



Pupil Premium

Carry forward from 14/15 - £19299

15/16 funding - £79200

Total - £98499

Total spend so far: £47435.38

Objectives of Pupil Premium Funding

When making decisions about using pupil premium funding it is important to consider the context of the school and the subsequent challenges faced. Common barriers for FSM children can be less support at home, poor communication skills, lack of confidence, more frequent behaviour difficulties, and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no 'one size fits all.'

Our key objective in using the Pupil Premium Grant is to narrow the gap between pupil groups. As a school we have an excellent track record of ensuring that pupils make good to outstanding progress. Through targeted interventions we work to eliminate barriers to learning and progress. For children who start school with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.

School aims to create a culture where: staff believe in ALL children; no excuses are made for underperformance, staff adopt a 'solution focused' approach to overcoming barriers and staff support children to develop 'growth' mindsets towards learning.

We ensure that all teaching staff and support staff are involved in the analysis of data and identification of pupils who needs additional intervention. Interventions are planned, monitored and reviewed. All staff are aware of who pupil premium and vulnerable children are.

All pupil premium children benefit from the funding, not just those who are underperforming and underachievement is targeted at all levels (not just lower attaining pupils)

Investment	Provision	Impact of actions (Highlight - Red / Amber / Green)	Evaluation
Develop Quality First Teaching through Learning Triads £11,160 £11,160 (supply costs)	<ul style="list-style-type: none"> To develop Learning Triads to run in school each term to enable good practice to be shared through planning, observations and feedback sessions, leading to good or better teaching and 	<ul style="list-style-type: none"> Teachers and teaching assistants are aware of children in their cohort who are pupil premium. Data for these children is discussed in Progress Meetings and intervention is planned in accordingly. Areas for development are addressed through 	Discussion around the progress of pupil premium children is held every half term within moderation meetings. Data is used to inform teacher practice and interventions. Bespoke interventions are put into place to ensure gaps in learning are addressed. The Year 2 and 3

<p>£5935 spent so far</p>	<p>raised attainment.</p> <ul style="list-style-type: none"> • Money to cover supply costs of releasing teachers out of class during Triad weeks (3 days x all teachers) 	<ul style="list-style-type: none"> • personalised teaching and learning support ensuring quality first teaching. • Staff regularly share good practice in order to develop their skill sets • Professional development is embedded in planning and practice so teaching is consistently good or better resulting in a good level of progress being made by all PP children. • Highly skilled staff strengthens classroom practice enabling end of year targets to be met. • Teachers to be reflective in their own practice which ensures they meet their points for development from observations and monitoring feedback. • co-coaching methods are established so staff can plan, teach and reflect on their practice with other professionals in school • Co-coaching will result in an increase in good and outstanding lessons being observed. 	<p>teachers and teaching assistants attended Fast Track Phonics intervention training to close the gap for those children (including pupil premium) who did not pass the year 1 phonics screening or year 2 rescreen. The impact of which will be measured in the summer term through book scrutiny and listening to children read. A good level of progress should be seen by these children in reading and writing by the end of the year.</p> <p>The Learning Triads have enabled staff to share good practice on key priorities in school through Pupil Focused CPD. These have been: teaching quality writing through models (autumn term) and effective use of questioning to promote deeper thinking in learning and provide effective feedback to learners (spring term).</p> <p>Impact: The triads have enabled staff to reflect on their practice, observe and reflect on lessons and plan next steps with their peers. Drop-ins, lesson observations and work scrutiny show how these strategies are being applied in everyday practice. A greater percentage of at least good and outstanding teaching has been observed.</p> <p>Teachers are now focusing on use of Feedback, which Sutton Trust</p>
---------------------------	---	---	--

