

**Action Plan for Spend April 2016 – April 2017**

Closing the Gap between Pupil Premium children and Non-Pupil Premium children

Pupil Premium use for:	Amount allocated to the intervention	Brief summary of the intervention	Intended outcomes	How will this activity be monitored, when and by whom?	Review Date	Actual impact: What did the action actually achieve?
One-to-one small group teaching including FFT	£37,820	Intervention led by both teachers and teaching assistants during school feedback sessions and in the afternoons. Specific and targeted intervention to close the gap and accelerate progress.	Children to close the learning gap on their peers and make accelerated progress to be on track to meet end of year expectations.	Adult leading any intervention will conduct base-line assessments at the beginning of the intervention and again at the end in order to review progress. Interventions will be reviewed regularly and will set new teachers as and when children achieve their short-term goals.	On-going	Please see FFT report on specific children. General success: An increase in confidence for all children taking part in FFT  Children making accelerated progress in reading age.
Year 6 booster English and maths.	£19,550	Year 6 booster classes every morning. Children are taught by three outstanding teachers. The small group approach enables the teacher to meet the needs of each child quickly and effectively and in-doing so accelerates	Small class sizes allow children to receive a greater degree of one-to-one teacher time which enables the children to make accelerated progress and in the majority of cases reach age expectations.	Formal lesson observations throughout the year.  Book scrutiny – once every half term.  Data collection  Success evidenced through end of	At the end of each term when assessing data at the end of each phase.  Final review linked with KS2 SATs results July 2016/17	Booster maths and English sessions have helped accelerate progress of a lower attaining group of children in year 6. Please see end of key stage 2 data for 2017.

		progress.		year sats results.		
After school booster maths class.	£1490	Teacher and teaching assistant deliver maths support and intervention to children in year 6 who need accelerated progress towards to reach their end of year expectations.	Children will achieve end of year 6 age expectations in their key stage 2 SATs tests and teacher assessments.	Evidence gathered from class observations, book scrutiny and end of key stage SATs tests.	July 2017 End of key stage SATs results.	Children's confidence in using and applying mathematics has considerably increased.  Children are much more able to explain their thinking and identify the most efficient strategy  <b>Please see end of key stage 2 data for 2017</b>
Writing support for small number of year 6 pupils to help children achieve mastery level.	£1576	Experienced year 6 teacher to work with small group of children to include pupil premium to help engage and motivate them with their writing. This will include field trips followed by writing activities.	Children become more confident and engaged in writing and as a result make accelerated progress towards achieving age-expectations.	Portfolio of writing evidenced  Pupil questionnaire to gauge confidence  End of year data.	July 2017	Writing evidence shows accelerated progress in closing the gap.  Children are more confident when writing and pupil interviews have shown that all children have developed a greater enthusiasm for writing and have been able to identify the progress that they have made.
Homework Club	£11,102	One teacher and three teaching assistants support and assist 18 children with a range of homework assignments and	Children motivated to complete homework challenges and become more confident learners.  It is hoped that in turn	Pupil and parent voice questionnaires.	At the end of each term – through a discussion with pupils and teachers running the club	Questionnaires from parents, teachers and pupils have all been overwhelmingly positive regarding homework club this year. Comments include: <b>Teachers:</b> <ul style="list-style-type: none"> <li>• <i>Child has shown most improvement in times tables and</i></li> </ul>

