

## Charnock Hall Proposed Pupil Premium Spending Plan 2015-2016

<b>Year Group</b>	<b>Number of Pupils</b>	<b>Non-Pupil Premium</b>	<b>Pupil Premium</b>
R	60	59	1
1	60	55	5
2	60	50	10
3	59	50	9
4	59	46	13
5	56	43	13
6	48	37	11
Total	402	340	62

### Pupil Premium 2015-2016

The school received £85,800 in its budget for children that are considered to be eligible for the 'Pupil Premium'. Children who are allocated the Pupil Premium are children who have been entitled to free school meals at any point in the last six years and children who are designated as Looked-After Children (LAC). Each eligible child (62) has been allocated £1320 for this year 2015-2016. Our LAC children have been allocated the increased sum of £1900. The school is required to demonstrate that it has used this funding to directly support these children in their learning and wider school experience.

### Objectives of the Plan:

#### **Achievement of Pupils**

- To close/narrow the gap between PP Children and non-PP children in school and with their peers nationally
- To provide early targeted intervention for underperforming/vulnerable groups
- Analyse progress of Teacher Focus Group (those children in receipt of PPG) at Pupil Progress Meetings

#### **Quality of Teaching**

- To ensure good quality teaching for those children in receipt of PPG
- Teaching Assistants are highly trained and able to deliver and support focussed intervention programs

#### **Behaviour and Safety**

- Attendance/punctuality and behaviour of children in receipt of PPG is in-line with other children in school and nationally

#### **Leadership and Management**

- Ensure high quality early intervention from experienced teaching staff
- Analyse progress of children in receipt of PPG to determine any issues in performance and share with exSLT and Governors
- Identify children in receipt of Pupil Premium to all staff and track their progress and provision
- Ensure governing body have full knowledge and awareness of allocation / spending / impact of actions

Identified Need	Proposed Action	Intended Impact	Cost Forecast (Financial Year Apr14 to Mar15)	Impact Analysis
Improve the quality of teaching and learning to all pupils – with a focus on closing the gap for disadvantaged pupils	<ul style="list-style-type: none"> <li>• Employ Lead Learning Practitioners (LLPs) to support staff with their planning and delivery of quality 1<sup>st</sup> teaching</li> <li>• CPD for all staff in English and Maths</li> </ul>	The quality of teaching and learning across the school will improve. Teachers will target learning to meet the specific needs of their cohorts following advice from LLPs. The rate of progress made by all pupils will be good and accelerated for PP children	£2,500	Standards of teaching and learning have improved across the school. The % of teaching judged as good to outstanding has improved. Outcomes for for Y2 and Y6 still need to be improved but progress for PP children in other year groups is looking better. More improvement has to happen in reading
Children from disadvantaged backgrounds need full access to the curriculum without financial hindrance	<ul style="list-style-type: none"> <li>• Support parents to afford school trips and residential visits (Y2 and Y6)</li> <li>• Offer extended experiences to children in the area that they may not otherwise get</li> </ul>	Children have a range of experiences and teachers can propose trips that they need not worry are too expensive for children for disadvantaged backgrounds. Our current residential programmes will continue to be accessible to all	£4,500	Children have had trips and residential visits funded. There was a high take up of Pupil Premium children at Castleton and PGL
Educational Equipment and supplies Resources needed for the delivery of 1:1 and small group intervention work	<ul style="list-style-type: none"> <li>• Purchase of further concrete resources for the teaching of Maths and English</li> <li>• Purchase of further concrete resources for 1:1 intervention</li> </ul>	Children will have access to materials that will make further sense of their learning.	£4,200	Concrete resources have been used in lessons and interventions and LAC children have had musical instruments and laptops purchased for them
New reading initiatives to be implemented across the school to improve the profile of reading – we have a high number of PP children who do not appreciate the value of reading	<ul style="list-style-type: none"> <li>• Train pupils to hear other children read</li> <li>• Purchase resources to enhance the experience of reading books</li> <li>• Invite authors Cid and Mo in to launch the initiative</li> </ul>	<ul style="list-style-type: none"> <li>• The profile of reading is improved across the school</li> <li>• Children experience the joy of being able to read to and reading to others</li> </ul>	£1,395	Reading areas have improved significantly and new comprehension groups have been funded

