

Barrington C of E (VC) Primary School

Pupil premium grant expenditure 2016/17

The pupil premium was introduced in April 2011 for pupils in England from low-income families. It is a sum of money allocated to schools to close the attainment gap between those eligible for free school meals and their wealthier peers. Disadvantaged pupils are pupils that have been recorded as eligible for free school meals (FSM) at any point in the last six years (Ever 6 FSM) or pupils in care who have been continuously looked after for more than six months by the local authority.

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	112
Total number of pupils eligible for PPG	20
Amount of PPG received per pupil	£1320
Estimated Total Amount of PPG	£17,460

Distribution of pupil premium children throughout the school from September 2016

Class 1		Class 2		Class 3		Class4	
YR	5	Y1	0	Y3	2	Y5	2
Y1	0	Y2	3	Y4	4	Y6	4
Total in C1	5	Total in C2	3	Total in C3	6	Total in C4	6

Summary of PPG spending 2016/17

Analysis of the challenges that face our children who are eligible for pupil premium reveals that most of them have complex and changing home situations in which for many of the children the majority of the child care responsibility falls on a single parent.

The following strands have been highlighted as being effective in raising standards:

- Achievement for All approach to working with parents (a programme designed to help develop stronger home school links to promote achievement and aspiration)
- Targeted support, for example: Allyance counselling service, intervention groups led by teaching assistants (TAs), top up booster sessions linked to class teaching to enable children to keep pace with whole class learning, addition adult support within lessons.
- Enriching the curriculum, for example: visits linked to the creative curriculum, development of the school programme of inspiration days to enable the children to learn through first-hand experience.
- Provision of 1:1 counselling for children in times of family crisis

For the year April 2016 to March 2017 we used the pupil premium funding in the following way:

- Access to counselling services
- Supporting educational visits and first hand experiences
- Targeted staff to support disengaged or disruptive children
- Accessing school clubs, including cookery, drama, football, gym and multi-sports.
- Developing motor skills and sensory circuits sessions
- Booster sessions to help support children to access whole class lessons and keep pace with the rate of learning
- Targeted adult support within lessons

Impact of pupil premium provision

The school system used to track pupil achievement and progress is Target Tracker, this was introduced in February 2016. The expected rate of progress for pupils is 2 points per term, six points over the year. We have analysed progress of all our children in terms of percentages meeting ARE (age related expectations) and in terms of their rates of progress. These are compared for both pupil premium children and non-pupil premium children throughout this analysis.

Progress data analysis at the end of the spring term 2017

Reading

If the average percentage of PP pupils below at and above ARE for reading in each year group across the school is compared with that of non PP children it can be seen that on average across the school the achievement of the PP pupils is comparable with the exception that there are fewer PP children in the above ARE achievement band.

below		at		above	
PP	Non-PP	PP	Non-PP	PP	Non-PP
22.6	21.5	52.4	43.3	10.7	20.8

Writing

If the average percentage of PP pupils below at and above ARE for writing in each year group across the school is compared with that of non PP children it can be seen that on average across the school the achievement of the PP pupils is comparable with the exception that there are fewer PP children in the above ARE achievement band.

below		at		above	
PP	Non-PP	PP	Non-PP	PP	Non-PP
33.3	29	48.8	45	3.6	11.6

Maths

If the average percentage of PP pupils below at and above ARE for maths in each year group across the school is compared with that of non PP children it can be seen that on average across the school the achievement of the PP pupils is comparable with the exception that there are fewer PP children in the above ARE achievement band.

below		at		above	
PP	Non-PP	PP	Non-PP	PP	Non-PP
33.3	27.9	48.8	50.3	3.6	7.5

Points progress

From the table below it can be seen that the rate of progress of children with pupil premium funding compares favourably with the progress of non-pupil premium funding providing evidence that the support in place is enabling our children to make progress that in most cases is at least as good as children without this funding. Due to the small numbers of pupils in our school and in order to ensure that all data on the website is anonymous and cannot be attributed to individual children data at a more detailed level is not published on the school website.

