**BHM – Pupil Premium Strategy 2015/16**

**Carry forward from 14/15 - £19299**

**15/16 funding - £79200**

**Total - £98499**

**Total spend: £83465**

**Objectives of Pupil Premium Funding**

**Develop Quality First Teaching through Learning Triads**

**Investment**

£11,160  
£11,160 (supply costs)  
£6555 spent so far

**Provision**

* To develop Learning Triads to run in school each term to enable good practice to be shared through planning, observations and feedback sessions, leading to good or better teaching and raised attainment.
* Money to cover supply costs of releasing teachers out of class during Triad weeks (3 days x all teachers)

**Impact of actions**

* Teachers and teaching assistants are aware of children in their cohort who are pupil premium. Data for these children is discussed in Progress Meetings and intervention is planned in accordingly.
* Areas for development are addressed through personalised teaching and learning support ensuring quality first teaching.
* Staff regularly share good practice in order to develop their skill sets
* Professional development is embedded in planning and practice so teaching is consistently good or better resulting in a good level of progress being made by all PP children.
* Highly skilled staff strengthens classroom practice enabling end of year targets to be met.
* Teachers to be reflective in their own practice which ensures they meet their points for development from observations and monitoring feedback.
* co-coaching methods are established so staff can plan, teach and reflect on their practice with other professionals in school
* Co-coaching will result in an increase in good and outstanding lessons being observed.

**Evaluation**

* Discussion around the progress of pupil premium children is held every half term within moderation meetings. Data is used to inform teacher practice and interventions.
* Bespoke interventions are put into place to ensure gaps in learning are addressed. The Year 2 and 3 teachers and teaching assistants attended Fast Track Phonics intervention training to close the gap for those children (including pupil premium) who did not pass the year 1 phonics screening or year 2 rescreen. The impact of which has been seen through 5 out of 7 children passing Year 2  rescreen. Year 3 reading results shows 80% children working at ARE in reading and 86% PP children working at ARE.
* In some year groups the gap between pupil premium and non-pupil premium still needs to be narrowed and will continue to be a focus for next year.
* The Learning Triads have enabled staff to share good practice on key priorities in school through Pupil Focused CPD. These have been: teaching quality writing through models (autumn term) and effective use of questioning to promote deeper thinking in learning and provide effective feedback to learners (spring term).

**Impact**

* The triads have enabled staff to reflect on their practice, observe and reflect on lessons and plan next steps with their peers.
* Drop-ins, lesson observations and work scrutiny show how these strategies are being applied in everyday practice. A greater percentage of at least good and outstanding teaching has been observed.
* Teachers are now focusing on use of Feedback, which Sutton Trust research shows has the greatest impact on teaching and learning.

**Develop Quality First Teaching through Teaching and Learning support**

**Investment**

£5100  
(£3500 additional Y6 teacher costs )  
(£1600 supply costs for teacher release)  
£3225 spent

**Provision**

* Bespoke teaching and learning support to be provided by Assistant Head and Deputy Headteacher for individual teachers on specific, personalised targets.
* Focus on Objective Led planning and teaching and learning strategies to raise attainment for all children.
* Highly skilled staff strengthens classroom practice enabling end of year targets to be met
* Money to cover supply costs of releasing teachers to work with AHT /DHT
* Cost of additional teacher in year 6 for 1 day to release AHT for 1:1 teaching and learning support for Autumn term.

**Impact of actions**

* Regular monitoring will ensure any areas for development are identified at the soonest point, to ensure teaching is consistently good or better.
* Through co-coaching model teachers will: experience and develop understanding of an integration of knowledge and skills; gain opportunities to learn and apply information and have opportunities to process new learning with others.
* Co-coaching will result in an increase in good and outstanding lessons being observed.
* Staff subject knowledge is secure which is evident during observations and planning
* Raised standards in teaching and learning
* Close any gaps in attainment between PP children and Non PP children.

