

Pupil premium 2015-2016

The pupil premium provides funding for pupils:

- Who have been in receipt of free school meals (FSM) at any point in the past 6 years
- Who have been continuously looked after
- Who have left local authority care due to: adoption, a special guardianship order, a child arrangements order or a residence order
- For children whose parents are currently serving in the armed forces.

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged students covered by the Pupil Premium.

High Heskett CE School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic outcomes.

This document details the proposed spending for the Pupil Premium 2015/2016.

This year the school expects to receive approximately £14520 of pupil premium grant. We plan to use the money to:

1. improve the outcomes for disadvantaged students to bring attainment in line with age related expectations
2. To improve curriculum engagement
3. Develop confidence and self-esteem in order that all children in receipt of Pupil Premium reach their fullest potential.

To do this we will:

- Provide small group or one to one work with a teacher
- Support children in their learning using a teaching assistant/HLTA
- Increase participation in trips, sporting activities and residential to improve confidence
- Pay for places in after school/breakfast clubs
- Online activities e.g. Maths Whizz, Accelerated Reader
- Purchase technology when appropriate/required for home/school use.

By using these methods, this will:

- Boost attainment
- Improve confidence and self esteem
- Engage children in their learning

Research:

The Education Endowment Foundation Toolkit considers a wide range of common approaches and strategies to raising achievement. It analyses them based on a range of evidence in order to identify the high impact approaches alongside the implications.

This action plan is based on some of the higher impact strategies identified by the Sutton Trust and the Ofsted document 'The Pupil Premium-How Schools are spending the funding successfully to maximise achievement' so that we can be confident that we are using interventions and approaches with a track record of success.

<p>1 . Key objective: To improve the outcomes for disadvantaged students to bring attainment in line with age related expectations</p>			
<p>Action: To employ a TA (teaching assistant) to provide group tutoring for disadvantaged children currently working below age-related expectations in English and maths in Year 2 and Year 3</p>			
<p>Rationale: EEF (Education Endowment Foundation) Where TAs work with small groups or on an individual basis, moderate positive benefits are shown.</p>			
<p>Success criteria: A reduction in the attainment gap of disadvantaged students in Year 2 and Year 3 from September 2015- July 2016 in reading, writing and maths</p>			
<p>Dates:</p> <p>Sept 2015</p>	<p>Person responsible:</p> <p>MT/AH</p>	<p>Monitoring and evaluation:</p> <p>Tracking and monitoring of data of disadvantaged cohort via pupil tracking and pupil progress meetings.</p> <p>To have a TA working to deliver specific intervention to the disadvantaged children to reduce the attainment gap.</p>	<p>Approximate cost:</p> <p>£5000</p>

<p>Action: To employ a teacher to work 1:1 or with a small group of disadvantaged children currently working below age- related expectations in English and maths in Year 5/6</p>			
<p>Rationale: EEF (Education Endowment Foundation) Research- Small group tuition. A qualified teacher is more likely to achieve greater progress and raise attainment. Intensive tuition in small groups is highly effective. Pupils are grouped according to current attainment levels or specific needs.</p>			
<p>Success criteria: A reduction in the attainment gap of disadvantaged students in all year groups from September 2015-July</p>			

2016 in reading, writing and maths.			
Dates:	Person responsible:	Monitoring and evaluation:	Approximate cost:
Sept 2015	MT/AH	<p>Tracking and monitoring of data of disadvantaged cohort via pupil tracking and pupil progress meetings.</p> <p>Baseline and regular progress checks.</p> <p>To have a teacher working to deliver specific intervention to the disadvantaged children to reduce the attainment gap.</p>	£5000

Action: To use online technology to raise attainment in reading and maths			
<p>Rationale: Research-digital technology Technology used to supplement teaching can help to motivate children to practice more. Maths Whizz home/school tutor/Accelerated Reader</p>			
<p>Success criteria: A reduction in the attainment gap of disadvantaged students in all year groups from September 2015-July 2016 in reading and maths.</p>			
Dates:	Person responsible:	Monitoring and evaluation:	Approximate cost:
October 2015	MT Class teachers	<p>Monitor home use</p> <p>Data analysis of children involved</p> <p>Student voice provides evidence of impact</p>	£1000

<p>Action: Continued development of whole school approach to phonics and guided reading RWI Foundation and KS1. Small group phonics work in EYFS (Early Years Foundation Stage) and Key Stage 1 Purchase of quality Accelerated Reader programme</p>			
<p>Rationale: EEF- Improving literacy improves student outcomes overall. Thereby reducing the attainment variation between disadvantaged and non-disadvantaged. Phonics-Research suggests that phonics is particularly beneficial for younger learners as they begin to read.</p>			
<p>Success criteria: Whole school approach to Guided Reading whereby staff use texts that interest the children. Phonics is taught consistently between EYFS and KS1 using RWI Reduction in attainment gap in reading between disadvantaged and non-disadvantaged children.</p>			
<p>Dates: December 2015</p>	<p>Person responsible: MT/AH</p>	<p>Monitoring and evaluation: Reading monitoring Reading levels show no gap in Year 1</p>	<p>Approximate cost: £500 phonics resources Accelerated reader £1500</p>

<p>2. Key objective: To improve curriculum engagement</p>
<p>Action: To take part in music/drama activities to improve self-esteem confidence and in turn readiness for learning</p>
<p>Rationale: EEF - Research- Arts participation Greater effects have been identified for younger learners of primary school age in terms of impact on cognitive tests.</p>

Success criteria: Disadvantaged pupils achieve in line with non-disadvantaged pupils			
Dates:	Person responsible:	Monitoring and evaluation:	Approximate cost:
Sept 2015	MT	Pupil voice Behaviour referrals following music sessions Pupildata	£500

<p>Action: Implement an academic subsidy to enable disadvantaged students to fully access all aspects of the curriculum and reduce attainment gap.</p> <p>Rationale: EEF - 'The choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment and aspirations.'</p> <p>Examples of spending may include e.g. trips, transport to workshops at secondary schools etc. which must have a direct impact on curriculum attainment</p>			
Success criteria: Attainment gap between disadvantaged and non-disadvantaged reduced. Students make accelerated progress.			
Dates:	Person responsible:	Monitoring and evaluation:	Approximate cost:
Sept 2015	MT	Progress of students provided with support to be monitored to ensure value for money. Data	£1500