	Reading		Writing		Maths		Average all subjects	
	PP	Non-PP	PP	Non-PP	PP	Non-PP	PP	Non-PP
EYFS	7.8	7.5	7	7.4	7	7.1	7.3	7.4
Year 1	-	5.6	-	5.7	-	5.8	-	5.7
Year 2	9.7	6.8	10.3	10.7	10.3	9.2	10.1	10.1
Year 3	6.5	6.5	8	6.9	6.5	6.7	6	6.7
Year 4	7.7	10.6	8.9	8.4	7.5	7.2	8	7.7
Year 5	9.5	6.1	6.5	6.9	5.0	6.7	7	6.6
Year 6	7.5	6.7	7.5	7.5	5.5	4.8	6.7	6.6

Breakdown of allocation of pupil premium budget and the impact of the provision.

Due to the small numbers of children in our school, analysis of spending and impact has been presented in such a way as to preserve the anonymity of the children involved.

Provision	Approximate Cost	Impact 2016-17
In class support	5,040	30 minutes - 1 hour per day in class allocated depending on the number of PP children in the class (approximately £240 per pupil). Support allocated as needed for personal targets and pupil well-being as well as supporting academic progress.
KS1 English interventions	£2,800 per academic year	Boost decoding skills and reading fluency, develop comprehension skills and spelling accuracy.

including precision teaching, individualised phonics and reading support		<p>Average termly progress rates for KS1 PP pupils in English–</p> <p>Reading - 3.3 (compared with 2.9 for non-PP children)</p> <p>Writing – 3.7(compared with 2.95 for non-PP children)</p> <p>Details of provision for each class included under class headings</p>
KS2 English intervention – includes precision teaching, inference comprehension program, Write away together and booster sessions for class work.	£1,840 per academic year	<p>Aims for reading – to boost decoding skills and reading fluency and to develop comprehension skills</p> <p>Aims for writing – to develop children’s ability to redraft and improve their own writing, their ability to apply grammar with accuracy and their spelling accuracy.</p> <p>Average termly progress rates for KS2 PP pupils in English–</p> <p>Reading - 3.05 (compared with 2.8 for non-PP children)</p> <p>Writing - 2.7 (compared with 2.9 for non-PP children)</p>
Maths booster sessions	£2,080 per academic year	<p>Additional support for Y1/2 pupils with lower maths attainment or who have made slower progress to boost progress.</p> <p>Average termly progress made by PP pupils in maths</p> <p>2.9 (compared with 2.7 for non-PP children)</p>
Dulcie Time – availability of 1:1 sessions with TA with extra training in emotional and well being support (as needed approximately 30 mins per week 38 wks)	£250 per academic year	Early access to regular individual emotional support reduces the need to refer pupils for external support and promotes emotional well being and resilience.
Detail of the provision on each class	Approximate Cost	Impact 2016-17
<p>Class 1-</p> <p>Support during whole class sessions to maintain focus and engage with teaching</p>	£1,400	TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. TA support also

Speech and language development	£240	to engage with the learning and support appropriate differentiation of the whole class tasks.
1:1 phonics support	£10 per week per pupil (spring and summer terms) £240 per pupil - 2 pupils £720	Using the Wordaware approach and language games to boost the spoken vocabulary of children and develop communication skills. These small group activities also boost confidence and consequently self-esteem. Individual work to secure phonics knowledge of phase 2 and the ability to segment and blend sounds using the five minute Phonics box Individualised support to enable the children to keep pace with the phonics teaching in class and to apply their phonics knowledge to blend and segment words All PP children in YR working securely within phonic phase 4 at the end of EYFS.
Reading support – extra 1:1 reading sessions	£5 per week – £225	Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress - PP children in YR meeting the reading ELG – 100%, 20% achieving in the exceeding band.
Fine motor skills	£300	Adult support to engage children with pupil premium funding in the child led learning opportunities in the classroom and outside are that will develop fine motor skills – with the aim of developing fine motor skills and boosting progress in early writing development. PP children in YR meeting the writing ELG – 60%
Sensory Circuits group – set up by primary PE specialist and run by 2 TAs From January	£300 £90	Development of gross motor skills and coordination which needs to be secure for fine motor control to be sufficiently developed to support letter formation and writing development.