**Evaluation**

* The quality of teaching and learning counts most in our school. The monitoring cycle is able to identify areas for development and next steps are implemented at the soonest point. The AHT and DHT have worked 1:1 with members of staff focusing on areas identified for development.
* The impact of this work has resulted in teaching being judged as consistently good or better.
* AHT and DHT has worked with majority of a staff on a 1:1 to ensure bespoke support is given. The impact of this can been seen in planning and children’s books.
* Staff use gap analysis tools for assessment to address gaps in learning for PP children enabling them to plan objective led learning more effectively.
* Pupil Premium children have met their end of year targets in all year groups and subjects with exception of Y1 in writing and Y3 in maths. This will remain a focus for next year.
* In some year groups the gap between pupil premium and non-pupil premium still needs to be narrowed and will continue to be a focus for next year.

**Develop Quality First Teaching through ‘WOWs’ in Creative Curriculum**

**Investment**

£3000  
(£500 per class) Years 1-6  
£2468 spent

**Provision**

* Budget for each class to provide exciting, bespoke ‘WoWs’ at the start of each topic so to act as an engaging ‘hook’ to learning.
* Role play areas in every classroom to be linked to Creative Curriculum topic each half term, with 3 focussed activities planned. These need to be interactive, engaging and age appropriate.

**Impact of actions**

* Raised levels of achievement.
* Learning environments captivate children’s interest in topics, leading to independent research and child led learning.
* Pupil voice shows positive responses to the curriculum. In terms of engagement and enjoyment.
* Books, learning environments and pupil voice shows high quality teaching and learning taking place which provides both engageme

**Evaluation**

* Monitoring cycle shows high levels of engagement within in creative curriculum topics by all children, including PP children. The budget has enabled PP children to access a wider range of outdoor and creative learning experiences which they may not otherwise be able to experience. The impact has been higher levels of engagement in learning by all (pupil voice, CEO monitoring); raised personal interest in topics (teacher feedback and work scrutiny); spiritual development - awe and wonder (pupil voice about experiences).
* High Quality Role play areas are established in every classroom and a range of activities are in place. The impact being children are showing more independent inquiry skills and asking more questions within lessons –enhancing speaking and listening opportunities too.

**Develop Quality First Teaching through the use of Singapore Maths**

**Investment**

£5,598 (trip, training and resources)  
£2390 spent

**Provision**

* Staff to attend training on Singapore maths in London leading to raised attainment in mathematics.
* Educational study visit to Singapore to study how mathematics is taught (5 day visit to school, see it in practice)
* Highly skilled teaching in mathematics should close gap between PP and non PP attainment
* Training will maximise staff potential by linking learning to actions and theory to practice

**Impact of actions**

* Subject leader subject knowledge is increased through Singapore maths training.
* Subject lead to effectively disseminate methods and information to staff, leading to raised attainment in mathematics.
* Closed gap between PP and non PP attainment

**Evaluation**

* The Mathematics Subject Leader has attended intense training courses in London and Manchester in Autumn 1 on Singapore Maths. Following on from this, all staff have received training within a whole school INSET (Mathematics Governor attended).
* The mathematics lead provided training on ‘Maths No Problem’ to year 1 and 2 teachers. This programme was implemented in Year 1, 2 and 4 in Spring 1. The impact of this has been all children within these year groups have achieved (or are above) their targets set, including pupil premium children. However, the gap in attainment between PP and non PP will remain a focus next year.
* Due to the positive impact in these year groups, Singapore Maths is being implemented across school in 2016-17.
* All staff have now received training on Singapore Maths.

**To provide 1:1 tuition and intervention classes Including Easter and Summer school**

**Investment**

£9,191  
(£1,800 summer schools and trip)  
(£7391-salary for a teacher to run intervention groups and 1:1 tuition. One half day Autumn 2; 1 full day Spring term until after SATS; 1 half day after SATs)  
£5783 spent

**Provision**

* Provide 1:1 tuition and intervention classes in mathematics or English to accelerate progress in reading, writing and maths for PP children.
* Data to be used to identify children and tuition and boosters to start Autumn 2
* Money to be used to pay qualified teacher(s) to lead sessions.
* Class teacher and teaching assistants to provide Breakfast club for Year 6 pupils in preparation for SATs.

**Impact of actions**

* PP make accelerated progress to narrow gap between PP and non PP in Mathematics and English.
* All Pupil Premium children to make expected progress in mathematics and English with some exceeding
* Bespoke support to raise PP confidence in focus areas.
* Children are well prepared for transition to next year group.

