



Pupil Premium Spend

The Pupil Premium is an allocation of additional funding provided to schools to support groups of children who are vulnerable to possible underachievement. These include pupils who are entitled to free school meals; those looked after by the authority and children of armed service personnel. The intended effect of this funding is to accelerate progress and raise attainment.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.

All schools are required to report on the amount of funding received, how this is being used and the impact of any work.

Pupil Premium Plan 2015-16

| <u>Key Area</u> | <u>Responsibility</u> | <u>Cost</u> | <u>Actions</u> | <u>Timescale</u> | <u>Monitoring</u> | <u>Impact</u> |
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| Provide additional reading and phonics support to children in KS1 | Sarah Churchill | Additional hours for LSAs to deliver 1 to 1 RWI tuition Approx £3000 | Identify pupils for targeted support through regular RWI assessments Deliver regular RWI 1 to 1 tuition programme | Sept 2015 to Summer 2016 | AE/LH analyse data for targeted children to measure impact. Key Questions: How are identified children closing the | 92% of PP pupils passed 2016 phonics screening check. As predicted, 50% of the 2 Y2 PP pupils passed their phonics retake. |

| | | | | | gap against targets? Have Y2 children who did not pass the phonics test in Y1 passed in Y2? | |
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| Deliver targeted phonics support through the use | Sarah Churchill | £5,500 | Identify children for specific phonics groups | Autumn, Spring and Summer Term | LH/SC analysis of RWI assessment data for targeted | <p>Year One - 10 out of 11 PP pupils passed their phonics screening test.</p> <p>Year Two – 5 out of 6 PP pupils progressed off RWI during Year Two and met national end of year expectations for reading.</p> <p>Year 3 and 4 – RWI not applicable for the PP children in these year groups [already come off RWI]</p> |

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| of Read Write Inc | | | Plan and deliver phonics sessions across FS to Y4 | | children to measure impact. Key questions: How are identified children closing the gap on their targets? | |
| Deliver Fresh Start catch up literacy programme for targeted pupils in upper key stage 2 | Sarah Churchill | £14000 | Identify pupils through RWI screening Deliver daily Fresh Start catch up support | Autumn, Spring and Summer Term | LH/SC analysis of Fresh Start assessment data for targeted children to measure impact. Key questions: | 3 of the 4 Year Five pupil premium pupils who accessed Freshstart no longer needed this intervention by end of Autumn term 2015. 3 of the 4 Year Six pupil premium pupils who accessed Freshstart no longer needed this intervention by end of Autumn term 2015 |

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| | | | | | How are identified children closing the gap on their targets? | |
| Provide additional teacher-led intervention in mathematics. | Cate Fearn | £4000 | Identify pupils falling behind in maths through pupil progress meetings. Provide 1 to 1 or small group intensive support following screening using Sandwell Assessment materials. | Autumn 2015 – September 2016 (groups change according to progress and identified need) | AE/LH analyse data for targeted children to measure impact. Key questions: How are identified children closing the gap on their targets? | 92% of Y6 PP children achieved ARE in 2016 maths tests; above the national average for all pupils nationally. |
| Deliver a wide variety of enrichment activities. | Judith Ingram | Additional hours funding for LSAs (pm only) £10100 It should be noted that school actually employ 11 TAs. | Identify children in targeted year group for enrichment programmes Plan and deliver enrichment programmes to support learning and | Autumn, Spring and Summer | LH/JI to analyse data for targeted children to measure impact. | In-year data for all year groups show that PP pupils are closing the gap with non PP pupils and with ARE. |

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| | | | develop confidence, self-esteem etc | Term | Key questions: How are identified children closing the gap against targets? | 13/14 children (93%) of children show an improvement in PSED skills based on Boxhall Profile Assessments |
| Hold termly structured conversations with parents of vulnerable pupils | Judith Ingram | Supply cover to release class teachers £3000 | Review progress and set new targets with parents based on outcomes of structured conversations | | | |
| Deliver focused | Kerry Cousins | 100% of staffing | Identify children through | All Year | AE/LH to analyse data for targeted children to measure impact. Key questions: How are identified children closing the gap against targets? Does the Boxhall profile indicate that | In-year data for all year groups show that PP pupils are closing the gap with non PP pupils and with ARE. 80% show improvement |
| social and emotional support through the use of Learning Mentors | Jean Brook | costs £23,388 (2 x Learning Mentors). | school for targeted social and emotional support. Plan and deliver additional programmes of support to develop skills in PSED ie positive play. Continue with enrichment provision for vulnerable pupils and family groups | | | |