Balance bikes programme	£300	<p>Impact – increase the percentage of YR children who meet the Early learning goal for all PP children achieved the expected level for physical development and 60% achieved the ELG for writing.</p> <p>Development of gross motor skills and coordination which needs to be secure for fine motor control to be sufficiently developed to support letter formation and writing development</p> <p>Impact – increase the percentage of YR children who meet the Early learning goal for all PP children achieved the expected level for physical development and 60% achieved the ELG for writing.</p>
Numeracy support – 1:1 early morning work support to boost numerical fluency	£10 per week £440	<p>1:1 work to develop confidence with numbers up to 100 the ability to apply these to class work and tests. All PP children achieved the ELG for number and 20% achieved the exceeding level.</p>
Class 2		
Support during whole class sessions to maintain focus and engage with teaching	£840	<p>TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. TA support also to engage with the learning and support appropriate differentiation of the whole class tasks.</p>
Small group targeted phonics	£10 per week per pupil (spring and summer terms) £240 per pupil 2 pupils £480	<p>Consolidate ability to read and write all 25 phase 4 sounds focusing on need to pass phonics check (gained 31 marks in Y1 test) – all children passed the Y2 retest.</p>
Reading – decoding	£10 per week – £440	<p>Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress – 66% of PP children achieved ARE in reading. Average points progress over the year for PP children in reading was 9.7 points.</p>

Targeted guided reading comprehension	£10 per week – £440	To practice reading comprehensions in guided group to support understanding and inference and how to answer questions – where to get information from within text with the aim of boosting progress and reaching ARE by summer 2017. 66% of PP children achieved ARE in reading. Average points progress over the year for PP children in reading was 9.7 points compared with 6.8 for non PP pupils.
Numeracy support – 1:1 early morning work support to boost numerical fluency	£10 per week – £440	1:1 work to develop confidence with numbers up to 100 the ability to apply these to class work and tests. Average points progress over the year for PP children in maths was 10.3 points compared with 9.2 for non PP pupils.
1:1 early morning work support with handwriting, hand control and letter formation	£5 per week £220	To produce legible and consistent handwriting. To control a pencil comfortably. Focusing in class during handwriting and general writing in literacy – gentle reminders.
Class 3		
Support during whole class sessions to maintain focus and engage with teaching	£1,400	TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. TA support also to engage with the learning and support appropriate differentiation of the whole class tasks.
Handwriting group	£5 per week £220	To form all letters accurately and to join some letters with diagonal and horizontal joins independently and know which not to join. To introduce the children to the Letterjoin approach to handwriting. Average points progress of PP children in writing over the year was 8.45 points compared with 8.4 for non PP pupils.
Targeted guided reading comprehension	£5 per week £220	To practice reading comprehensions in guided group to support understanding and inference and how to answer questions – where to get information from within text with the aim of boosting progress and reaching ARE by summer 2017. Average points progress of PP children in reading over the year was 7.1 points
Extra 1:1 reading	£5 per week	