**Evaluation**

* Mathematics intervention is in place for Y6 more able, middle ability and lower ability groups (across two afternoons a week). Groups specifically targeted are PP children.
* SPaG intervention for PP children has also been put into place from the spring term.
* This is to promote excellent outcomes for all children.
* Breakfast Club continues in Year 6 for 2 mornings a week for invited children (majority pupil premium children) who need additional support in order to make good progress through closing gaps in learning. This is to promote excellent outcomes for all children.

*Impact on data will be shown when Raise on Line is released in December 2016.*

**Cover total cost or subsidise trips and visitors**

**Investment**

£12,000  
£8279 spent

**Provision**

* Pupil Premium children can access an enriched curriculum both within and outside the learning environment. For some children this has a huge impact on their self-esteem and confidence.
* Trips linked to Creative Curriculum work to enhance learning and to develop children’s knowledge and understanding in a captivating way.
* Subsidising trips enables school to run the best trips which support the curriculum and provide life experiences for all pupils.
* Subsidise Residential holiday for Year 5 children
* Subsidised Year 6 trip to London

**Impact of actions**

* All children are able to access a range of learning experiences both academic and extra curricular.
* Learning opportunities enhance SMCS experience of the children too – developing the whole child. E.g. Residential trips
* A range of trips and visitors captivate children’s interest in learning, leading to independent research and child led learning.
* PP children show raised self esteem which leads to raised attainment.
* Wider learning opportunities impacts positively on PP attainment in wider curriculum areas (e.g. Creative Curriculum)

**Evaluation**

* A number of trips have been subsidised by PP across the year enabling us to enrich the experiences of our pupils.
* Through the pupil premium our children have benefitted from real life experiences that have positively informed their academic and social learning journeys.
* Teachers report on high levels of engagement and personal, social development as a result of these opportunities.

**funding pastoral care in school**

**Investment**

£10,500 To fund the running of the Breakfast Club  
£2900 (£500 food/£2400 salary)  
£24805 spent

**Provision**

* Use funding to manage and resource a breakfast club for vulnerable children where punctuality is an issue or they have difficulties with morning routines at home.
* To support pupil premium children with social and emotional difficulties so they are ready for learning.
* Support to families of pupil premium children. E.g. purchase of school shoes, uniform; support in completing high school applications; directing parents to additional agencies such as Gateway.
* Encourage parents, who are entitled, to apply for free school meals and support them in this process.
* Pastoral manager to work in partnership with Westleigh’s Pastoral Manager.
* Review the new Pupil Premium list and see which additional children can benefit from accessing Breakfast Club.

**Impact of actions**

* Improved attendance and punctuality from targeted Pupil Premium children and increased readiness to learn. (As shown in attendance data)
* Breakfast club successfully addresses home difficulties with morning routines. Breakfast club creates a calm start to the day; a healthy breakfast and an opportunity to further develop social and emotional skills
* Strong, trusting relationships with families who require additional support are established
* 1:1 support given to children experiencing social, emotional and friendship issues in school resulting in raised self esteem, promoted confidence and increased motivation.
* Interventions run regularly to support pupil premium children in their specific needs so they are able to access learning.
* A range of support has been offered to PP families, including liaison with external agencies.
* Improved learning, attendance and behaviour at school. (reported by teachers and Pastoral Manager)

**Evaluation**

* Pastoral Manager continually liaises with families and external agencies to help improve attendance and provide bespoke support to families. Relationships with families are established.
* Breakfast club is well attended and teachers report children are settled on entry into class. Breakfast club has supported children who are getting consistent ‘late’ marks and children who need a structured routine at the start of the school day. Average attendance of PP children attending Breakfast club for 2015-16 is
* 1:1 support in place for children who are having any difficulties within school. The role of the Pastoral manager positively impacts on all children’s social and emotional well-being. She personalises support the individual child’s need.

**To fund the Nurture Setting**

**Investment**

£4070 (£3500 salary/£570 resources)  
£2750 spent

**Provision**

* School recognises the many complexities in raising attainment for PP children which may include social, emotional and behavioural difficulties which require long term investment. This highly effective level of support aims to ensure these FSM pupils progress as well as other children.
* Pupil premium money used to fund staffing and resourcing of Nurture setting which is accessed by some pupil premium children.
* Nurture setting to run 4 days a week.

