

BHM Pupil Premium Summary 16/17

Carry forward from 15/16 - £15033.89

16/17 funding - £68640

Total - £83673.89

Review Date: September 2017

Develop Quality First Teaching through Learning Triads

Provision

- To develop Learning Triads to run in school two times a year each term to enable staff to share good practice, through planning, observations and feedback sessions, leading to good or better teaching and raised attainment.

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.
- To use IRIS connect as a tool to evaluate own teaching
- 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.

Develop Quality First Teaching through Teaching and Learning support

Provision

- Bespoke teaching and learning support to be provided by Deputy Headteacher and Subject Leaders for individual teachers on specific, personalised targets linked to English Curriculum, SEND and Creative Curriculum.

- 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

Impact of actions

- 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 resulting in all children meeting end of year targets.
- Close any gaps in attainment between PP children and Non PP children.

Develop Quality First Teaching through ‘WOWs’ in Creative Curriculum

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. In Creative Curriculum, quality first teaching will result in all children making expected progress.
- Close any gaps in attainment between PP children and Non PP children.
- 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 engagement and challenge

Develop Quality First Teaching through the use of Singapore Maths

Provision

- Staff to receive training on Singapore maths through 1:1 support with the maths lead and attend appropriate courses.
- Training will maximise staff potential by linking learning to actions and theory to practice.
- To provide learning opportunities for parents so they are able to support their child with maths.

Impact of actions

- Teacher subject knowledge is increased through Singapore maths training.
- Subject lead to effectively disseminate methods and information to staff, leading to raised attainment in mathematics through co – coaching and team teaching methods.
- Highly skilled teaching in mathematics should close gap between PP and non PP attainment
- Greater parental involvement allowing parents to support homework.

To provide intervention sessions for Year 1-6 through a series of breakfast/After school clubs

Provision

- To provide subject specific (teacher led) breakfast clubs throughout the year to close the attainment gap between pupil premium and no pupil premium children in targeted subject areas.

Impact of actions

- Close attainment gap between pupil premium and non-pupil premium children in targeted year groups and subjects.
- 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.

To provide intervention sessions for year 6 (2 afternoons a week) Spring 2/Summer 2 - breakfast club year 6

Provision

- Provide intervention classes in mathematics or English to accelerate progress in reading, writing and maths for PP children in year 6.

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.

Cover total cost or subsidise trips and visitors

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)

To part fund pastoral care in school and to fund the running of the Breakfast Club

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.

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)

To purchase social/emotional resources for the nurture group sessions

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.
- Nurture groups running throughout the week.

Impact of actions

- Nurture groups - supports pupil premium children in overcoming barriers to learning.
- Nurture groups - 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.

Qualified Counsellor to work with specific children

Provision

- To employ a qualified children's counsellor from the TESS team
- Counsellor will work in school for one day a week and will work with children with specific emotional needs.

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.

Running of the school library

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.

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

To develop outdoor learning activities through Forest Schools

Provision

- To provide 2 classes with the opportunities to explore outdoor learning through Forest School setting linking to creative curriculum.

Impact of actions

- All learners can develop confidence and self-esteem through hands on learning experiences in a woodland environment.
- To develop the relationship between the learner and the natural world through learner centred processes that creates a community for being, development and learning.
- To develop resilience and independent skills.

1:1 music tuition

Provision

- Provide gifted and talented musicians with 1:1 tuition

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.

To provide payment cards to Ever 6 pupils

Provision

- This money is to be used to subsidise trips and visitor costs and purchase school bags, school photographs etc.

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

CPD for leadership development

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.
- The attainment gap between pupil premium children and non-pupil premium children narrows.
- 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.