

HOW ARE WE ALLOCATING OUR PUPIL PREMIUM 2016-17?

Learning in the Curriculum

Employment of teacher to provide additional class in the mornings for Year 5

Employment of teacher to deliver computing curriculum to KS2 to free up class teachers to deliver focused interventions

Employment of additional Teaching Assistants to deliver interventions in English and Maths to all children as appropriate

Employment of two trained Teaching Assistants to deliver Reading Recovery strategies intervention in Year 1

After-school booster classes for Year 6

Employment of Speech Link teaching assistant in Foundation Stage

Employment of Language Link teaching assistant in Foundation Stage

Employment of Junior Language Link Teaching assistant for Key Stage Two

Provision of the Speech and Language Link Programmes

Provision of resources to support the Speech and Language Programmes

Additional training for teaching assistants in delivery of intervention programmes

Library Assistant employed for one afternoon a week to support with reading activities in the library and support families in the library after school.

Employment of Teaching Assistant to work with Pets as Therapy to encourage reluctant readers

Social, Emotional and Behaviour Support

Funding for 2 x MTAs to encourage and facilitate playground stimulation and support the development of social skills with identified pupils

Release of trained TA for THRIVE work to remove barriers to learning

Release of teachers to undertake THRIVE assessments with trained THRIVE leader



Families and Communities

Subsidised access to residential visits

Funding for Learning Mentor to work with vulnerable pupils and families

Provision of family support worker to engage families in positive learning strategies

Enrichment beyond the Curriculum

Subsidised access to residential visits

Extra-curricular outdoor learning/art sessions to support focused work on development of social and emotional behaviour

Resourcing for multisensory thrive studio to enable children to engage with Learning Mentor activities effectively

Provision of resources for cookery club

Provision of subsidised breakfast bar

Participation in BBC Ten Pieces

PUPIL PREMIUM EXPENDITURE 2016/2017

Percentage of pupil eligibility for Free School Meals: 19%

Pupil premium Funding 2016/2017: £115, 480

Pupil Premium used for:	Amount allocated	New/ continued provision/ Enhanced?	Summary of the intervention/action	Intended outcomes	How impact is to be measured	Impact
LEARNING IN THE CURRICULUM						
Employment of Teacher to provide an additional class in the mornings for Year 5	£16, 415	New Provision	Qualified teacher to provide an additional class for the morning sessions, so that children's needs are able to be met in a small group during core learning times	All children make rapid progress in English/mathematics lessons	All pupils supported to make at least expected progress	The additional class provided greater opportunity to meet the needs of the children both from an academic and SEMH perspective. 44% of Children are at or above ARE in reading, writing and maths. Children who are not SEN have made an average of 2.8 points progress across all subjects.
Teacher to teacher computing to KS2 classes 0.4	£16, 415	Continued	Qualified, experienced teacher to deliver computing curriculum to KS2 classes, so that class teachers are free to carry out focused interventions in order for them to bridge the gaps in their learning and enable them to access the curriculum at the same level as their peers	Any child needing to make accelerated progress to have the opportunity to have additional support in addition to English/mathematic lessons. Consistent rapid progress of children selected for interventions	All pupils supported to make at least expected progress	Staff found it very beneficial to have the tie to put in timely intervention. All children made an average of 2.9 points progress across all subjects in KS2. 15 children made accelerated progress in maths, 7 in reading and 10 in writing.
Appointment of 5 Teaching Assistants (mornings only)	£34,580	Continued	Each year group team to have a Teaching Assistant trained to deliver published and bespoke interventions and support learning in the class on a 1:1/small group basis to enable all children to access the curriculum	Any child needing to make accelerated progress to have the opportunity to have additional support in or in addition to English/mathematic lessons. Consistent rapid progress of children selected for interventions	Pupils in receipt of interventions will make at least expected progress over the course of the year.	All children made at least expected progress. 19 children made accelerated progress in maths, 12 in reading and 13 in writing.
Employment of 2 trained TAs to deliver Reading Recovery Programme	£15, 096	Continued	The TAs to work with the teachers in Year 1 to identify and work with children who are not accessing reading successfully	Children make accelerated progress towards age related expectation by the end of Year 1	Pupils will be achieving expected achievement by end of Year 1	All children made at least expected progress. 75% of children made accelerated progress.

(afternoons only)						
LEARNING IN THE CURRICULUM (continued)						
Employment of TA to deliver Maths intervention programmes 1x3 pm	£2,412	Continued	TAs work with selected pupils across Years 2-6, under guidance from class teacher/s to deliver a range of interventions as required	Any child needing to make accelerated progress to have the opportunity to have additional support in or in addition to Literacy/Numeracy lessons. Consistent rapid progress of children selected for interventions	All pupils supported to make at least expected progress	Year 3 – All children made at least expected progress. 50% made accelerated progress.
Employment of Speech Link teaching assistant, afternoons	£4,020	Continued	Specialist Learning Assistant to work alongside colleagues in Foundation Stage to assess and develop children's speech and language work using Speech link programmes	To enable eligible pupils to access the curriculum.	Children accessing the programme will make sufficient progress that they will not need to be on the SEN register at School Action in Year 1	All of children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
Employment of Language Link Teaching Assistant	£7,029	Continued	Specialist Learning Assistant to work alongside colleagues in Foundation Stage to assess and develop children's speech and language work using Language link programmes	To enable eligible pupils to access the curriculum.	Children accessing the programme will make sufficient progress that they will not need to be on the SEN register at School Action in Year 1	All of children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
Purchase of resources for use with Speech and Language work	£200	Continued	Resources to support Teaching Assistants in the delivery of Speech and Language Link work	To enable eligible pupils to access the curriculum.	Children accessing the programme will make sufficient progress that they will not need to be on the SEN register at School Action in Year 1	All of children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
Employment of TA to work as library assistant to promote reading for pleasure and to enable families to access the school library out of school time.	£804	Continued	Librarian utilised to ensure that books are accessible and that families can access the area during the period after school, when other extra-curricular activities are taking place.	Children and families able to access more reading materials and have the facility to discuss appropriate books with a trained adult.	Use of resource	Library organisation much improved and the extra resourcing of library is on-going. Children and families use the facility to support development of reading for pleasure
Employment of TA to work with Pets as Therapy to encourage and improve reluctant readers	£804	Continued	Following the success of the programme last year it was decided to ensure the continuation of the project by providing a TA to support one afternoon per week.	Identified children, who struggle to read to an adult, share books with the dog and improve confidence and levels in reading	Children make accelerated progress in reading during inclusion in the project	Children made better than expected progress as a result of their involvement in the programme.
Year 6 Booster Classes	£500	Continued	Children will be invited to attend booster classes in order to enable them to progress their learning further	Identified children will make progress at least in line with their peers.	Identified children will make progress at least in line with their peers.	67% of children achieved RWM combined, the remainder made significant progress through booster

