****

***Together Promoting Success***

**Pupil Premium Grant Action Plan 2014-15**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Number of Pupils & Pupil Premium Grant received** | | | | | | | |
| Total number of pupils on role | | | | | 252  January Census 2014 | | |
| Total number of pupils eligible for PPG | | | | | 187  January Census 2014 | | |
| Percentage of children eligible for PPG | | | | | 75% | | |
| Amount of PPG received per pupil | | | | | £1300 | | |
| Total amount of PPG received | | | | | £239,500  (Estimated) | | |
| **Planned PPG spending by item/project 2014-15** | | | | | | | |
| **STAFFING** | | | | | | | |
| **Item/activity** | **Estimated**  **Cost**  **(based on 2013/14 financial year )** | **New/**  **continued**  **item/activity** | **Intended Outcomes** | **Monitoring** | | | **Outcomes** |
| Employment and specific deployment of Teaching Assistants | £78, 688 | continued | * To support high quality teaching and learning for individuals and groups of children * To increase the percentage of pupils reaching age related expectation and to increase the rate of progress made | Termly analysis of PPG performance data  Half termly monitoring for children identified for PPM | | | **EYFS**  **A higher % of PPG pupils achieved ‘A good level of development’ (GLD) than non- PPG pupils. There was an increase from 30% in 2014 to 44% in 2015 of PPG children achieving GLD at the end of EYFS whereas the % of non- PPG pupils achieving GLD was lower at 33%.**  **A higher percentage of PPG pupils achieve the expected levels of development than non-PPG pupils in all areas of learning.**  **KS1**  **67 % of PPG pupils achieved the CSI of 2b+; up from 48% in 2013 and 62% in 2014.**  **The % of PPG pupils achieving CSI at the end of KS1 was 67% compared to only 20% reaching ‘a good level of development’ at the end of EYFS. This demonstrates that 47% of PPG pupils made accelerated/more than typical progress.**  **The school gap in APS for reading, writing, maths and all core subjects is less than the LA gap between non-PPG and PPG pupils.**  **The in school gap between PPG pupils and Non-PPG is -1.1 which is less than the national gap of-1.8.**  **The school PPG achieved above the national PPG in all subjects.**  **KS2**  **64% of PPG pupils achieved CRWM L4 which is the same as 2014.**  **There was an increase in the % of PPG pupils who achieved CRWM L5, up from 4% in 2014 to 22% in 2015. This was above the percentage of non- PPG children achieving CRWM L5 at 12%.**  **A higher percentage of PPG pupils than**  **non-PPG pupils achieved L5 in all subjects where as in 2014 non-PPG out performed PPG.**  **School L5 PPG was above the national PPG in reading, writing and maths.**  **3 PPG pupils achieved L6 in Maths in 2015 an improvement from 1 in 2014, whereas only 1 non-PPG pupil achieved L6 which was the same as 2014.**  **The APS score gap at the end of KS2 between PPG and Non-PPG has decreased from 2.8 in 2013, 2.4 in 2014 to 1.8 in 2015.**  **The school gap in APS for reading, maths and all core subjects is less than the LA gap between non-PPG and PPG pupils. The in school gap of -1.8 is less than the national gap of -2.3.**  **The in school gap has closed in all subjects ; -2.0 to -1.1 in *all subjects* , -2.5 to -1.5 in reading , -2.1 to -1.3 in writing and -1.4 to -0.5 in maths.**  **A higher % of PPG pupils made more than typical progress of 3 or more levels than non-PPG. 38% of PPG pupils made 3 or more levels progress in reading, 48%in writing and 38%in maths.**  **Expected progress of our PPG pupils was above the progress of PPG nationally. Our PPG progress was also above the more than expected progress of PPG and all pupils nationally.**  **In Y3, Y4 and Y5 the APS for PPG pupils is the same as the APS of non-PPG pupils.** |
| Employment of a designated KS 1 Intervention Teaching Assistant | £14, 158 | continued | * To deliver high quality precision intervention for individuals and groups of children * To increase the rate of progress made by individuals | Termly analysis of PPG performance data  Half termly monitoring for children identified for PPM | | | **KS1**  **67 % of PPG pupils achieved the CSI of 2b+; up from 48% in 2013 and 62% in 2014.**  **The % of PPG pupils achieving CSI at the end of KS1 was 67% compared to only 20% reaching ‘a good level of development’ at the end of EYFS. This demonstrates that 47% of PPG pupils made accelerated/more than typical progress.**  **The school gap in APS for reading, writing, maths and all core subjects is less than the LA gap between non-PPG and PPG pupils.**  **The in school gap between PPG pupils and Non-PPG is -1.1 which is less than the national gap of-1.8.**  **The school PPG achieved above the national PPG in all subjects.** |