Handwriting/ SpaG support group	£220 £5 per week £220	To practice skills and consolidate grammar and spelling already taught in whole class SPaG sessions. Average points progress of PP children in writing over the year was 8.45 points.
Write away together 1:1 and small group support	£5 per week £220	1:1 opportunities with class teachers to redraft and improve a piece of writing to develop writing skills and improve progress in writing. Average points progress of PP children in writing over the year was 8.45 points.
Maths booster -	£10 per week (spring term) £100	1:1 work to develop confidence with numbers up to 100 the ability to apply these to class work and tests. Average points progress over the year for PP children in maths was 7 points compared with 7.2 for non PP pupils.
Class 4		
Support during whole class sessions to maintain focus and engage with teaching	£1,400	TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. TA support also to engage with the learning and support appropriate differentiation of the whole class tasks. Average progress for PP pupils over the year in maths was 5 points, in reading 9.5 and in writing 6.5.
Y6 maths fluency	£250	In KS2 SATs 100% of PP pupils achieved ARE in reading, 75% achieved ARE in writing and 50% in maths. Percentages achieving ARE in reading and writing were higher than the percentages for non PP pupils. Extra small group Clic sessions used to develop mental fluency and quick recall of number facts. Average progress for PP pupils over the year in maths was 5 points
Y5 maths fluency	£250	To enable pupils to be able to build problem solving resilience, verbal reasoning and number fluency and use bar models to support understanding of concepts. To be able to be <i>working at age expected</i>

Maths confidence booster Y6	£300	<i>roughly 5w+.)</i> Average progress for PP pupils over the year in maths was 5 points
Maths confidence booster Y6	£300	For pupils to be able to gain at least a level 4b (St 4S) in the Y6 SATs summer 2016 (<i>revised under ARA 2016 – must be working at age expected roughly 6w+</i>) To build problem solving resilience, verbal reasoning and number fluency and to use bar models to support understanding of concepts.
Handwriting/spelling booster group	£5 per week	To enable the pupils to improve spelling when free writing and apply spelling patterns by offering extra handwriting practise to join correctly, equal spacing and equal sized lettering. Average points progress in writing for PP pupils was 6.5 points and 75% of PP pupils in Y6 achieved ARE in writing in KS2 SATS.
Improving writing confidence	£220	To enable pupils to develop more awareness of Essentials in writing plus more teaching and focussed time on editing & improving their writing to give them more confidence to up-level their work . Average points progress over the year for PP pupils in writing was 6.5 and 75% of Y6 PP pupils achieved ARE.
Extra 1:1 reading	£5 per week	Extra opportunities to read aim to enable the children with pupil premium funding to read daily and discuss the text they have read and so boost reading progress. Average points progress in reading for PP pupils was 9.5 points and 100% of PP pupils in Y6 achieved ARE in writing in KS2 SATS
Reading comprehension groups	£110	
	£5 per week	To boost inference skills aiming specifically at targeting assessment focus found in question level analysis of last assessment tests. To enable all children to reach their end of term targets in reading. Average points progress in reading for PP pupils was 9.5 points and 100% of PP pupils in Y6 achieved ARE in writing in KS2 SATS
	£220	
Individualised learning support (as needed)	£100	Reduction of anxiety levels and development of emotional resilience.

Support outside the classroom		
Allyance counselling access to cluster play therapy service	£1,390	Early access counselling service to help support pupils through traumatic life events. Increase in score on strengths and difficulties questionnaire seen for all individual pupils.
Financial support visits/ outings, swimming, Y5/6 residential trip	£500 approximately	Funding for pupils to attend residential trips, sports events, provide equipment for homework to enable children to access a wider range of opportunities, learn through first-hand experience and participate in all aspects of school life. This has benefits for self-esteem and mental well-being
Financial support to attend afterschool sports and activity clubs including drama, multi sports, football	£750 approximately	Widening educational opportunities and participation; children have accessed the following clubs this year using this support, football, dance, multi-sports, gym, cookery and drama.
Financial support to attend cookery club during school lunch time	£2.50 per session – £75	Children are taught a range of basic cookery skills, healthy eating and the provenance of foods. Taking their produce home to share with their families provides a focus for a discussion of their day and a boost to the children's self-esteem.
Financial support to access music lessons	£500 approximately	Widening educational opportunities and participation enabling children to participate in piano/guitar lessons who would not otherwise be able to.
Staff CPD programme 2 members of staff attending pupil premium audit training	£300 approximately	Attendance at pupil premium conference, looking at ways to analyse pupil premium provision, meeting with other staff from other schools at this training has led to the oracy project for the next academic year
KS2 teachers allocated one afternoon a week release time – C4 for 12 weeks, C3 for 7 weeks for teachers to run booster support for children in specific areas, linked to class work	Cost of covering class to release teacher - approx. £50 per session C4 - £600 C3 - £350	Allows class teachers to follow up from classwork and fill gaps in pupils' knowledge to help progress learning. Average points progress for PP pupils in KS2 Reading - 4.6 Writing - 5 Maths – 3.4