**Impact of actions**

* Nurture setting supports pupil premium children in overcoming barriers to learning.
* Nurture setting leads to improved attitude to learning, less playtime incidents and better social interaction within the classroom.
* PP children show raised self esteem which leads to raised attainment.

**Evaluation**

* The pupil premium has benefited the children’s social and emotional needs. It has positively impacted on the children’s behaviour for learning and interaction with others.
* Nurture has enabled school to give children the additional support and routines they need in order to access learning.
* Parental feedback on how Nurture has supported their child has been extremely positive.
* Nurture will run in a different format next year so children can remain in class as much as possible.
* All Pupil Premium who attended Nurture met their end of year targets in all areas.

**Qualified Counsellor to work with specific children**

**Investment**

£6,000 (2015/16 invoice)  
£6,000 (2014/15 invoice)  
£7861 spent

**Provision**

* To employ a qualified children’s counsellor from the TESS team
* Counsellor will work in school for half a day a week and will work with children with specific emotional needs. Although this service will be accessed by some children in Nurture, other children will receive this service as needs arise.

**Impact of actions**

* Working with the counsellor impacts positively on the emotional well-being of children which is often the main barrier to learning.
* PP children show raised self esteem which leads to raised attainment.
* School can provide targeted interventions for those diagnosed or at risk of emotional or behavioural disorders with a positive impact.

**Evaluation**

* Staff have reported positively on the impact counselling has had on children’s emotional well-being. Good, trusting relationships have been formed between Counsellor and the children.
* The counsellor provides support to LAC and PP children.
* Healthy Mental Health is high on school’s agenda and counselling supports school in ensuring it can positively impact on all children’s emotional well-being.
* This service has supported the children in making good progress.

**Running of the school library**

**Investment**

£5010  
(£3510 salary / £1500 books)  
£3777 spent

**Provision**

* To purchase a range of non-fiction books for the library that link to Creative Curriculum topic.
* Children to have regular access to a wide range of free reading resources.
* To raise attainment in reading through the use of quality texts.
* To pay for Teaching Assistant to run the Library 4 afternoons a week. (additional TA on a Wednesday)

**Impact of actions**

* This resource supports in raising attainment in reading for PP children in all year groups
* Pupil premium children are able to access books for pleasure or to support them in homework or topic projects.
* A wide variety of choice to encourage reluctant readers to engage more in books

**Evaluation**

* More books linked to the Creative Curriculum topics have been purchased. This will further support children in their learning through providing enriched, high quality learning resources for all.
* All pupil premium children have achieved their end of year targets for reading. However closing the attainment gap between PP and Non PP will remain a focus for next year.

**Reading**

**Investment**

£1370  
£1269 spent

**Provision**

* To provide additional opportunities for children to read and, where appropriate, practice phonics with teaching assistant.
* Provision to focus on children who do not read regularly at home.
* Chapel Readers to also listen to PP children read (no charge)

**Impact of actions**

* To close the attainment gap between PP and non PP children in Reading
* To ensure PP children have regular opportunities to share a quality text with an adult
* PP children’s confidence grows as a reader and, as a result, their self-esteem.
* To raise attainment in Phonics in Key Stage 1 and ensure PP children are well prepared for the Year 1 Phonics screening and Year 2 re-screen.
* Teaching assistant used effectively in leading 1:1 reading interventions.

**Evaluation**

* Additional 1:1 reading time in place for PP children who require additional intervention, in addition to in class support and Chapel Readers. This additional support also includes phonics work in Key Stage 1. This has supported PP children in achieving their end of year targets. However closing the attainment gap between PP and Non PP will remain a focus for next year.
* Additional phonics intervention is in place for Year 2, 3 and 4 children who need additional support (with a key focus on children who did not pass the Year 1 and Year 2 phonics screening). Teachers and teaching assistants have been trained so they can lead this appropriately.
* Impact shown in reading data and phonics results (87% passed Year 1 phonics screening including all PP children).

