

Beech Green Primary School

Pupil Premium (PP) Grant, Planned Expenditure for the Financial Year 2015/16

(Total Income = £148,632 inc. £27,452 2014/15 C/F)

<i>Brief description of planned intervention</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Spring Term 2016) (Summer Term 2016)</i>
<p align="center"><u>Maths</u></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 reinforce key learning outcomes from recent maths lessons.)</p>	<p align="center"><u>Maths</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p align="center"><u>Maths</u></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 align="center"><u>Maths</u></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 align="center"><u>Maths</u></p> <ul style="list-style-type: none"> • IGCC has continued. During the last round of IGCC children made on average 13 months progress. Mainly PP children were targeted. • PP made 14 months progress on average compared to Non PP children who made on average 10 months progress. Therefore our PP children made 4 months more progress on average than non PP. • IGCC has continued in Term 1 and 2 this academic year but due to illness they haven't been reassessed yet to find the impact. This will be done as soon as the IGCC teacher is back. • See attached IGCC sheet for more detailed progress. • PP have been highlighted in class and are well known to teaching staff. They are taught in small focus groups if required to reinforce a concept that has been misunderstood or that requires more consolidation, • PP are continuing to be taken out for Feedback Marking and there is an emphasis put on the children's Maths. Concepts are reinforced/practised on a 1:1 basis. • In Maths, following on from assessment in Term 2, 60% of disadvantaged children are working either at or exceeding ARE. 10% are working below. • See 'Capturing Pupil Achievement - KS1 and KS2' Disadvantaged Children' for more details. • Following the next round of assessment (in Term 3) we will be able to make a much clearer comparison on progress made using the Capturing Pupil Achievement Grid. • IGCC has not been completed due to staff illness, however, from

				<p>September there will be an IGCC coordinator and TAs will be trained in how to deliver the programme. This will help build on the results from the previous year.</p> <ul style="list-style-type: none"> • PP children have continued to have FBM, children are completing Maths Passports and have additional support in areas of Numeracy that they have found tricky that particular week. • See attached Numeracy Passport sheet for data. • Term 3 - Capturing Pupil Data shows that 49% of PP children are working At or Above ARE compared to 67% of Non PP. The same %age of pupils (PP and Non PP) are working At ARE. • Term 5 - Capturing Pupil Data shows that 65% of PP children are At or Above ARE (an increase of 16%). • The number of PP children working below ARE from Term 3 to Term 5 has significantly decreased (10%)
<i>Brief description of planned intervention</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Spring Term 2016)</i>
<p><u>Reading</u></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</p>	<p><u>Reading</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Reading</u></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><u>Reading</u></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><u>Reading</u></p> <ul style="list-style-type: none"> • BRP has continued due to success in improving children's reading age and reading comprehension. Again, mainly PP children were targeted. On average children made 15 months progress. • Just PP children made on average of 14 months. • Children who are PP and SEN made an average of 13.5months progress. • Only 1 SEN Pupil received the support and made 24 months progress. • Only 1 non PP/SEN pupil was targeted and made 12 months progress. • Aside from SEN (1 child) PP children made the most average progress. • See attached BRP Results for Terms 1 and 2 for more detail • One child made no progress due to a turbulent term before Christmas. Since coming back in the New Year he has discovered a new interest in books and is completing BRP again in a bid to ensure he makes progress. • PP are being targeted with extra reading when additional adult support is in class (Reading Support Folders)