Whole staff training – staff meeting looking at the evidence for effective interventions for pupils using information from the Sutton Trust	Staff meeting (no cost) and TA meeting (£50) time	Increase staff awareness of the forms of intervention that have been shown to have the most impact
Allocation of pupil premium responsibility to a governor for them to monitor provision, tracking and impact. Link governor visit to look at pupil premium children's engagement levels	Staff release time to meet with governor - £200 supply costs	Ensure that there is a continuous review and push for development of current practice.
Data tracking and monitoring as a powerful tool for maximising PP performance Pupil progress and class provision mapping paperwork developed to include explicit tracking of pupil premium children	Staff time	Greater emphasis on the relative performance of PP and non PP students in assessment reports. Clearly identifying next step learning to support increased progress. Raised staff awareness of pupils, their needs and their progress.
Progress of pupil premium children to be explicitly included in pupil progress and staff performance management paperwork.	No cost	Raised staff awareness of pupils, their needs and their progress.
Barrington Book Shop set up as a way to enable all children to buy and own books that are a reasonable price – Barrington Book shop tokens used as rewards/ prizes to both motivate pupils and to enable children from less affluent backgrounds to choose and own books	£200 book tokens for PP children	Helping to encourage a love of reading and book ownership. The experience of choosing books along with their peers encourages children to discuss books they have read and listen to and make recommendations to their friends. On the PP survey 18/20 children said they enjoyed reading and were able to express opinions about the types of books they like to read.
Direct support to parents of children who have pupil premium funding – this included 1:1 mentoring and parenting advice and the provision of resources to help parents with parenting at home (for example mediation CDs for children to help with bedtime and sleep difficulties, resources to support children who are anxious/ worry)	£500	The concentration and consequently the progress of some of our children dips when their parents are struggling cope; providing support to parents enables them to support their children and they come into school more focused, less distracted, having slept better and ready to learn.
Teacher time to meet with children's parents to complete and share a personal plan for each PP child to enable the parents to support their children at home with more confidence Time needed 1 hour per child per term	Available for all PP children Release for class teachers	Designed to help develop stronger home school links to promote achievement and aspiration. The two way exchange of information so that staff understand the pressures and difficulties children and their families are facing and parents can be supported to be able to help their children more effectively

Pupil premium grant expenditure 2017/18

Following the analysis of what worked during 2016-17 and the current needs of the children with pupil premium funding we are planning to use the funding in the following ways during 2017-18

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	110
Total number of pupils eligible for PPG	15
Amount of PPG received per pupil	£1320
Estimated Total Amount of PPG	£23, 760

Distribution of pupil premium children throughout the school from September 2017

Class 1		Class 2		Class 3		Class4	
YR	0	Y1	4	Y3	3	Y5	3
Y1	1	Y2	0	Y4	2	Y6	2
Total in C1	1	Total in C2	4	Total in C3	5	Total in C4	5

Analysis of the challenges that face our children who are eligible for pupil premium reveals that most of them have complex and changing home situations in which the majority of the child care responsibility falls on a single parent.

We intend to use this funding to support our children with priority given to developing reading, writing and maths and using small group and individual pre and post teaching to support pupils in their academic development. Pupil premium children will also be given priority for in class support during lessons.

We are working with two other local primary school on a project to develop our child's oracy skills; this work will help upskill all staff to be teachers of oracy, develop a whole school approach to oracy development and actively teach our children the speaking and listening skills that both underlie all learning and are a key life skill.

We also run a variety of interventions across the school to support pupil's social skills and their wellbeing, this includes funding for class outings, residential visits and supporting the cost of access to wrap around care including breakfast club when families are in crisis and accessing 1:1 counselling for children.