| Employment of a mentor | £9,780 | continued | * To engage and motivate pupils with their learning * To raise self-esteem and confidence * To develop and improve social skills | Pupil engagement, motivation and performance | | | **57 children received individual or group mentoring intervention. This had a positive effect on self-esteem, confidence and emotional wellbeing which positively affected engagement in school for the pupils involved.**  **The percentage of fixed term exclusions has dropped from 1.7% to 0.9%.** |
| Employment of 2 additional mentors | £7,451 | new | * To engage and motivate pupils with their learning * To raise self-esteem and confidence * To develop and improve social skills | Pupil engagement, motivation and performance | | | **57 children received individual or group mentoring intervention. This had a positive effect on self-esteem, confidence and emotional wellbeing which positively affected engagement in school for the pupils involved.**  **The percentage of fixed term exclusions has dropped from 1.7% to 0.9%.** |
| 2 Parent & Family Support workers  (PFSW) | £42,950 | continued | * To provide a range of support and guidance for vulnerable families and children | Attendance data & engagement of parents in child’s learning | | | **Attendance currently at 95.5%**  **PA is 2.2%**  **Parental consultations Autumn Term attended by 97% of parents**  **Parental consultations Spring Term attended by 100% of parents**  **Parental consultations Summer Term attended by 97% of parents** |
| Employment of specialist music teacher | £2,492 | continued | * To enhance and enrich the music curriculum, promoting self-esteem and confidence in pupils | Quality of the music curriculum and level of engagement | | | **An enhanced music curriculum with school providing guitars, recorders and free tuition.**  **Participation in the school choir has risen.**  **Children have had the opportunity to sing at an increasing number of community events.** |
| Employment of a playleader to lead lunchtime club | £4,066 | continued | * To develop the self-esteem, confidence and social skills of pupils | Pupil attendance, engagement and behaviour | | | **Increased levels of self-esteem and confidence which have transferred to the classroom**  **Development of peer relationships and support both within and outside the classroom** |
| Personalised Learning Reviews (PLRs)  Cost of supply cover | £5,940 | continued | * To provide constructive, developmental feedback to support improvement in learning * To discuss progress towards curricular targets * To identify further actions to support children to make progress and address any barriers * To increase the rate of progress made by individuals | Termly analysis of PPG performance data  Increased levels of engagement in and increased responsibility for individualised learning | | | **All pupils have met with their teachers on a termly basis to discuss their learning; setting curricular targets for improvement and discussing any barriers to their progress.**  **There has been an improvement in pupil confidence and motivation impacting positively on learning.** |
| Breakfast club Staff | £8,108 | continued | * To improve the attendance and to ensure children are fed and ready to learn * To develop the self-esteem, confidence and social skills of pupils | Attendance, punctuality and levels and quality of pupil engagement  Quality of social interactions | | | **Enhanced breakfast club provision; average attendance is 75. A large number of pupils attend the club on a daily basis, ensuring that they have had a healthy breakfast and are in school on time and ready to learn.** |
| **ACTIVITIES** | | | | | | | |  |  |  | Number of pupils attending  Quality of social interactions |
| **Item/activity** | **Estimated**  **Cost** | **New/**  **continued**  **item/activity** | **Intended Outcomes** | **Monitoring** | | | **Outcomes** |
| Subsidised school visits and residential visits | £23,000 | continued | * To ensure all pupils have access to curriculum visits to enrich their learning and the curriculum | Attendance, motivation and engagement in learning  Impact on pupil performance | | | **All pupils have attended a number of educational visits to enhance the curriculum and provide a stimulus for learning.**  **A large number of KS2 pupils took part in a residential visit to either Carlton, York or Helmsley which helped develop self-esteem, confidence and independence.** |
| **RESOURCES** | | | | | | | |
| **Item/activity** | **Estimated**  **Cost** | **New/**  **continued**  **item/activity** | **Intended Outcomes** | **Monitoring** | | | **Outcomes** |
| Curriculum resources to support teaching and learning  Curriculum enhancement from external agencies and organisations | £20,000 | continued | * To enhance the children’s learning through additional opportunities and experiences to support and enrich the curriculum | Attendance, motivation and engagement in learning  Impact on pupil performance | | | **High quality resources have been purchased to support teaching and learning in the new NC across all key stages, impacting positively on levels of engagement and attainment.**  **A range of agencies and organisations, including Artifacts Theatre group , NSPCC and the mobile zoo have worked with school to provide curriculum enrichment opportunities for pupils to support learning.** |