<p>Develop Quality First Teaching through Teaching and Learning support</p> <p>£5100</p> <p>(£3500 additional Y6 teacher costs) (£1600 supply costs for teacher release)</p> <p>£3225 spent so far</p>	<ul style="list-style-type: none"> Bespoke teaching and learning support to be provided by Assistant Head and Deputy Headteacher for individual teachers on specific, personalised targets. Focus on Objective Led planning and teaching and learning strategies to raise attainment for all children. Highly skilled staff strengthens classroom practice enabling end of year targets to be met Money to cover supply costs of releasing teachers to work with AHT /DHT Cost of additional teacher in year 6 for 1 day to release AHT for 1:1 teaching and learning support for Autumn term. 	<ul style="list-style-type: none"> Regular monitoring will ensure any areas for development are identified at the soonest point, to ensure teaching is consistently good or better. Through co-coaching model teachers will: experience and develop understanding of an integration of knowledge and skills; gain opportunities to learn and apply information and have opportunities to process new learning with others. Co-coaching will result in an increase in good and outstanding lessons being observed. Staff subject knowledge is secure which is evident during observations and planning. Raised standards in teaching and learning, resulting in all children making expected progress with 33% making exceeded progress. Close any gaps in attainment between PP children and Non PP children. 	<p>research shows has the greatest impact on teaching and learning.</p> <p>The quality of teaching and learning counts most in our school. The monitoring cycle is able to identify areas for development and next steps are implemented at the soonest point. The AHT has worked 1:1 with members of staff focusing on the areas identified for development. The Deputy Headteacher will continue with this support within the summer term. The impact of this work has already been seen with teaching being judged as consistently good or better.</p> <p>AHT has worked with majority of a staff on a 1:1 to ensure bespoke support is given and there is a consistent approach to teaching and learning across school. The consistency of approach is developing across year groups and can be seen in planning and children's books. This is still a key focus for the rest of the year. The science lead has undertaken team-teaching with NQTs to increase their skill set (spring 2)</p> <p>The HT has shown teachers how to use the 'Gap Analysis' tool on Target Tracker to address gaps in learning for PP children. This will enable teachers to plan objective led learning more effectively.</p>
--	---	---	---

			<p>Salary costs still to be journaled.</p> <p>Assessment data for PP children Spring 1 to be analysed and shared with governors.</p>
<p>Develop Quality First Teaching through 'WOWs' in Creative Curriculum.</p> <p>£3000 (£500 per class) Years 1-6</p> <p>£1173.14 spent so far</p>	<ul style="list-style-type: none"> Budget for each class to provide exciting, bespoke 'WoWs' at the start of each topic so to act as an engaging 'hook' to learning. Role play areas in every classroom to be linked to Creative Curriculum topic each half term, with 3 focussed activities planned. These need to be interactive, engaging and age appropriate. 	<ul style="list-style-type: none"> Raised levels of achievement. In Creative Curriculum, quality first teaching will result in all children making expected progress with at least 33% making exceeded progress. Close any gaps in attainment between PP children and Non PP children. Learning environments captivate children's interest in topics, leading to independent research and child led learning. Pupil voice shows positive responses to the curriculum. In terms of engagement and enjoyment. Books, learning environments and pupil voice shows high quality teaching and learning taking place which provides both engagement and challenge 	<p>Assessment data for CC not yet available However, monitoring cycle shows high levels of engagement within in creative curriculum topics by all children, including PP children. The budget has enabled PP children to access a wider range of outdoor and creative learning experiences which they may not otherwise be able to experience. The impact has been higher levels of engagement in learning by all (pupil voice, Executive Headteacher monitoring); raised personal interest in topics (teacher feedback and work scrutiny); spiritual development - awe and wonder (pupil voice about experiences).</p> <p>High Quality Role play areas are established in every classroom and a range of activities are in place. The impact being children are showing more independent inquiry skills and asking more questions within lessons –enhancing speaking and listening opportunities too.</p>
<p>Develop Quality First Teaching through the</p>	<ul style="list-style-type: none"> Staff to attend training on Singapore maths in 	<ul style="list-style-type: none"> Subject leader subject knowledge is increased through Singapore maths training. 	<p>The Mathematics Subject Leader has attended intense training</p>

<p>use of Singapore Maths £5,598 (trip, training and resources)</p> <p>£466.43 spent so far</p>	<p>London leading to raised attainment in mathematics.</p> <ul style="list-style-type: none"> • Educational study visit to Singapore to study how mathematics is taught (5 day visit to school, see it in practice) • Highly skilled teaching in mathematics should close gap between PP and non PP attainment • Training will maximise staff potential by linking learning to actions and theory to practice. 	<ul style="list-style-type: none"> • Subject lead to effectively disseminate methods and information to staff, leading to raised attainment in mathematics. • Closed gap between PP and non PP attainment • Expectation that all children make expected progress with 33% achieving higher. 	<p>courses in London and Manchester in Autumn 1 on Singapore Maths. Following on from this, all staff have received training within a whole school INSET (Mathematics Governor attended). As a result of this, some strategies have been implemented already. The mathematics lead provided training on 'Maths No Problem' to year 1 and 2 teachers. This programme was implemented in Year 1, 2 and 4 in Spring 1. The impact of this will be measured in the summer term. A positive impact on progress (through data and teacher practice) will result in Singapore Maths, No Problem! being implemented across school on a rolling programme. Additional training by Lancashire County Council on Singapore maths in action is booked for Year 1-3 and 5 teachers in the summer term. The HT has attended training on this in Spring 2 and the DHT will attend training in summer 1. <i>Next step: Team teaching across school of Singapore maths in summer term by mathematics lead and DHT.</i></p>
<p>To provide 1:1 tuition and intervention classes Including Easter and Summer school</p> <p>£9,191</p>	<ul style="list-style-type: none"> • Provide 1:1 tuition and intervention classes in mathematics or English to accelerate progress in reading, writing and maths for PP children. 	<ul style="list-style-type: none"> • PP make accelerated progress to narrow gap between PP and non PP in Mathematics and English. • All Pupil Premium children to make expected progress in mathematics and English with some 	<p>Mathematics intervention is in place for Y6 more able, middle ability and lower ability groups (across two afternoons a week). Groups specifically targeted are PP children.</p>