In addition to the focused teaching interventions provided to pupils listed here, we also use teaching approaches which close the gap in attainment outlined below.

Objectives in spending 2017/18:

To raise outcomes for pupils through:

- Additional English and Mathematics support to personalise learning and raise outcomes for pupils – this includes a focus on ensuring that PP children are fairly represented in the children achieving at GD (greater depth) in reading, writing and Maths
- Careful monitoring and support to ensure that pupil premium children are fairly represented in the numbers of children achieving combined ARE in reading, writing and maths.
- Using the Achievement for All approach to engaging parents with their children's education and providing parents with support to enable them to work with their children at home
- Providing social and emotional support/interventions to improve self-esteem and behaviour.
- Enhanced/improved cultural capital – trips, activities, extra curriculum activities and support with uniform, materials etc.
- Whole staff training to develop oracy skills in our children; oracy skills are an important life skill, but also underlie learning in all curriculum areas

Impact of pupil premium provision

Costings of interventions and class based support work are approximate and are calculated on the cost to school of the personnel involved in running the support and the costs of any resources that need to be purchased to run the support.

The impact of any support is measured using our Target Tracker assessment system along with any additional baseline assessments that are suitable for the particular intervention.

Due to the small numbers of children in our school, analysis of spending and impact has been presented in such a way as to preserve the anonymity of the children involved.

Provision	Dates	Year group/ number of pupils	Approximate Cost over the academic year	Intended Impact 2017-18
<p>Individual or small group additional tuition for children in class support during lessons. Flexible groupings running throughout the school year depending on children's needs/ progress</p> <p>Provision of skilled TAs in all Maths and English lessons to enable children to receive support as needed during the lesson; either from the TA of the class teacher – whichever is more appropriate.</p> <p>All lesson plans include annotation of PP children and their support provided.</p>	On-going all year	All PP children as needed	<p>Hours of TA time allocated per week- per class depending on number of PP pupils-</p> <p>C1 - £528</p> <p>C2- £2,112</p> <p>C3 – £2,640</p> <p>C4 - £2,640</p>	<p>Boost rates of progress of children with pupil premium finding to accelerate progress in maths and English.</p> <p>Increase the percentage of PP children achieving greater depth levels of learning in line with non-PP pupils.</p>

Immediate follow up/ pre-teaching for children following or before maths and English lessons to enable all children to succeed and meet lesson objectives on a daily basis as a follow-up to whole class lessons. Flexible groupings running throughout the school year.	Daily	All PP children as needed	<p>Time allocate per class –</p> <p>C1 - £264</p> <p>C2 - £1,056</p> <p>C3 - £1,320</p> <p>C4 - £1,320</p> <p>Hours of teacher time allocated per week (C4)</p> <p>C4 3 hours - £3, 800</p> <p>C3 1 ½ hours - £2,000</p>	<p>Boost rates of progress of children with pupil premium finding to accelerate progress in maths and English.</p> <p>Increase the percentage of PP children achieving greater depth levels of learning in line with non-PP pupils</p>
Involvement of pupil voice – interviews with all pupil premium children to ask them what they feel would best help their learning.	Nov 2017	All PP children	<p>Release time to plan complete and analyse interviews – 2 days’ supply costs</p> <p>£500</p>	Include pupil voice in the allocation of support
Oracy programme – Professional development training for all staff to ensure that oracy skills are taught deliberately and consistently across the school and purposeful talk and discussion are a feature of every classroom	Project to start Jan 2018 and run for 2 years	All children but focus will be on developing and tracking progress of oracy skills for PP as one of our vulnerable groups	<p>Staff training – teachers – staff meeting time – no cost</p> <p>TAs – £250</p> <p>Release time for oracy coordinator to plan project and prepare training - £250</p>	<p>We will be able to measure the impact on the children by assessments of their oracy skills and monitoring of any additional impact on reading and writing levels.</p> <p>The impact of the project on the classroom and school practice as a whole can be measured by using the 10 benchmarks for oracy checklist from Project 21 which has 38 statements which are all marked out of 3 allowing for a measure of development.</p>