| Additional Education Psychologist time | £900 | continued | * To identify specific learning , emotional or behavioural difficulties * To support staff in ensuring appropriate provision for children with specific needs * To provide support and guidance for parent and families | Support and provision for pupils  Levels of engagement and analysis of pupil performance data | | | **We are allocated one session of EP time per term by the LA. The PPG bought an additional session (half day) of EP time per term which enabled three more children to be assessed and reports written to support an application for alternative provision i.e. two pupils who have been identified for an application for a EHC plan and one pupil who has been allocated a support base place.** |
| Additional Speech & Language support  Speech Link Program | £5,070  £185 | continued | * To identify specific difficulties through assessment * To support staff in ensuring appropriate provision for children with specific needs * To work with individual children | Support and provision for pupils  Increased communication skills/understanding and improved speech production | | | **Direct and indirect work was provided in school for 25 children with S&L needs. The therapist provided one morning a week during term time.**  **This enabled: increased support for pupils identified by staff as causing concern;**  **improved take-up and engagement of parents due to the service being in school;**  **joint working between therapist and teachers. direct work with pupils;**  **advice and information to be provided for parents and staff; referral to specialist S&L therapist for pupils re ASD.** |
| TaMHs support  (Targeted Mental Health in Schools) & Alliance | £6362 | continued | * To support children at risk of, and/or experiencing, mental or emotional health problems; and their families * To develop the use of therapeutic methods to support children | Support and provision for pupils and families  Levels of engagement and analysis of pupil performance data | | | **Throughout the year 8 children received a course of weekly therapy in school.**  **Positive effects on emotional well-being,**  **self-esteem and/or behaviour were observed. In some cases therapy supported a care plan or addressed concerns raised at core group or care group meetings held by H&SC.** |
| TVMS Silver package | £2,280 | continued | * To enhance and enrich the music curriculum, promoting self-esteem and confidence in pupils * To provide training and support for staff from specialist teachers, ensuring high quality learning experiences | Quality of the music curriculum and level of engagement | | | **An enhanced music curriculum with pupils having the specialist teaching and the opportunity to work in the Sound Pod.**  **Participation in the school choir has risen.**  **Children have had the opportunity to sing at an increasing number of community events.** |
| Birthday books | £500 | continued | * To encourage and engage children to read at home and to ensure every child has a book suitable for their age and ability | Motivation and engagement in reading | | | **All children receive a book suitable to their age, ability and interest to take home, encouraging them to read at home.** |
| ICT Packages :  Purple mash  Espresso  Education City  Phonics play  2 Simple | £3,270 | continued | * To support high quality teaching and learning for children | Motivation and engagement in learning | | | **High quality ICT packages have been purchased to support teaching and learning across all key stages, impacting positively levels of engagement and attainment.** |
| **TRAINING** | | | | | | | |
| **Item/activity** | **Estimated**  **Cost** | **New/**  **continued**  **item/activity** | **Intended Outcomes** | | | **Monitoring** | **Outcomes** |
| A comprehensive program of staff training to support teaching and learning and the social and emotional development and wellbeing of pupils | £1,600 (cost of training)  £3,000  (supply cost) | continued | * To deliver high quality teaching and learning ensuring pupils are ready to learn and making good progress * Highly trained and motivated staff who strive to ensure the continued delivery of quality first teaching and the meeting of the complex social and emotional needs of pupils | | | Quality of teaching & learning and the impact on the behaviour, safety and wellbeing of pupils’  Termly analysis of PPG performance data | **Highly trained and motivated staff who strive to ensure the continued delivery of quality first teaching and the meeting of the complex social and emotional needs of pupils.**  **(see CPD records)** |

Total costs: £239,780