<p>(£1,800 summer schools and trip)</p> <p>(£7391-salary for a teacher to run intervention groups and 1:1 tuition. One half day Autumn 2; 1 full day Spring term until after SATS; 1 half day after SATs)</p> <p>£2148.60 spent so far</p>	<ul style="list-style-type: none"> • Data to be used to identify children and tuition and boosters to start Autumn 2 • Money to be used to pay qualified teacher(s) to lead sessions. • Class teacher and teaching assistants to provide additional lessons during the holidays (Year 6 during Easter holidays, Year 5 in the Summer holidays in preparation for entering Year 6). Other year groups if required 	<p>exceeding</p> <ul style="list-style-type: none"> • Bespoke support to raise PP confidence in focus areas. • Children are well prepared for transition to next year group. 	<p>SPaG intervention for PP children has also been put into place from the spring term. This is to promote excellent outcomes for all children.</p> <p>Breakfast Club continues in Year 6 for 2 mornings a week for invited children (majority pupil premium children) who need additional support in order to make good progress through closing gaps in learning. This is to promote excellent outcomes for all children.</p>
<p>Cover total cost or subsidise trips and visitors</p> <p>£12,000</p> <p>£1378.87 spent so far</p>	<ul style="list-style-type: none"> • Pupil Premium children can access an enriched curriculum both within and outside the learning environment. For some children this has a huge impact on their self-esteem and confidence. • Trips linked to Creative Curriculum work to enhance learning and to develop children's knowledge and understanding in a captivating way. • Subsidising trips enables school to run the best trips which support the curriculum and provide life experiences for all pupils. • Subsidise Residential holiday for Year 5 children • Subsidised Year 6 trip to London 	<ul style="list-style-type: none"> • All children are able to access a range of learning experiences both academic and extra curricular. • Learning opportunities enhance SMCS experience of the children too – developing the whole child. E.g. Residential trips • A range of trips and visitors captivate children's interest in learning, leading to independent research and child led learning. • PP children show raised self esteem which leads to raised attainment. • Wider learning opportunities impacts positively on PP attainment in wider curriculum areas (e.g. Creative Curriculum) 	<p>A number of trips have been subsidised by PP within the autumn and spring term enabling us to enrich the experiences of our pupils.</p> <p>Through the pupil premium our children have benefitted from real life experiences that have positively informed their academic and social learning journeys.</p>

<p>To part fund the Pastoral Manager</p> <p>£10,500</p> <p>To fund the running of the Breakfast Club</p> <p>£2900 (£500 food/£2400 salary)</p> <p>£11792.70 spent so far</p>	<ul style="list-style-type: none"> • Use funding to manage and resource a breakfast club for vulnerable children where punctuality is an issue or they have difficulties with morning routines at home. • To support pupil premium children with social and emotional difficulties so they are ready for learning. • Support to families of pupil premium children. E.g. purchase of school shoes, uniform; support in completing high school applications; directing parents to additional agencies such as Gateway. • Encourage parents, who are entitled, to apply for free school meals and support them in this process. • Pastoral manager to work in partnership with Westleigh's Pastoral Manager. • Review the new Pupil Premium list and see which additional children can benefit from accessing Breakfast Club. 	<ul style="list-style-type: none"> • Improved attendance and punctuality from targeted Pupil Premium children and increased readiness to learn. (As shown in attendance data) • Breakfast club successfully addresses home difficulties with morning routines. Breakfast club creates a calm start to the day; a healthy breakfast and an opportunity to further develop social and emotional skills • Strong, trusting relationships with families who require additional support are established • 1:1 support given to children experiencing social, emotional and friendship issues in school resulting in raised self esteem, promoted confidence and increased motivation. • Interventions run regularly to support pupil premium children in their specific needs so they are able to access learning. • A range of support has been offered to PP families, including liaison with external agencies. • Improved learning, attendance and behaviour at school. (reported by teachers and Pastoral Manager) 	<p>Pastoral Manager is liaising with families and external agencies to help improve attendance and provide bespoke support to families. Relationships with new families are established.</p> <p>Breakfast club is well attended and teachers report children are settled on entry into class. Breakfast club has supported children who are getting consistent 'late' marks and children who need a structured routine at the start of the school day.</p> <p>1:1 support in place for children who are having any difficulties within school. The role of the Pastoral manager positively impacts on all children's social and emotional well-being. She personalises support the individual child's need.</p>
To fund the Nurture	<ul style="list-style-type: none"> • School recognises the many 		The pupil premium has benefited