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| | | | Provide 1 to 1 sessions for vulnerable pupils, including Startime and emotional literacy plus family group work for vulnerable families. | | PSED skills are improving? | in PSED skills |
| Provide bespoke nurture provision for a small group of identified vulnerable pupils. | Judith Ingram | Staffing costs for key staff for 4 afternoons per week £15,320. | Identify pupils through Thrive assessments and those making slower progress academically. Select a maximum of 8/10 children per term. Develop structured approach using strategies developed on | All year | Jl to analyse data for targeted children to measure impact. | 85% of children show a significant improvement in PSED using Boxhall Profile Assessments. 100% of children accessing Thrive support made a measurable improvement in PSED skills. |
| | | | | | Key questions: How are identified children closing the gap against targets? | |

Attachment training.

Does the Boxhall

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| | | | | | profile indicate that PSED skills are improving? | |
| Provide subsidy to fund curriculum experience days, visits, visitors and residential activities | Lisa Hillyer/ Tracey Jones | £7000 | Plan curriculum enrichment experiences as part of thematic approach. Ensure each class has at least 2 such experiences each year. Target vulnerable pupils to attend residential visits to Hatfield Waterpark and Hollowford in KS2. | Ongoing | The inclusive ethos of Crookesbroom Primary continues to develop pride and sense of ownership within its pupils and stakeholders | |
| Provide access to a wide range of extra-curricular clubs, before and after school. | Lisa Hillyer | Staffing cost/subsidy for breakfast club. Approx £6000 Funding for visiting/external sports coaching. £1500. | Target specific vulnerable pupils to attend a range of clubs | Ongoing | Track and monitor attendance and participation in extra-curricular activities. | |
| Improve attendance | Lisa Hillyer | Cost of Academy Improvement Attendance Officer (approx. £2000) Attendance rewards for individuals and whole classes. Approx: £3000 | Monitor attendance of all pupils with specific focus on those below 95% Provide additional support through regular monitoring and instigate enforcement procedures as appropriate | Ongoing | Minimum half-termly attendance monitoring internally. Half termly meeting with attendance officer | |
| Develop a wide range of family learning activities throughout the | All staff | Approx £1000 Staff cover and additional resources | Target vulnerable PP families to attend and participate in a range of family learning activities. | Ongoing | Monitor attendance at every event Key Question | |

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| school year | | | | | Do parents/carers engage in school activities? | |
| Provide additional communication and language support. | Dawn Weston Nicola Watts | £700 | Training for 2 TAs and purchase resources. | Training and resources purchased on 10/11/2015. Intervention for targeted groups to begin following this. | AE/LH analyse data for targeted children to measure impact. Key Questions: How is the communication and language of identified children improving? How are identified children closing the gap against targets? | |
| Provide a wider audience to raise the aspiration of writers. Provide a resource bank of writing by age and genre. | All staff | £500 | Subscription to Pobble. Staff to publish pupils' writing each week. Staff use examples from Pobble to show WAGOLL. | Training and subscription. | AE/LH analyse data to measure impact. Key Question: How are children closing the gap against writing targets? | |
| Hypnotherapy | Judith Ingram | £2500 | Hypnotherapy workshop to inform parents. Targeted pupils to receive one to one and one to two support with | Autumn term and as required | AE/LH analyse data to measure impact. Key Question: | |

| | | | coping strategies. | | How are identified children coping? | |
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| Thrive | Linsey Rickaby Judith Ingram | £2600 | Two staff attend Licensed Practitioner course. Staff will deliver 1:1 and in small groups using Thrive approach strategies to pupils identified through the screening process. | Autumn 2015 – Summer 2016 | Jl/LH to meet half-termly to discuss impact. | 100% of children receiving Thrive support made measurable progress in assessments. |
| IMPACT The impact of the use of pupil premium funding will be measured half termly through pupil assessment and tracking information. | | | | | | |
| TOTAL £ 105,108 The will receive academy £ 100,741 in 2015/16 | | | | | | |

For more information on the Pupil Premium, please visit: <http://www.education.gov.uk/schools/pupilsupport/premium>

If you think your child may be eligible for free school meals, please visit:

http://www.doncaster.gov.uk/sections/educationandlearning/pupilandparentinformation/schoolmeals/Free_School_Meals.aspx where you can apply online, alternatively if you would like some help with this, please ask at our main school office.