

**Beech Green Primary School**

***Pupil Premium (PP) Grant, Planned Expenditure for 2016/17 (Total Income = £124,000)***

*(Please note that the following plan has been designed to help all our Pupil Premium pupils overcome the different barriers they face and provide for their varying needs, in order for them to achieve their potential in school.)*

<b><i>Brief description of planned intervention</i></b>	<b><i>Barriers to learning</i></b>	<b><i>Cost allocation from PP funding</i></b>	<b><i>Desired outcomes</i></b>	<b><i>Success Criteria - How impact will be measured</i></b>	<b><i>Evaluation of the impact (Summer Term 2017)</i></b>
<p><b><u>Maths</u></b></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of number. We will continue using the "In Gloucestershire Children Count" materials to provide focussed support, as well as regular, additional interventions 1:1 or in small groups.</p> <p>(Focussed "Marking Feedback" sessions will take place, usually in the afternoons, to close the gaps identified in pupil progress meetings in each child's understanding)</p>	<p><b><u>Maths</u></b></p> <p>Lack of confidence and poor listening skills in whole class sessions leading to disengagement.</p> <p>Lack of motivation and low self-esteem often due to previous low attainment.</p> <p>Some behavioural, emotional and social difficulties (BESD).</p> <p>Some specific learning difficulties.</p>	<p><b><u>Maths</u></b></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><b><u>Maths</u></b></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><b><u>Maths</u></b></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p> <p>Evidence from IGCC progress results and focussed learning targets being achieved</p>	<p><b><u>Maths</u></b></p>

<i>Brief description of planned intervention</i>	<i>Barriers to learning</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Summer Term 2017)</i>
<p><b><u>Reading</u></b></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of reading comprehension. We will continue using the "Better Reading Partners" and "Dancing Bears" materials to provide focussed support, as well as regular, additional interventions 1:1 or in small groups. We will always compensate for lack of home support by providing additional help in school, so these arrangements will be flexible. (Focussed "Marking Feedback" sessions will take place, usually in the afternoons, to close the gaps identified in pupil progress meetings in each child's understanding)</p>	<p><b><u>Reading</u></b></p> <p>Lack of confidence and poor listening skills in whole class sessions leading to disengagement.</p> <p>Lack of motivation and low self-esteem often due to previous low attainment</p> <p>Some behavioural, emotional and social difficulties (BESD) with certain children.</p> <p>Some specific learning difficulties and sometimes limited parental engagement</p>	<p><b><u>Reading</u></b></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><b><u>Reading</u></b></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><b><u>Reading</u></b></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p> <p>Also evidenced through BRP results, Benchmarking data, Phonics Screening Check results and focussed learning targets being achieved.</p>	

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<p><b><u>Writing</u></b></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of spelling, punctuation and grammar. Additional interventions 1:1 or in small groups. We will always compensate for lack of home support by providing additional help in school, so these arrangements will be flexible.</p> <p>(Focussed "Marking Feedback" sessions will take place, usually in the afternoons, to close the gaps identified in pupil progress meetings in each child's understanding)</p>	<p><b><u>Writing</u></b></p> <p>Lack of confidence and poor listening skills in whole class sessions leading to disengagement.</p> <p>Lack of motivation and low self-esteem often due to previous low attainment</p> <p>Some behavioural, emotional and social difficulties (BESD) with certain children.</p> <p>Some specific learning difficulties and sometimes limited parental engagement</p>	<p><b><u>Writing</u></b></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><b><u>Writing</u></b></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><b><u>Writing</u></b></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p> <p>Focussed learning targets achieved</p>	<p><b><u>Writing</u></b></p>

