

# HOW ARE WE ALLOCATING OUR PUPIL PREMIUM 2015-16?

## Learning in the Curriculum

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 6

1:1 teachers for selected pupils to work alongside class teaching and interventions

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

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 each afternoon 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

Release for TAs to attend Autism Awareness training

Training for one additional member of staff to become a licensed THRIVE Practitioner



## 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 North Devon Summer Time Festival

## PUPIL PREMIUM EXPENDITURE 2015/2016

Percentage of pupil eligibility for Free School Meals: 26%

Pupil premium Funding 2015/2016: £138 942 (**£142,741 spent**)

Pupil Premium used for:	Amount allocated	New/ continued provision/ Enhanced?	Summary of the intervention/action	Intended outcomes	How impact is to be measured	Impact
<b>LEARNING IN THE CURRICULUM</b>						
<b>1:1 Teacher to develop mathematics skills in Year 5/6 – 0.4</b>	<b>£13,123</b>	Continued	<b>Qualified, experienced teacher to work with selected pupils across Year 6 under guidance from class teacher/s to deliver a range of interventions as required in order to close the gap with their peers</b>	More frequent access to bespoke interventions by vulnerable pupils in Year 6.	All pupils supported to make at least expected progress	All children made progress. Both in ability and confidence through small group focus – 50% of year 6 achieved ARE+
<b>Teacher to teacher computing to KS2 classes 0.4</b>	<b>£13,123</b>	New Provision	<b>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</b>	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	All children making increased progress as a result of class teacher targeted interventions
<b>Intervention Teacher to develop reading skills in Lower Key Stage Two – 0.25</b>	<b>£9130</b>	Continued	<b>Qualified, experienced teacher to work with selected pupils across Year 3/4 under guidance from class teacher/s to deliver a range of interventions as required to bridge the gaps in their learning and enable them to access the curriculum at the same level as their peers</b>	More frequent access to bespoke interventions by vulnerable pupils in Year 3/4.	All pupils supported to make at least expected progress	All children made increased progress as a result of the intervention
<b>Appointment of 5 Teaching Assistants (mornings only)</b>	<b>£35740</b>	Continued	<b>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</b>	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	Pupils in receipt of interventions will make at least expected progress over the course of the year.	All children made increased progress as a result of the intervention

				children selected for interventions		
<b>Employment of 2 trained TAs to deliver Reading Recovery Programme (afternoons only)</b>	<b>£12948</b>	Continued	<b>The TAs to work with the teachers in Year 1 to identify and work with children who are not accessing reading successfully</b>	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	5/6 children achieving expected achievement by end Year 1.
<b>LEARNING IN THE CURRICULUM (continued)</b>						
<b>Employment of TAs to deliver Maths intervention programmes 2x3 pm + 1 x 5pm (11p/w)</b>	<b>£10380</b>	Continued	<b>TAs work with selected pupils across Years 2-6, under guidance from class teacher/s to deliver a range of interventions as required</b>	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	<b>Year 2 –</b> All children made at least expected progress
<b>Employment of Speech Link teaching assistant, afternoons</b>	<b>£6500</b>	Continued	<b>Specialist Learning Assistant to work alongside colleagues in Foundation Stage to assess and develop children's speech and language work using Speech link programmes</b>	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 children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
<b>Employment of Language Link Teaching Assistant</b>	<b>£5000</b>	Continued	<b>Specialist Learning Assistant to work alongside colleagues in Foundation Stage to assess and develop children's speech and language work using Language link programmes</b>	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 children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
<b>Employment of Junior Link Teaching Assistant</b>	<b>£2000</b>	Enhanced	<b>Specialist Learning Assistant to work alongside colleagues in Foundation Stage to assess and develop children's speech and language work using Language link programmes</b>	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 children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
<b>Purchase of resources for use with Speech and Language work</b>	<b>£200</b>	Continued	<b>Resources to support Teaching Assistants in the delivery of Speech and Language Link work</b>	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 children involved in the programme have been removed from SEN register with the exception of those with other agency involvement.
<b>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</b>	<b>£4500</b>	Continued	<b>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.</b>	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

<b>time.</b>						
<b>Employment of TA to work with Pets as Therapy to encourage and improve reluctant readers</b>	<b>£944</b>	Continued	<b>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.</b>	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.
<b>Year 6 Booster Classes</b>	<b>£500</b>	Continued	<b>Children will be invited to attend booster classes in order to enable them to progress their learning further</b>	Identified children will make progress at least in line with their peers.	Identified children will make progress at least in line with their peers.	5/12 in RWM, remainder made significant progress through interventions
<b>FAMILIES AND COMMUNITIES</b>						
<b>Walking Bus to Bideford College</b>	<b>£210</b>	Continued	<b>Walking Bus provided for the duration of the Get Set for Bideford programme to enable children who could not otherwise access the programme, to attend.</b>	Children access the transition programme and gain confidence in regard to moving on.		8 children accessed the programme where they would not have been able to, without this provision.
<b>Subsidised access to residential/off-site visits</b>	<b>£1522</b>	Continued/ Enhanced	<b>Children on Pupil Premium will have a subsidised access to visits, where appropriate.</b>	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	5 children were able to use the provision to enable inclusion in the valuable experience of attending residential trips. 18 children were able to attend other off site trips/visits throughout the year.
<b>Funding for Learning Mentor to work with vulnerable pupils and families</b>	<b>£21477</b>	Continued	<b>Learning Mentor work with vulnerable individuals/groups and their families to enable them to access their learning better</b>	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.
<b>Additional Learning Mentor to work afternoons to work with vulnerable pupils and families</b>	<b>£3344</b>	Enhanced	<b>Assistant Learning Mentor work with vulnerable individuals/groups and their families to enable them to access their learning better</b>	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.
<b>SOCIAL, EMOTIONAL AND BEHAVIOURAL SUPPORT</b>						
<b>Release time for Thrive-training and subsequent thrive assessments undertaken by learning mentors/teachers</b>	<b>£600</b>	Continued	<b>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</b>	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

<b>Thrive Training for additional Learning Mentor</b>	<b>£1000</b>	New Provision	<b>MD to attend Thrive Training programme in order to support LM with delivering support effectively to identified pupils.</b>	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.
<b>Thrive Studio resources, to support children and families</b>	<b>£300</b>	Extra Provision	<b>Multi-sensory resources, including provision for purchase of guinea pigs, to enable regulation of children who are struggling emotionally.</b>	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
<b>ENRICHMENT BEYOND THE CURRICULUM</b>						
<b>Food Technology extra-curricular club</b>	<b>£100</b>	Continued	<b>Food technology and healthy eating promoted through the club which will be subsidised to enable inclusion.</b>	Children included will be able to provide healthy eating choices and understand the importance of healthy eating	Children to gain an understanding of how make to provide healthy food.	Children able to access learning through the cookery club
<b>North Devon Summer Time Festival</b>	<b>£100</b>	New Provision	<b>Children able to access the programme – a Cultural Carnival involving three collaborative singing performances and a creative performance using a variety of media</b>	Children to learn about cultural music associated with Rio and linked to the Olympics, working with peers in school and beyond.	Children will have an increased awareness of a new genre of music and ability to respond appropriately.	20 children able to attend the programme.