						interventions.
FAMILIES AND COMMUNITIES						
Walking Bus to Bideford College	£210	Continued	Walking Bus provided for the duration of the <i>Get Set for Bideford</i> programme to enable children who could not otherwise access the programme, to attend.	Children access the transition programme and gain confidence in regard to moving on.	Children feel happier and more confident about the move to secondary school.	10 children accessed the programme where they would not have been able to, without this provision.
Subsidised access to residential/off-site visits	£3,981	Continued/ Enhanced	Children on Pupil Premium will have a subsidised access to visits, where appropriate.	To improve access for off-site visits and increase take-up of opportunity for residential visits	Improved percentage of take-up off PP entitled children accessing residential	17 children were able to use the provision to enable inclusion in both Yr4 and Yr6 residential trips, together with other off-site curriculum trips. All children in Yr 4 were able to attend the residential trip.
Funding for Learning Mentor to work with vulnerable pupils and families	£24, 192	Continued	Learning Mentor work with vulnerable individuals/groups and their families to enable them to access their learning better	Individuals have short/medium term input from Learning Mentor (as appropriate) and make accelerated progress having completed their input.	Children access learning better and show that their learning is accelerating after intervention.	Thrive assessments conducted by Learning Mentor with families and intervention programme conducted to enable the children to access learning effectively. All children have made progress with SEMH/Thrive development. 50% of pupils now achieving at or above ARE.
Additional Learning Mentor to work afternoons to work with vulnerable pupils and families	£3,684	Enhanced	Assistant Learning Mentor work with vulnerable individuals/groups and their families to enable them to access their learning better	Individuals have short/medium term input from Learning Mentor (as appropriate) and make accelerated progress having completed their input.	Children access learning better and show that their learning behaviours are improved	Learning behaviours of children involved have been observed as being improved as a result of the intervention.
Release time for Thrive-training and subsequent thrive assessments undertaken by learning mentors/teachers						
Release time for Thrive-training and subsequent thrive assessments undertaken by learning mentors/teachers	£600	Continued	Thrive-trained LA to work with vulnerable pupils, carry out Thrive assessments and liaise with learning mentor to increase support for pupils identified as having a specific need through Thrive assessment	Increased information on identified children's specific needs. Greater information sharing between school and home. More accurate assessments of pupils need and setting of IEP targets. More detailed information for CAF/TAC/case reviews	Children supported as a result of Thrive assessment making progress in line with peers.	Teachers given time to attend Thrive assessments to enable them to better support children's learning in class
Funding for 2 x MTAs to encourage and facilitate positive playtimes	£5,064	New Provision	Trained MTAs to encourage and facilitate playground stimulation and support the development of social skills with identified pupils	Children able to regulate effectively and develop their social skills in order to feel happy, calm and settled. This will also subsequently enable them to access their learning well	Children supported to develop social skills in line with their peers, and to be able to access their learning more effectively.	Behaviour monitoring shows that that the playground areas are calmer, children are happier and there are fewer behaviour cards

				when back in the classroom.		being issued.
Thrive Studio resources, to support children and families	£300	Extra Provision	Multi-sensory resources, including provision for purchase of guinea pigs, to enable regulation of children who are struggling emotionally.	Children able to regulate effectively and access their learning well.	Children able to access their learning more effectively.	Multi-Sensory resources purchased and in use in and around Summer House. All children have made progress in their readiness to learn.
Food Technology extra-curricular club	£350	Continued	Food technology and healthy eating promoted through the club which will be subsidised to enable inclusion.	Children included will be able to provide healthy eating choices and understand the importance of healthy eating	Children to gain an understanding of how to make and provide healthy food.	All children who attended able to access learning, have raised self-esteem and improved social skills.
Provision of subsidised breakfast bar	£300	New Provision	Provision of breakfast before school, fully subsidised to enable inclusion.	Children able to receive a balanced and nutritious start to the day. Also providing an opportunity to socialise with other children.	Children have a calm and happy start to the day, and are fuelled and ready for learning.	On average 17 children access this each week, and have benefited from this start to their day.
BBC 10 Pieces	£100	New Provision	This did not take place due to the closure of the Queen's Theatre			
Music Tuition	£128	New Provision	Flute lessons for one child with peripatetic music teacher in school.	To re-engage a child by enabling them to develop their skills with playing the flute and raise self esteem	Aspirations raised and confidence in other areas of the curriculum through increased self-esteem.	Ability to self-regulate is improving. Confidence in performing and awareness of ability increased. Increased engagement within class.