**Additional TA in Reception Class**

**Investment**

£8900  
£9445 spent

**Provision**

* Additional TA in class to support the teacher in helping the children make swift progress through providing additional intervention and focused activities.

**Impact of actions**

* Higher percentage of children making good progress by end of the year (higher than 2015, 66%)
* PP children receive additional support in their learning through use of additional adult. This results in raised attainment.

**Evaluation**

* In 2016, 73% of children made a good level of development a 6% increase from 2015.

**Transport**

**Investment**

£500  
£302 spent

**Provision**

* Transport cost for PP workshops at other schools e.g. G&T workshop/able writers/reluctant writers etc)

**Impact of actions**

* PP children have the opportunity, over the year to attend workshops outside of school which provide learning opportunities designed to raise attainment. (More able too)

**Evaluation**

* Across the year, children have attended able writers’, able mathematician and science workshops with transport offered by school. This ensures enriched learning opportunities are accessible to all children.

**Extras**

**Investment**

£1000  
£209 spent

**Provision**

* Provide gifted and talented musicians with 1:1 tuition
* Provide any additional support to pupil premium families

**Impact of actions**

* Gifted and Talented PP children have bespoke Music lessons on an instrument of choice to widen their learning opportunities and experience.
* More competent musicians as a result of receiving professional lessons.

**Evaluation**

* Children currently receiving musical tuition in school. This ensures enriched learning opportunities are accessible to all children.

**Payment Cards**

**Investment**

£3000  
£1660 spent

**Provision**

* Payment cards for Ever 6 pupils (60x£50)
* This money is to be used to subsidise trips and visitor costs.

**Impact of actions**

* All children are able to access a range of learning experiences both academic and extra-curricular.
* Learning opportunities enhance SMCS experience of the children too – developing the whole child.
* A range of trips and visitors captivate children’s interest in learning, leading to independent research and child led learning
* PP children show raised self-esteem which leads to raised attainment.
* Wider learning opportunities impacts positively on PP attainment in wider curriculum areas (e.g. Creative Curriculum)
* Increased motivation and appetite for learning leading to raised levels of achievement in many aspects of life and education

**Evaluation**

* Payment cards are well received and are being utilised by PP families to subsidise educational and wider experiences.
* At the end of every month all costs are journalled to the pupil premium cost centre (eg. Dinners, photographs, trips etc)
* There has been a variety of trips and visitors planned across the year which caters for the whole child. Enabling all children to partake in wider experiences. Following on from this children have the opportunity to do independent research. The new Creative Curriculum has encouraged children to lead their learning through Inquiry.
* Children demonstrate an excellent attitude to these learning experiences.

**ACPD for leadership development**

**Investment**

£2400  
£2583 spent

**Provision**

* External providers to provide training to develop SLT’s role as leaders.

**Impact of actions**

* SLT are well equipped for their leadership roles.
* Good practice will result in raised attainment and good progress being made in all year groups.
* SLT are up-to-date with education legislation and policy and statutory assessment procedures.
* SLT can confidently disseminate key information to staff and governors regarding teaching and learning and assessment procedures.

**Evaluation**

* Leadership training from external providers planned in to equip SLT for their roles. Headteacher has attending 3 day course on Inspection training. Key information has been disseminated to staff to ensure it enrich teacher’s practice in order to provide the best outcomes for all children.
* KS2 lead has completed Professional Development Lead Training with NCETM.
* Key Stage 2 leader has applied for Specialist Leader in Education role in Maths (Sept 2016).
* This training has impacted positively on attainment, with the majority of pupil premium children achieving their targets in all areas.
* Closing the gap between PP and Non PP will remain a focus for next year.

**Parental Workshops**

**Investment**

£800  
£104 spent

**Provision**

* Money to cover supply costs so SLT members can lead parental workshops

**Impact of actions**

* Parents who attend are more confident in working with their children to improve learning.
* Parents who attend are equipped with new skills to support their children’s learning at home.

**Evaluation**

Good parental feedback provided from workshops ran:

* Phonic: Reception parents
* Growth Mindset: All parents
* Mathematics: parental workshops (KS1 and KS2)
* On-line safety parental workshop: as a follow up to safer internet week.
* Assessment without levels