematics (see NPQML plan)</p> <p>Providing additional support through First Class @ Maths 2 intervention</p> <p>CPD to TAs re phonics</p>	<p>progress by the end of the year</p> <p>TAs are placed in all classes in the mornings</p> <p>KS1 TAs are judged to be making a good impact in mathematics, through lesson observations</p> <p>All identified pupils make at least good progress, as identified in Classroom Monitor</p> <p>Increased knowledge and understanding of the school's phonics programme improves teaching and learning. (see phonics action plan re targets)</p>	<p>RW through Middle leadership Programme and plan (Maths):£2,500</p> <p>HLTA (YB) and Inclusion Manager</p> <p>English Subject Leader / Team and LF</p> <p>£2500 – course, research and non-contact (Middle leadership course: LP)</p>		<p>Reports to PP Governor and Directors</p>	
<p>To introduce “Inspire Maths” into Key Stage 1, and provide sufficient training to relevant staff</p>	<p>Key Staff to attend on-going training with Oxford University</p> <p>Purchase additional</p>	<p>Key staff knowledge, skills and understanding of teaching mathematics / challenge are at least good</p> <p>Resources are in</p>	<p>£4,500:</p> <p>CPD for all Y1 staff / TA's</p> <p>Resources</p> <p>Books</p> <p>-</p>		<p>Lesson observations</p>	

Pupil Premium Plan: 2015 - 2016

	resources through the Maths Team / Subject Leader, specific to the programme Implement programme across KS1	place and appropriate, and are being used across the phase Lesson observations, work scrutiny and tracking shows that key skills, knowledge and understanding of the majority of pupils is at least in line with national expectation				
To support PP families with regards to accessing school trips, days out, Free School Meals etc	Communicate with PP families, and ensure that they are aware of the support systems available Advertise FSM service on the school website	All PP children are included on school and extra-curricular activities The majority of PP pupils have access to the FSM service	Headteacher, Inclusion Manager School Meals Supervisor	FSM = £27,000 On-going	GB Estates Committee SLT / School Lunchtime Supervisor MAT Finance Team	
To support PP families through a Home School Link Worker	Employ HSLW for 10 hours per week	All PP families have access to HSCL, and are supported appropriately through CAFs, TACs etc	HSCL Headteacher Inclusion Manager AHTs / Phase Leaders	£8,221	Resources Committee scrutiny Tracking Pupil interviews	