		challenges.	children can bring this new found confidence and love for learning back into the classroom.		Final evaluation July 2016 through pupil/parent conferencing.	<p><i>Quick Fire Maths and has passed dark green as a result.</i></p> <ul style="list-style-type: none"> <li>• <i>Child's self-esteem has improved and is more willing to 'have a go'</i></li> <li>• <i>Child is more positive when showing off his homework pieces</i></li> <li>• <i>Child now organises herself to complete other homework at home.</i></li> <li>• <i>Children are enthusiastic to learn and keen to do work.</i></li> </ul> <p><b>Parents:</b></p> <ul style="list-style-type: none"> <li>• <i>His homework seems a lot more achievable and less of a chore. Communication skills have developed and he seems to gain a sense of accomplishment when he finishes a task.</i></li> <li>• <i>The club emphasises to the children at such a young age the importance of homework and therefore the importance of working hard to succeed</i></li> <li>• <i>The time spent with teachers and teaching assistants is an invaluable resource</i></li> </ul>
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Summer School	£2225	2 teachers and teaching assistant to run 6 full day writing workshops for a number of year 5 pupils. The aim is to motivate, engage and enthuse children with regards to their writing and to continue to ensure that progress is built on from their	<p>Children are enthusiastic and motivated towards writing</p> <p>Children take pride in their work.</p> <p>Children are giving experiences through field trips which allow them to build on knowledge and ideas to assist them with writing</p>	<p>Summer school evaluations from children</p> <p>Children's attitudes to learning within the classroom.</p> <p>Book/work scrutiny.</p>	September 2016	<p>The summer school had a positive impact on all children who attended.</p> <p>This helped to prepare children for the September return to school and helped to revise objectives covered during the summer term</p> <p>The educational trips during summer school helped the children to write purposeful pieces and gave them opportunities to practice the skills taught during the academic year.</p>

		summer term learning.	tasks.			
Residential trip expenses and other school trips	£1700	To ensure all children are given equal opportunities to access and attend outdoor learning experiences and field-trips. More specifically – to enable children from low-income families to attend the year 6 residential trip to Nethercott Farm.	Children to develop a wealth of skills including independence, team work, cooperating with others, social skills.  Children gain a once-in-a-lifetime opportunity which will develop their self-belief, confidence and give them lasting and positive memories.	Children will transfer the skills gained from clubs to the classroom and their learning.  Success will be monitored through pupil surveys, pupil attitudes towards learning and progress made.	On-going.	Children gained a once-in-a-lifetime opportunity and developed confidence and independence which they have brought back into the classroom
Extra-curricular clubs	£1890	Giving children the opportunity to develop skills in a wide range of sporting and non-sporting clubs	These opportunities will give children confidence, self-belief, the ability to work with others and a sense of achievement and success that they can easily transfer across to the classroom and their learning. This will help ensure progress towards age expectations.	Pupil surveys and pupil attitudes towards their learning.	On-going	It is clear that children who attend clubs are enthusiastic about school and progress across all years was very good.
Laptops for home use	No extra cost	Pupil premium questionnaires identified a	Children to apply the skills learned in the classroom at home	Monitored by: Pupil/parent survey to gather	Termly	This has enabled children to complete homework tasks at home.

		number of children having no access to ICT at home. Laptops will provide children with opportunities to complete homework challenges and continue their learning outside of the classroom.	Laptops will assist children with homework projects including research and presentation.	evidence as to the success of using the laptops  Homework projects completed.		Access to a laptop has allowed the children to independently carry out research on a range of homework topics and consolidate their maths and English skills through some of the apps purchased.
Teacher assistant training.	£5200	Training will continue to equip teaching assistants in becoming excellent practitioners	Teaching assistants will ensure that interventions are specific and quickly meet the needs of pupils – accelerating their progress.	Outcome of interventions	On-going	The professional development of teaching assistants continues to enable them to become increasingly knowledgeable and equipped to carry out interventions and support in class. They are much more able to use their initiative, plan for pupils' needs and accurately assess their understanding. As a result children are making accelerated progress.
Online one-to-one maths tutoring for 4 lower attaining children in Year 6. Run by Third Space Learning.	£700	Specific and targeted tuition focused on closing the gap in maths	Children's progress is accelerated and meet end of year expectations	Weekly progress reports	On-going	Children have made accelerated progress and all are now in line to meet end of key stage expectations in maths.  <b>Please see attached progress reports.</b>
Emotional support for identified pupil premium pupils and their parents.	£4000	Home school link worker to work closely with identified parents to support and build in action	Children are ready to learn when they come to school and their families are supported to ensure children are happy, secure and in a	Reports from family link worker  Attitudes of children in lessons	On-going	Children's attendance figures have improved. Relationships between school and individual families have improved Home-life for children continually improving

		plans to ensure children are arriving to school on time and in the right frame of mind for learning	positive mind-set			
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