<p>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 reinforce key learning outcomes from recent guiding reading sessions.)</p>				<ul style="list-style-type: none"> • Reading is a whole school target and Guided Reading sessions are changing and a love/enjoyment of Reading is being fostered in order to further develop children's reading skills. • Over 50% of disadvantaged pupils are working at or exceeding ARE. 36% are working towards. • See 'Capturing Pupil Achievement - KS1 and KS2' Disadvantaged Children' for more details. • Following the next round of assessment (in Term 3) we will be able to make a much clearer comparison on progress made using the Capturing Pupil Achievement Grid. • BRP continued due to success previously. In Spring Term BRP was trialled with just PP children. In the Summer Term we went back to a mixture of PP and Non PP due to lack of suitability for PP to compete intervention. Less pupils completed the intervention during Terms 5/6 than the rest of the year. • During the Spring Term on average all pupils made 14 months progress. • During the Summer Term on average all pupils made 16 months progress. • Just PP pupils made on average 14 month progress during the Spring Term and during the Summer Term just PP pupils made on average 13 months progress • During the Spring Term PP/SEN pupils made on average 11 months progress. During the Summer Term no pupils who took part in the intervention were both SEN and PP. • During Spring Term SEN pupils made 11 months progress and during the Summer Term SEN pupils made 24 months progress. • During the Spring Term the child who was previously highlighted in the Autumn as making no progress (SEN and PP) completed the intervention again and made 30 months progress. He also developed a real love of reading and couldn't wait to share books/take books home. • See attached BRP sheet • Extra reading has been put into place with PP pupils being given the priority - parent helpers have been in, support files have been set up. • Reading comprehension sessions have been a real success in supporting PP children.
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<i>Brief description of planned intervention</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 2016)</i>
<p><u>Writing</u></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of spelling, punctuation and grammar. We will introduce "Rapid Write" and use the 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.</p> <p>(Focussed "Marking</p>	<p><u>Writing</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Writing</u></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><u>Writing</u></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><u>Writing</u></p> <ul style="list-style-type: none"> • Writing continues to be a focus for PP children. The new Curriculum means that writing targets have changed in each Year Group and therefore expectations have changed. • Phonic lessons are being carried out in KS2 in order to 'plug' the gaps in children's learning. There is a more consistent approach across the school to teaching phonics, a format that the children recognise in each session. • Phonics screening is also continuing through the school for those children who did not pass in KS1 to ensure more rapid progress. • Feedback Marking is being carried out with each PP child. TAs are identifying each child's specific need from their learning that week and reinforcing/ correcting any new concepts • 48% of disadvantaged pupils are working at or exceeding ARE. 33% are working towards ARE and 19% are working below. • See 'Capturing Pupil Achievement - KS1 and KS2' Disadvantaged Children' for more details. • Following the next round of assessment (in Term 3) we will be able to make a much clearer comparison on progress made using the Capturing Pupil Achievement Grid. • SPAG has improved significantly and this has been an area that has been worked on through FBM. • Phonics has also improved dramatically (see Year 1, 2, 3, 4 Phonics Screening results)

<p>Feedback" sessions will take place, usually in the afternoons, to reinforce key learning outcomes from recent English lessons.)</p>				<ul style="list-style-type: none"> • Term 3 - Capturing Pupil Data shows that 34% of PP children are working At or Above ARE compared to 60% of Non PP. • Term 5 - Capturing Pupil Data shows that 65% of PP children are working At or Above ARE compared to 75% of Non PP.
<i>Brief description of planned intervention</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 2016)</i>
<p><u>Feedback Marking</u></p> <p>Accelerating the progress of our PP children, by helping them to improve their work, by responding to the written or verbal feedback provided by the teacher or teaching assistant during or after a recent lesson. We will tend to focus on the key skills of reading, writing and maths (as per details above) but more general mentoring support will be provided in other areas.</p> <p>This will usually be provided 1:1, in pairs or in small groups.</p>	<p><u>Feedback Marking</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Feedback Marking</u></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><u>Feedback Marking</u></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><u>Feedback Marking</u></p> <ul style="list-style-type: none"> • Feedback Marking is being carried out by TAs with PP children every week (unless they are SEN). TAs have been creative with what tasks they are doing and where applicable are being led by the child as to what their concerns/ needs are. • Feedback Marking has become much more clear and concise. Following Pupil Progress Meetings staff identified what specific needs disadvantaged pupils had from their Band Progression Sheets/Target Sheets. • These targets have been passed on to TAs (INCO has been to each year group to check!) and TAs know exactly what they should be working on with each child. • If pupils have the same need TAs are comfortable enough to take a small group of children out to reinforce the same skill. • At the end of this term progress will be able to be identified through children's targets being highlighted on their band progression sheet. • The next step will be to get teachers identifying on pupils target sheets what target they working on in Feedback Marking go once it is met, they move onto the next target quickly. • This has had a positive impact on the PP children and this is shown when they work in independent lessons following a FBM session. However, from next year this needs to be much tighter to 'plug' gaps and. Following on from Pupils Progress meetings (that are aimed

