

Holywell C of E Primary School

PUPIL PREMIUM – ACTION PLAN 2014/ 2015

The Pupil Premium is money allocated to the school to specifically ensure better outcomes for children who are or have been on Free School Meals, and Armed Service family children, adopted children and children who have been looked after continuously for more than six months. At Holywell, we have:

| | | No of pupils | Budget |
|------------------|---------------------------------|---------------------|----------------|
| 2014/2015 | PP – FSM (£1320 per pupil) | 8 | £12,484 |
| | PP – adoption (£1900 per pupil) | 1 | £1,900 |
| Totals | | 9 | £14,384 |

Therefore, the school has received £14,384 (based on FSM Register at Annual Census) for 2014/2015

Staff and Governors need to ask the following questions:

- How well do our PP children achieve?
- How good is the overall personal development and well-being of the children?
- How well is their progress and attainment tracked?
- How well do they make a positive contribution to the community?
- How well are additional learning needs of children diagnosed and provided for?
- What opportunities do they have to develop self-confidence and to work in teams?
- How well is equality of opportunity and inclusion promoted?
- How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

Pupil Premium Expenditure Action Plan September 2014 – August 2015

| <i>Pupil premium used for:</i> | Amount allocated | New or continued | Summary of the intervention/action | Intended outcomes | How impact is to be measured? | Impact/update |
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| <i>Learning in the curriculum</i> | | | | | | |
| <i>TA training</i> | £2300 | Continued | To continue to provide training and supervision for TA's undertaking interventions as a result of PP funding eg counting to calculating | High quality and effective interventions mean that PP children are closing the gap with their peers and with national non PPP Training supports and develops staff so they can meet the needs of PPP | Rates of progress and attainment of PPP Staff feel confident to deliver interventions | AG, JP received training in phonics and C2C New TA's employed for Sept 2015 and training booked in so they are "skilled up" asap eg Project X, letters and sounds, SPAG, success in arithmetic. |
| <i>TA support in Thrive</i> | £1500 | Continued | To provide emotional and social support to vulnerable pupils Implementation of Thrive action plans | Targeted pupils show appropriate behaviours for learning and progress data indicates improved achievement | Monitor progress of individual/whole class Thrive action plans. All pupils make good progress, behaviour logs decrease, attendance improves, parent feedback positive about impact | 2 Thrive TA's took 6 PPP as individuals and small groups for up to x3 sessions per week. Baselines showed an improvement from being to doing or doing to thinking. All parents were involved in the process and felt the sessions were having a positive impact on their child's wellbeing. |
| <i>TA's to deliver literacy and numeracy intervention programmes</i> | £4600 | Continued | To provide additional support to accelerate pupil's skills in literacy and numeracy. To ensure we narrow the gap between FSM and non FSM pupils. | Intensive support given to individual/ groups x times per week for x minutes. | Pupils progress accelerates and gap closes | On the whole provision maps indicate that interventions are having a positive impact. Summer term data shows that 5 out of 9 PPP made good progress in reading and writing and were on track to achieve ARE but not in maths. Maths action plan written and being implemented in 2015/16 |

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| | | | | | | 8 PPP received interventions |
| Booster groups for Y6 | £400 | New | To provide extra support for Y6 pupils 2 hours per week x 8 weeks | Pupils make the required progress in Y6 SAT's | Results! | 2 Y6 PPP made good progress in reading and writing but not in maths. Interventions made positive impact on reading and writing. |
| <i>Educational Psychologist</i> | £2100 (Independent) | New | To offer support and training for pupils with complex needs/behaviour problems. To attend meetings with parents and other agencies. | Pupils make progress in line with their peers and close the gap where necessary. | Pupil progress, behaviour logs, attendance, parent feedback EP reports and reviews | Excellent resource for the pupils, staff and parents. Successful assessments and meetings held. Behaviour logs show improvement. Parents feel well informed and programmes of interventions set up. |
| <i>Speech and language therapist</i> | £1400 (Independent) | New | To continue to provide programmes of language support for those children identified as needing extra help | Pupils speech and language improves, allowing them greater access to all areas of the curriculum and improves self esteem. | Progress from screening/baseline Speech therapy reports. | Assessments show pupils speech difficulties have improved. Parents supporting school with programmes at home. Support staff have clear guidelines to support pupils on school. |
| <i>Purchase of Boardmaker online to make PECS</i> | £200 | New | To provide picture/symbols to support pupils with their learning and understanding of the school day. | Pupils have greater access to the curriculum and can independently ask for help and support. They have a better structure to their day. | Pupils confidently using their PECS to support their learning,. | 6 staff confidently use Boardmaker in a variety of ways. 3 pupils confidently use it to ask for help and to access greater areas of the curriculum. |
| <i>To encourage all PPP to participate and have access to clubs, enrichment activities, educational</i> | £1100 | Continued | Paid for Jiggly Wrigglers and support families with the costs of residential and clubs. | Improving participation and engagement of PPP in wider school life, overcoming barriers. | Number of PPP who participate in clubs, trips etc | £650 spent on Jiggly Wrigglers – pupils enjoy sessions very much, showing team work, collaboration and independent learning. £400 spent subsidising trips and residential. |

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| <i>visits and residential trips</i> | | | | | | |
| <i>Families and communities</i> | | | | | | |
| <i>A4A meetings/ structured conversations</i> | £1200 for supply | Continued | To provide opportunities for teachers to attend A4A meetings and with support staff to meet with families. | Improving participation and engagement of PPP in the wider life of school and in their own personal development. | Rates of progress Attendance | 5 Pupils on A4A. Soft data provides good feedback and shows impact. Majority of parents have got completely on board with the structured conversations and report they are making an impact at home. (It has been difficult to completely engage 2 families.) |
| <i>Ensure that parents and families are aware of how to apply for FSM etc.</i> | No cost | Continued | Letters sent out each term and reminders put in newsletters. | Improved uptake of PP compared to 2013/2014 | Improved uptake of PP compared to 2013/2014 | Families more aware and several more applied but intake remains fairly static |