<p>Setting</p> <p>£4070 (£3500 salary/£570 resources)</p> <p>£1602.93 spent so far</p>	<p>complexities in raising attainment for PP children which may include social, emotional and behavioural difficulties which require long term investment. This highly effective level of support aims to ensure these FSM pupils progress as well as other children.</p> <ul style="list-style-type: none"> • Pupil premium money used to fund staffing and resourcing of Nurture setting which is accessed by some pupil premium children. • Nurture setting to run 4 days a week. 	<ul style="list-style-type: none"> • Nurture setting supports pupil premium children in overcoming barriers to learning. • Nurture setting leads to improved attitude to learning, less playtime incidents and better social interaction within the classroom. • PP children show raised self esteem which leads to raised attainment. 	<p>the children's social and emotional needs. It has positively impacted on the children's behaviour for learning and interaction with others. Nurture has enabled school to give children the additional support and routines they need in order to access learning. Parental feedback on how Nurture has supported their child has been extremely positive.</p>
<p>Qualified Counsellor to work with specific children</p> <p>£6,000 (2015/16 invoice) £6,000 (2014/15 invoice)</p> <p>£7861 spent so far</p>	<ul style="list-style-type: none"> • To employ a qualified children's counsellor from the TESS team • Counsellor will work in school for half a day a week and will work with children with specific emotional needs. Although this service will be accessed by some children in Nurture, other children will receive this service as needs arise. 	<ul style="list-style-type: none"> • Working with the counsellor impacts positively on the emotional well-being of children which is often the main barrier to learning. • PP children show raised self esteem which leads to raised attainment. • School can provide targeted interventions for those diagnosed or at risk of emotional or behavioural disorders with a positive impact. 	<p>Staff have reported positively on the impact counselling has had on children's emotional well-being. Good, trusting relationships have been formed between Counsellor and the children. The counsellor provides support to LAC and PP children. Healthy Mental Health is high on school's agenda and counselling supports school in ensuring it can positively impact on all children's emotional well-being.</p>
<p>Running of the school library.</p> <p>£5010</p>	<ul style="list-style-type: none"> • To purchase a range of non-fiction books for the library that link to Creative Curriculum topic. 	<ul style="list-style-type: none"> • This resource supports in raising attainment in reading for PP children in all year groups 	<p>More books linked to the Creative Curriculum topics are to be purchased in summer term. This will further support children in their</p>

<p>(£3510 salary / £1500 books)</p> <p>£2479.34 spent so far</p>	<ul style="list-style-type: none"> Children to have regular access to a wide range of free reading resources. To raise attainment in reading through the use of quality texts. To pay for Teaching Assistant to run the Library 4 afternoons a week. (additional TA on a Wednesday) 	<ul style="list-style-type: none"> Pupil premium children are able to access books for pleasure or to support them in homework or topic projects. A wide variety of choice to encourage reluctant readers to engage more in books 	<p>learning through providing enriched, high quality learning resources for all.</p>
<p>Reading £1,370</p> <p>£740.53 spent so far</p>	<ul style="list-style-type: none"> To provide additional opportunities for children to read and, where appropriate, practice phonics with teaching assistant. Provision to focus on children who do not read regularly at home. Chapel Readers to also listen to PP children read (no charge) 	<ul style="list-style-type: none"> To close the attainment gap between PP and non PP children in Reading To ensure PP children have regular opportunities to share a quality text with an adult PP children's confidence grows as a reader and, as a result, their self-esteem. To raise attainment in Phonics in Key Stage 1 and ensure PP children are well prepared for the Year 1 Phonics screening and Year 2 re-screen. Teaching assistant used effectively in leading 1:1 reading interventions. 	<p>Additional 1:1 reading time in place for PP children who require additional intervention, in addition to in class support and Chapel Readers. This additional support also includes phonics work in Key Stage 1.</p> <p>Additional phonics intervention is in place for Year 2, 3 and 4 children who need additional support (with a key focus on children who did not pass the Year 1 and Year 2 phonics screening). Teachers and teaching assistants have been trained so they can lead this appropriately. The impact will be seen in reading data within summer 2.</p>
<p>Additional TA in Reception Class £8,900</p> <p>£5509.77 spent so far</p>	<ul style="list-style-type: none"> Additional TA in class to support the teacher in helping the children make swift progress through providing additional intervention and focused activities. 	<ul style="list-style-type: none"> Higher percentage of children making good progress by end of the year (higher than 2015, 66%) PP children receive additional support in their learning through use of additional adult. This results in raised attainment. 	<p>Spring term data shows children in Reception are making good levels progress so far.</p>