<p>We will always compensate for lack of home support by providing additional help in school, so these arrangements will be flexible.</p>				<p>specifically at PP children) FBM will be focussed on the specific gaps in their learning.</p> <ul style="list-style-type: none"> • 3 x a year TAs will be asked to produce evidence of the impact.
<i>Brief description of planned intervention</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 2016)</i>
<p><u>Attendance</u></p> <p>Improving the overall attendance rates of our PP children, so they are in school more often.</p>	<p><u>Attendance</u></p> <p>£1575</p> <p>This figure represents the proportional cost for our part-time Education Welfare Officer, to focus on engaging with parents and PP children to ensure their overall attendance in school improves.</p>	<p><u>Attendance</u></p> <p>For children with good (96%+) attendance, this is about maintaining or improving this figure. For children below 96%, we want to improve their attendance, so it's more in line with the school target and the attendance rates for non PP children. We will identify and address any trends or patterns of non-attendance.</p>	<p><u>Attendance</u></p> <p>This will be evidenced from the attendance data held in school.</p>	<p><u>Attendance</u></p> <ul style="list-style-type: none"> • The attendance of Pupil Premium children for the academic year 2014 to 2015 was 91.47%, this improved to 93.56% in 2015 to 2016 - a rise of 2.09%.

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<p><u>Inclusion and Enrichment</u></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.</p>	<p><u>Inclusion and Enrichment</u></p> <p>£12,300</p>	<p><u>Inclusion and Enrichment</u></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><u>Inclusion and Enrichment</u></p> <p>Evidenced from financial statements for visits and other records such as registers, kept in the school office.</p>	<p><u>Inclusion and Enrichment</u></p> <ul style="list-style-type: none"> • All children eligible for the Pupil Premium attended all the trips, events and activities available to them, so long as permission from at least one parent had been received • When voluntary contributions for additional events were not forthcoming from parents/carers, the Inclusion and Enrichment fund was used to pay for the activity
<i>Brief description of planned intervention</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 2016)</i>
<p><u>General Well-Being of PP Children</u></p> <p>Proactively supporting the social, emotional and behavioural well-being of PP children, through the work of the Intervention and Support Centre TAs, EWO and other teaching or support staff.</p>	<p><u>General Well-Being of PP Children</u></p> <p>£28,950</p>	<p><u>General Well-Being of PP Children</u></p> <p>Proactively influence, effectively manage and reduce incidents of disruptive behaviour caused by social and emotional difficulties,</p>	<p><u>General Well-Being of PP Children</u></p> <p>This will be evidenced from behavioural records kept by HT and INCO</p>	<p><u>General Well-Being of PP Children</u></p> <ul style="list-style-type: none"> • Use of YES Mentors • Lunchtime Interventions • Access to Learning Mentors • More succinct behaviour policy/School Rules • No tolerance - swearing/physical outbursts • Has this had an impact on red letters? More for PP children? • See attached Red Letter Statistics for 2015/2016 • YES mentoring has worked well for the two PP children that received it. Assessments completed by mentors show that they have a much more positive view of themselves and they are developing techniques to help calm down. A YES Mentor will be working half a day a week

		especially those leading to behaviour notices to parents (red letters) and fixed term exclusions.		<p>with identified students who are struggling with behaviour/self-esteem.</p> <ul style="list-style-type: none"> Lunchtime club helped to lessen the number of incidents whilst the pupils were in, however different strategies need to be adopted to change their behaviour. 1:1 for specific PP student at lunchtime worked well - dramatic decrease in the number of incidents.
<i>Brief description of planned intervention</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 2016)</i>
<p><u>Provision of an internal Support Centre</u></p> <p>Teaching area currently used by Beech Green Nursery will be vacant from the end of September 2015. This will be converted into a fully equipped Learning Support Centre, serving the needs of all our PP children and their families</p>	<p><u>Provision of an internal Support Centre</u></p> <p>£5,800</p>	<p><u>Provision of an internal Support Centre</u></p> <p>Nursery provision successfully relocated to new building located on the school field, allowing us to establish support centre within the school.</p>	<p><u>Provision of an internal Support Centre</u></p> <p>This will be evidenced by feedback from Nursery Manager and HT attendance at site meetings.</p> <p>This will be evidenced by feedback from parents/carers and pupils</p>	<p><u>Provision of an internal Support Centre</u></p> <ul style="list-style-type: none"> Purple Room equipped Displays up Room being utilised Interventions being carried out All complete.

		Learning Support Centre established and operational, providing a private additional teaching and mentoring area, as well as place to meet with parents and speak openly but confidentially.		
	Total Costs Allocated = £148,625			

* 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 Manager's salary; then dividing this figure between the four different, planned academic interventions (Maths, Reading, Writing and Marking Feedback).