Individual and group interventions run across the school in classes - groups running will change depending on the needs of the children			
Class 1- Support during whole class sessions to maintain focus and engage with teaching 1:1 phonics support Reading support – extra 1:1 reading sessions Fine motor skills/ extra handwriting support	Daily throughout the term 2-3 times a week 2-3 times a week 2-3 times a week	1PP pupil 1PP pupil 1PP pupil 1PP pupil	TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. Ta support also to engage with the learning and support appropriate differentiation of the whole class tasks. Individual work to secure phonics knowledge of phase 2 and the ability to segment and blend sounds using the five minute Phonics box Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress 1:1 work to develop pencil control and secure correct letter formation
Class 2 Support during whole class sessions to maintain focus and engage with teaching/ pre-teaching and booster to enable all children to keep pace with whole class learning. Small group targeted phonics Reading - decoding Targeted guided reading comprehension	Daily throughout the term 3x per week all term 3x per week all term 2x per week	4 PP pupils 2 PP pupils 4 PP pupils 4 PP pupils	TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. Ta support also to engage with the learning and support appropriate differentiation of the whole class tasks. Consolidate ability to read and write all 25 phase 4 sounds -focus on need to pass phonics check (gained 31 marks in Y1 test) Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress To practice reading comprehensions in guided group to support understanding and inference and how to answer questions – where to get information from within text with the aim of boosting progress and reaching ARE by summer 2017

<p>Numeracy support –</p> <p>1:1 early morning work support with handwriting, hand control and letter formation</p> <p>Individualised behaviour support programmes and work on well bring and self esteem</p>	<p>3x a week for 5 - 10 minutes with TA</p> <p>5 mins daily</p> <p>As needed</p>	<p>2 PP Pupils</p> <p>1PP pupil</p> <p>3 PP Pupils</p>	<p>1:1 work to develop confidence with numbers up to 100 the ability to apply these to class work and tests.</p> <p>To produce legible and consistent handwriting. To control a pencil comfortably. Focusing in class during handwriting and general writing in literacy – gentle reminders.</p> <p>To enable all pupils to focus in class and have the resilience and self-esteem to participate fully in all aspects of school.</p>
<p>Class 3</p> <p>Support during whole class sessions to maintain focus and engage with teaching/ pre-teaching and booster to enable all children to keep pace with whole class learning and be extended to achieve greater depth.</p> <p>Targeted guided reading comprehension</p> <p>Extra 1:1 reading</p> <p>Write away together 1:1 and small group support</p>	<p>Daily on going</p> <p>3x a week – 5-10mins</p> <p>2x per week 20mins</p> <p>15-20 min sessions</p>	<p>5 PP pupils</p> <p>5 PP pupils</p> <p>5 PP pupils</p> <p>5 PP pupils</p>	<p>TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. Ta support also to engage with the learning and support appropriate differentiation of the whole class tasks.</p> <p>To practice reading comprehensions in guided group to support understanding and inference and how to answer questions – where to get information from within text with the aim of boosting progress and reaching ARE by summer 2017</p> <p>Extra opportunities to read aim to enable the children with pupil premium funding to read daily and so boost reading progress</p> <p>1:1 sessions to support pupils to redraft and improve on a piece of their own writing.</p>
<p>Class 4</p> <p>Support during whole class sessions to maintain focus and engage with teaching/ pre-teaching and booster to enable all</p>	<p>Daily on going</p>	<p>5 PP pupils</p>	<p>TA support for behaviour to enable children to focus and develop good learning behaviour during whole class sessions. Ta support also to engage with the learning and support appropriate differentiation of the whole class tasks.</p>