<p>ICT packages to support learning and lessons to ensure good access to cross curricular ICT for all pupils</p>	<ul style="list-style-type: none"> <li>Continue to purchase licences for English support Software(Lexia) and Maths support software (Mathletics) And Education City to support and target individual children and groups</li> </ul>	<ul style="list-style-type: none"> <li>Children will have access to software in school and where possible at home to enhance learning in teaching and maths.</li> </ul>	<p>£4,932</p>	<p>Lexia and Mathletics licences are in place and children are encouraged to use them at home. Lexia support groups are in place for PP and SEND children.</p>
<p>We need to improve systems for reporting increased levels of Safeguarding issues and children at risk. A high proportion of our PP children have additional vulnerabilities and this needs to be recorded and communicated more clearly</p>	<ul style="list-style-type: none"> <li>Purchase and online reporting system for centralising records</li> </ul>	<ul style="list-style-type: none"> <li>Better communication between safeguarding and pupil support staff</li> <li>One single central record of incidents</li> <li>Better communication with outside agencies</li> </ul>	<p>£895</p>	<p>CPoms purchased February 2016 and recording of incidents has greatly improved. This now facilitates a fortnightly meeting to improve DSL communications.</p>
<p>Continue to provide KS2 children with specialised 'in house' support for vulnerable pupils with social and emotional problems</p>	<ul style="list-style-type: none"> <li>Employ a specialised Pupil Support officer - to run friendship clubs, deliver 1:1; liaise with MAST and other outside agencies; Work to support SLT and teaching staff with supporting families; assist with completion of important documentation such as fCAF</li> </ul>	<ul style="list-style-type: none"> <li>Pupils will receive more support</li> <li>Families will have a good point of contact</li> <li>MAST will have an easy point of contact</li> <li>Teachers will need to spend less time dealing with pastoral care</li> </ul>	<p>£9,000</p>	<p>JJ is continuing to develop her role and is supporting nurture groups and friendship groups. Sh has increased her liaising with parents and outside agencies. There is much more support in place for PP children with friendship issues</p>
<p>Targeted support is needed for children in maths (PP families struggling to support at home)</p>	<ul style="list-style-type: none"> <li>Employ external teaching staff to deliver maths lessons for higher ability children in Y5 and Y6</li> <li>Employ a teacher to deliver targeted 1:1 support for PP children</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers can deliver to smaller group sizes and give more bespoke support</li> <li>HAPs receive higher level teaching to improve reasoning and understanding</li> </ul>	<p>£10,000</p>	<p>IF has been delivering support to HAP children. We need to continue to assess the effectiveness of this and consider if lower level support would be more beneficial. IF has now been moved to the second half of the week to ensure that he can move the mastery side of things forward and teachers can</p>

				continue to focus on smaller groups who need to master the basics.
<p>Small group interventions are needed for vulnerable children</p> <p>TAs need to be trained and staffing levels need to be sufficient to cover the teaching of small groups</p>	<ul style="list-style-type: none"> <li>• TAs are trained and employed to deliver the following interventions <ul style="list-style-type: none"> <li>○ 1<sup>st</sup> Class at Number</li> <li>○ Project X</li> <li>○ Pirate Writing</li> <li>○ Success at Arithmetic</li> <li>○ Nip, Vip, Leap</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• TAs will be able to deliver high quality teaching to targeted groups</li> <li>• Pupil progress will improve</li> <li>• The rate of progress for vulnerable children will improve and hence close the gap in attainment</li> </ul>	£24,991	These have been successful but a bigger focus has moved to reading comprehension in 2016-17 as this is becoming the area that PP children need the most support.
<p>Behaviour at playtimes and lunchtimes need to be kept to a high standard</p> <p>Children with social and emotional difficulties need to be supported at playtimes</p>	<ul style="list-style-type: none"> <li>• TAs and LSAs to be trained as play leaders to enhance the provision at lunchtimes</li> <li>• Resources to be provided for the children</li> <li>• TAs to work lunchtimes</li> </ul>	<ul style="list-style-type: none"> <li>• Behaviour at playtimes and lunchtimes will continue to improve</li> <li>• Children will be supported in their play and social and emotional issues will be resolved more easily</li> </ul>	£8,556 £11,831	More play leaders and peer mediators have been trained and plenty of resources are available to the children. Staff deal competently and quickly with friendship issues.
<p>Teachers need time to work with Pupil Premium children to discuss targets, barriers to learning, aspirations, areas for development, learning completed.</p>	<ul style="list-style-type: none"> <li>• Complete a set of Pupil Premium learning conferences every half term (Mind the Gap)</li> <li>• Provide classroom cover for teachers to meet with pupils half-termly</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils feel valued</li> <li>• Pupils value their learning</li> <li>• Work is praised and effort rewarded</li> <li>• Children are aware of how to improve</li> <li>• Additional (less formal) targets are discussed e.g. attendance</li> <li>• Staff have a greater understanding of PP children's barriers to learning</li> </ul>	£3,000	PPLCs have been successfully implemented and further ones which will involve parents are to take place in Nov 2016. One page personal profiles are intended to be rolled out as part of the next PPLCs.