Transport £500 £182 spent so far	<ul style="list-style-type: none"> Transport cost for PP workshops at other schools e.g. G&T workshop/able writers/reluctant writers etc) 	<ul style="list-style-type: none"> PP children have the opportunity, over the year to attend workshops outside of school which provide learning opportunities designed to raise attainment. (More able too) 	In the Autumn and Spring Term, children have attended able writers', able mathematician and science workshops with transport offered by school. This ensures enriched learning opportunities are accessible to all children.
Extras £1000 £208.83 spent so far	<ul style="list-style-type: none"> Provide gifted and talented musicians with 1:1 tuition Provide any additional support to pupil premium families 	<ul style="list-style-type: none"> Gifted and Talented PP children have bespoke Music lessons on an instrument of choice to widen their learning opportunities and experience. More competent musicians as a result of receiving professional lessons. 	Children currently receiving musical tuition in school. This ensures enriched learning opportunities are accessible to all children.
Payment cards £3000 £1082.46 spent so far	<ul style="list-style-type: none"> Payment cards for Ever 6 pupils (60x£50) This money is to be used to subsidise trips and visitor costs. 	<ul style="list-style-type: none"> All children are able to access a range of learning experiences both academic and extra-curricular. Learning opportunities enhance SMCS experience of the children too – developing the whole child. A range of trips and visitors captivate children's interest in learning, leading to independent research and child led learning PP children show raised self-esteem which leads to raised attainment. Wider learning opportunities impacts positively on PP attainment in wider curriculum areas (e.g. Creative Curriculum) Increased motivation and appetite for learning leading to raised levels of achievement in many aspects of life and education 	Payment cards are well received and are being utilised by PP families to subsidise educational and wider experiences. At the end of every month all costs are journalled to the pupil premium cost centre (eg. Dinners, photographs, trips etc) There has been a variety of trips and visitors planned within the Autumn and Spring term which caters for the whole child. Enabling all children to partake in wider experiences. Following on from this children have the opportunity to do independent research. The new Creative Curriculum has encouraged children to lead their learning through Inquiry.
CPD for leadership development £2,400	<ul style="list-style-type: none"> External providers to provide training to develop SLT's role as leaders. 	<ul style="list-style-type: none"> SLT are well equipped for their leadership roles. Good practice will result in raised attainment and good progress being made in all year groups. 	Leadership training from external providers planned in to equip SLT for their roles. Headteacher has

<p>£1544.78 spent so far</p>		<ul style="list-style-type: none"> • SLT are up-to-date with education legislation and policy and statutory assessment procedures. • SLT can confidently disseminate key information to staff and governors regarding teaching and learning and assessment procedures. 	<p>attending 3 day course on Inspection training. Key information has been disseminated to staff to ensure it enrich teacher's practice in order to provide the best outcomes for all children. KS2 lead has completed Professional Development Lead Training with NCETM. AHT is attending Leadership Residency Course in the summer term organised by Teaching School Alliance.</p> <p>New assessment system (Target Tracker) was been introduced in Autumn 2 and is currently is being used to inform staff about progress, gaps in data and inform practice. The system enables tracking of vulnerable groups to be monitored.</p>
<p>Parental workshops</p> <p>£800</p> <p>£104 spent so far</p>	<ul style="list-style-type: none"> • Money to cover supply costs so SLT members can lead parental workshops 	<ul style="list-style-type: none"> • Parents who attend are more confident in working with their children to improve learning. • Parents who attend are equipped with new skills to support their children's learning at home. 	<p>Good parental feedback provided from workshops ran so far:</p> <ul style="list-style-type: none"> • Phonic: Reception parents • Growth Mindset: All parents • Mathematics: parental workshops (Ks1 and Ks2) • On-line safety parental workshop: as a follow up to safer internet week. • Assessment without levels