

## Pupil Premium Plan 2015-16

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Amount Received	Amount allocated so far	Amount yet to be allocated
£101,100	£100,609	£491

Area of Spend	Amount	Description of Intervention	Intended Outcome	How impact will be measured	Actual Impact
<b>Whole school Strategies</b>					
It has been shown by the EEF in 2011 that poor whole class teaching has a disproportionate effect on children eligible for the Pupil Premium. However, quality first teaching has been shown to have a disproportionately positive effect on children eligible for the Pupil Premium. Therefore, some of our strategies are related to improving whole school teaching.					
Quality first teaching	£300	Purchase of teaching materials from the 'Power of Reading' website	To close the gap between Pupil Premium children and their peers in reading	Star Reading assessment	On average, Pupil premium children made 14 months progress in the 10 months of school. Gaps in attainment are closing or are closed in all year groups since September.
Quality first teaching	£1,500	To re-equip the KS2 library with books to encourage reluctant readers	To close the gap between Pupil Premium children and their peers in reading	Star Reading assessment	
Quality first teaching	£7,173	To invest in visualisers for each classroom, improving the quality of lessons, particularly in writing	To close the gap between Pupil Premium children and their peers	Star Assessments	
<b>Subtotal:</b>	<b>£8,973</b>				Attainment gaps are closing or closed in 4 out of 7 year groups. The visualisers were only installed in May, so the full impact has not been realised yet.
<b>Strategies for underperforming pupils</b>					
These strategies benefit pupils who are falling behind their peers. They are often small group tuition with a trained teaching assistant, or teacher. EEF research has demonstrated that these kinds of interventions can lead to a +4 months improvement in pupil progress.					
Small Group Intervention	£2,000	Training of key support staff to provide a maths intervention in Years 5 & 6	To close the gap in maths attainment	Star Maths assessment	Pupil premium children involved in the programs made on average +114 scale points progress, which is an improvement in percentile ranking of +24%. This compares with non-pupil premium children in the cohorts who on average made +80 scale points progress.

Small group intervention	£7,000	This money is earmarked to redvelop the old ICT suite into a multi-purpose room, with an emphasis on our Thrive program which supports vulnerable children. The room will be equipped with a small kitchen and a folding partition, to allow different groups to access the room simultaneously. This space will also give us a place to host training in Thrive and other improtant programs, where we would gain free places on the training.	To improve our nurture provision within school, and providing a training space for intervention training.	An increase in the number of disadvantaged children receiving support through Thrive and other interventions.	
Small group intervention	£5,000	Training for 12 Support assistants to deliver CatchUp Literacy program	To close the gap in English attainment	Star reading and writing	The training for this program did not occur until June, so the impact will be looked at in the next Pupil Premium plan.
<b>Subtotal:</b>	<b>£14,000</b>				
<b>Strategies for individual children eligible for the Pupil Premium</b>					
These are strategies are specifically aimed at individual children who are eligible for the Pupil Premium and are costed individually. They range from targeting social and emotional needs (+ 4 months progress in Sutton Trust research), to using technology to boot individual performance (+4 months in Sutton Trust research) or supporting children's individual needs on a 1-1 basis in certain lessons.(+3-5 months in Sutton Trust research)					
1-1 targetted learning support	£50,000	Support teams are in place to provide 1-1 support to children who need it, and to run intervention groups in the afternoon. Two posts were added to the Learning Support Pod as specialists, and they have allowed greater capacity for the Pod team to work across the school with vulnerable and disadvantaged children.	To improve progress of the identified children in the identified areas.	Star Assessments, and other targets on individual children's provision maps	READING: Children identified as having additional needs, as well as being eligible for Pupil premium made 15 months progress during the 10 month year. MATHS: Children identified as having additional needs as well as being eligible for Pupil Premium made +110 scale points progress, equating to a percentile growth of +19
Social and Emotional Learning	£6,916	Provision of a 'Lunchtime Club' for children who find it challnging to be on the playground, or in the dinner hall. The children experience calm, nurturing activities and learn to manage their emotions. There is a KS2 & KS1 club	To improve the social and emotional skills of the children, and to support learning and concentration in afternoon sessions.	A reduction in lunchtime or afternoon behaviour incidents involving Pupil Premuim children.	There has been an overall reduction in behaviour reports on the playground of 50%, and a 30% reduction in incidents involving Pupil Premium children.

Social and Emotional Learning	£6,160	Children who need support in developing emotional regulation and control enjoy 1-1 sessions with a specially trained support assistant. This cost includes training of staff	To improve the emotional regulation skills of children	Thrive FTC measure progress in many areas. This intervention will be successful if a majority of targeted children make developmental progress on the Thrive assessment	
Behaviour Intervention	£2,600	East Sussex Behaviour and Attendance team work 1-1 with identified children on improving their behaviour.	To improve the behaviour for learning of identified children	A reduction of behavioural incidents for identified children	
Welfare support	£2,800	Supporting children and families meet small costs, such as breakfast club and school trips	To support children financially and socially in times of need.		
1-1 targeted learning support	£2,500	Computer equipment to run online tutoring in both English and maths	To improve the proportion of children achieving national standards	Star Maths and reading, and SATs tests	Results were mixed with some children making good progress and others not. Children on average made 10 months progress in reading (expected) and +112 scale points in maths (better than expected). Children's improvement however was not sufficiently great to allow the majority of them to reach the national benchmarks.
1-1 targeted learning support	£6,660	Additional online tutoring for identified children in Year 6 to improve both English and maths	To improve the proportion of children achieving national standards	Star Maths and reading, and SATs tests	
<b>Subtotal:</b>	<b>£77,636</b>				