<i>Brief description of planned intervention</i>	<i>Barriers to learning</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Summer Term 2017)</i>
<p><b><u>Structured Intervention Programmes</u></b></p> <p>A Teaching Assistant will be available to provide structured intervention programmes such as IGCC (In Gloucestershire Children Count) which have a proven track record of success</p>	<p><b><u>Structured Intervention Programmes</u></b></p> <p>Lack of confidence and poor listening skills in whole class sessions leading to disengagement.</p>	<p><b><u>Structured Intervention Programmes</u></b></p> <p>£7,500 (Based on 12.5 hours per week)</p>	<p><b><u>Structured Intervention Programmes</u></b></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced</p>	<p><b><u>Structured Intervention Programmes</u></b></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p>	<p><b><u>Structured Intervention Programmes</u></b></p>
<i>Brief description of planned intervention</i>	<i>Barriers to learning</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Summer Term 2017)</i>
<p><b><u>Inclusion and Enrichment</u></b></p> <p>Ensuring that all PP children are able to access the broader school curriculum.</p> <p>We will also use this funding to provide curriculum enrichment activities and events when parents/carers of PP children are unable to provide a voluntary contribution</p>	<p><b><u>Inclusion and Enrichment</u></b></p> <p>(We do not want any PP children to miss out on any of the enrichment activities planned throughout the year, or feel awkward about their parents not making a financial contribution)</p>	<p><b><u>Inclusion and Enrichment</u></b></p> <p>£2,000</p>	<p><b><u>Inclusion and Enrichment</u></b></p> <p>All PP children participate fully in all areas of school life, such as attending visits, trips and activities, so they are not disadvantaged because of financial constraints.</p>	<p><b><u>Inclusion and Enrichment</u></b></p> <p>Evidenced from financial statements for visits and other records such as registers, kept in the school office.</p>	<p><b><u>Inclusion and Enrichment</u></b></p>

<i>Brief description of planned intervention</i>	<i>Barriers to learning</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Summer Term 2017)</i>
<p><b><u>General Well-Being of PP Children</u></b></p> <p>Proactively supporting the social, emotional and behavioural well-being of PP children, through the work of our school Learning Mentors, TAs, external coaches or mentors and other support staff.</p>	<p><b><u>General Well-Being of PP Children</u></b></p> <p>Some behavioural, emotional and social difficulties (BESD) with certain children.</p>	<p><b><u>General Well-Being of PP Children</u></b></p> <p>£30,000</p>	<p><b><u>General Well-Being of PP Children</u></b></p> <p>Proactively influence, effectively manage and reduce incidents of disruptive behaviour caused by social and emotional difficulties, especially those leading to behaviour notices to parents (red letters) and fixed term exclusions.</p>	<p><b><u>General Well-Being of PP Children</u></b></p> <p>This will be evidenced from behavioural records kept by HT and INCO, feedback from parents/carers and discussions with the children involved.</p>	<p><b><u>General Well-Being of PP Children</u></b></p>
<i>Brief description of planned intervention</i>	<i>Barriers to learning</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Summer Term 2017)</i>
<p><b><u>Lunchtime Behaviour Support</u></b></p> <p>A Sports/Play Leader will be employed to provide additional structured and supervised activities during the lunchtime period.</p>	<p><b><u>Lunchtime Behaviour Support</u></b></p> <p>Some behavioural, emotional and social difficulties (BESD) with certain children.</p>	<p><b><u>Lunchtime Behaviour Support</u></b></p> <p>£3,500 (Based on 6 hours per week - a contribution from our PE and School Sports Premium will also be used)</p>	<p><b><u>Lunchtime Behaviour Support</u></b></p> <p>Proactively influence, effectively manage and reduce incidents of disruptive behaviour during lunchtimes caused by social and emotional difficulties, especially those leading to behaviour notices to parents (red letters) and fixed term exclusions.</p>	<p><b><u>Lunchtime Behaviour Support</u></b></p> <p>This will be evidenced from behavioural records kept by HT and INCO, feedback from parents/carers and discussions with the children involved.</p>	<p><b><u>Lunchtime Behaviour Support</u></b></p>

		<b>Total Costs Allocated = £118,000</b>  <b>(This will leave a contingency fund of £6,000 to be used for other initiatives or strategies to support our disadvantaged children throughout the year)</b>			
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\* This figure represents the staffing cost of implementing a range of academic interventions. It has been calculated by adding together the pro rata costs of a teacher, to the costs of employing Teaching Assistants in the afternoons and a proportion of our Inclusion Coordinator's salary; then dividing this figure between the three different, planned academic interventions (Maths, Reading and Writing).