

Bratton Fleming CP Primary School

PUPIL PREMIUM – ACTION PLAN WITH IMPACT 2014/ 2015

The Pupil Premium is allocated to children from low-income families who are currently known to be eligible for FSM, and Service family children, adopted children and children who have been looked after continuously for more than six months. At Bratton Fleming, we have:

		No of pupils	Budget
2014/2015	PP – FSM (£3121 per pupil)	4	£25714
	PP – services (£300 per pupil)	1	£300
Totals		5	£14,384

Therefore, the school has received £14,384 (based on FSM Register at Annual Census) for 2014/2015

Staff and Governors need to ask the following questions:

How well do our FSM children achieve?

How good is the overall personal development and well-being of the children?

How well is their progress and attainment tracked?

How well do they make a positive contribution to the community?

How well are additional learning needs of children diagnosed and provided for?

What opportunities do they have to develop self-confidence and to work in teams?

How well is equality of opportunity and inclusion promoted?

How effectively do we make links with parents, other providers, services and organisations to promote the integration of care, education and any extended services to enhance learning and promote well-being?

Pupil Premium Expenditure Action Plan September 2014 – August 2015

Pupil premium used for:	Amount allocated	New or continued	Summary of the intervention/action	Intended outcomes	How impact is to be measured?	Impact/update
Learning in the curriculum						
TA training	£2200	Continued	To continue to provide training and supervision for TA's undertaking interventions as a result of PP funding eg counting to calculating	High quality and effective interventions mean that PP children are closing the gap with their peers and with national non PPP Training supports and develops staff so they can meet the needs of PPP	Rates of progress and attainment of PPP Staff feel confident to deliver interventions	SA, AW, LS received training in phonics and C2C New TA's employed for Sept 2015 and training booked in so they are "skilled up" asap.
TA support in Thrive	£2300	Continued	To provide emotional and social support to vulnerable pupils Implementation of Thrive action plans	Targeted pupils show appropriate behaviours for learning and progress data indicates improved achievement	Monitor progress of individual/whole class Thrive action plans. All pupils make good progress, behaviour logs decrease, attendance improves, parent feedback positive about impact	2 Thrive TA's took 6 PPP as individuals and small groups for up to x3 sessions per week. Baselines showed an improvement from being to doing or doing to thinking. All parents were involved in the process and felt the sessions were having a positive impact on their child's wellbeing.
TA's to deliver literacy and numeracy intervention programmes	£6800	Continued	To provide additional support to accelerate pupil's skills in literacy and numeracy. To ensure we narrow the gap between FSM and non FSM pupils.	Intensive support given to individual/ groups x times per week for x minutes.	Pupils progress accelerates and gap closes	On the whole provision maps indicate that interventions are having a positive impact. Summer term data shows that most PPP made good progress in reading and writing and were on track to achieve ARE but not in maths. Action plan written and being implemented in 2015/16

						5 PPP received interventions
Educational Psychologist	£2600 (Independent)	New	To offer support and training for pupils with complex needs/behaviour problems. To attend meetings with parents and other agencies.	Pupils make progress in line with their peers and close the gap where necessary.	Pupil progress, behaviour logs, attendance, parent feedback EP reports and reviews	Excellent resource for the pupils, staff and parents. Successful assessments and meetings held. Behaviour logs show improvement. Parents feel well informed and programmes of interventions set up.
Speech and language therapist	£1800 (Independent)	New	To continue to provide programmes of language support for those children identified as needing extra help	Pupils speech and language improves, allowing them greater access to all areas of the curriculum and improves self esteem.	Progress from screening/baseline Speech therapy reports.	Assessments show pupils speech difficulties have improved. Parents supporting school with programmes at home. Support staff have clear guidelines to support pupils on school.
To purchase Boardmaker online to make PECS	£200	New	To provide picture/symbols to support pupils with their learning and understanding of the school day.	Pupils have greater access to the curriculum and can independently ask for help and support. They have a better structure to their day.	Pupils confidently using their PECS to support their learning,.	2 staff confidently use Boardmaker in a variety of ways. 3 pupils confidently use it to ask for help and to access greater areas of the curriculum.
To encourage all PPP to participate and have access to clubs, enrichment activities, educational visits and residential trips	£1400	Continued	Pay for Jiggly Wrigglers and support families with the costs of residential and clubs.	Improving participation and engagement of PPP in wider school life, overcoming barriers.	Number of PPP who participate in clubs, trips etc	£600 spent on Jiggly Wrigglers – pupils enjoy sessions very much, showing team work, collaboration and independent learning. £700 spent subsidising trips and residential.

Families and communities						
A4A meetings/ structured conversations	£1000 for supply	Continued	To provide opportunities for teachers to attend A4A meetings and with support staff to meet with families.	Improving participation and engagement of PPP in the wider life of school and in their own personal development.	Rates of progress Attendance	4 Pupils on A4A – ??? Soft data provides good feedback. Majority of parents have got completely on board with the structured conversations and report they are making an impact at home. (It has been difficult to completely engage 2 families.)
Ensure that parents and families are aware of how to apply for FSM etc.	No cost	Continued	Letters sent out each term and reminders put in newsletters.	Improved uptake of PP compared to 2013/2014	Improved uptake of PP compared to 2013/2014	Families more aware and several more applied but intake remains fairly static

In July 2015:

Y1 – left school Feb 2015. Was making excellent progress.

Y3 – on track to meet ARE in reading, writing and maths

Y3 – past FSM – on track in reading, not on track for writing and maths.

Y4 – on track in reading, not on track for writing and maths. (Left school in June 2015)

Y5 - past FSM – not on track in any area. Receiving extra support and interventions.

Y6 – attained L5 reading (better than expected), L4 writing (expected progress) but L3 in GPS and maths (less than expected progress).
The gap had not been narrowed in these 2 areas but had in reading and writing.

Y6 –attained L4 in reading and writing (expected progress), but L3 in GPS and maths (less than expected progress).
The gap had not been narrowed in these 2 areas but had in reading and writing.