children to keep pace with whole class learning and be extended to achieve greater depth.			
Y6 maths fluency (with class teacher)	2 sessions per week	2 PP pupils	To enable pupils to be able to build problem solving resilience, verbal reasoning and number fluency and use bar models to support understanding of concepts. To be able to be <i>working at age expected roughly 5w+</i>)
Y5 maths fluency	1 session per week	3 PP pupils	For pupils to o be able to gain at least a level 4b (St 4S) in the Y6 SATs summer 2016 (<i>revised under ARA 2016 – must be working at age expected roughly 6w+</i>)To build problem solving resilience, verbal reasoning and number fluency and to use bar models to support understanding of concepts.
Maths confidence booster Y6	2 sessions per week	2 PP pupils	
Maths confidence booster Y6	3x 15 min sessions per week	2 PP pupils	
Improving writing confidence – write away together	1x weekly 20 mins per week	5 PP pupils	To enable pupils to develop more awareness of Essentials in writing plus more teaching and focussed time on editing & improving their writing to give them more confidence to up-level their work .
Extra 1:1 reading	2x weekly	5 PP pupils	Extra opportunities to read aim to enable the children with pupil premium funding to read daily and discuss the text they have read and so boost reading progress
Reading comprehension groups	Weekly	5 PP pupils	To boost inference skills aiming specifically at targeting assessment focus found in question level analysis of last assessment tests. To enable all children to reach their end of term targets in reading
Individualised learning support	As needed all day everyday	5 PP pupils	Reduction of anxiety levels and development of emotional resilience.
Transition program to support Y6 children in their move to secondary school – programme includes sessions working with the children, liaison with their chosen school and the provision	Second half of summer term	2 pupils	To support the smooth transition of pupils to secondary school by providing a programme of activities to prepare them and a series of extra visits to their chosen school

of school staff to take children on extra visits as needed by the children				
Support outside the classroom				
20 minute weekly piano lesson	Sept onwards	1 pupil	Est £500	Increased confidence and self-esteem enabled by the opportunity to learn an instrument that would otherwise not be available.
Allyance counselling access to cluster play therapy service	All year	1 pupil	£1,390	Early access counselling service to help support pupils through traumatic life events. Individual 1:1 play therapy support for children who are experiencing emotional difficulties due to difficult life events with the aim of enabling them to resolve emotional difficulties, support mental well-being and then concentrate on school work and so boost progress
Drama club Dance club	All year after school	5 PP pupils	Approx. £40 per pupil per term	Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school Aim of developing oracy skills and self confidence
Sports clubs (football and multi –sports)	All year after school	6 PP pupils	Approx. £40 per pupil per term	Ensuring that all children have the chance to participate in the wider opportunities that are offered by the school Develop teamwork skills, Self esteem

Teacher time to meet with children's parents to complete and share a personal plan for each PP child to enable the parents to support their children at home with more confidence Time needed 1 hour per child per term	Available for all PP children	All PP pupils termly meetings	Release for class teachers	Designed to help develop stronger home school links to promote achievement and aspiration. The two way exchange of information so that staff understand the pressures and difficulties children and their families are facing and parents can be supported to be able to help their children more effectively.
Meeting the cost of swimming lessons	Swimming sessions	10 PP pupils	£24 per pupil Plus £60 TA time	Supporting the cost of swimming booster lessons to enable all our children to meet the minimum requirements for swimming in the PE national curriculum
Paying for school trips	Throughout the year	All PP pupils	Approx. £10 per pupil per trip/ event	Enabling classes to go on trips linked the curriculum and not pass the cost of these curriculum enrichment activities on to families who are struggling financially
Progress of pupil premium children to be explicitly included in staff performance management paperwork from summer 2016 (TAs) and autumn 2016 (teachers)	Throughout the year	All PP pupils	No cost	Raised staff awareness of pupils, their needs and their progress.
Barrington Book Shop set up as a way to enable all children to buy and own books that are a reasonable price – Barrington Book shop tokens used as rewards/ prizes to both motivate pupils and to enable children from less affluent backgrounds to choose and own books	Throughout the year	All PP pupils	£200 book tokens for PP children	Helping to encourage a love of reading and book ownership. The experience of choosing books along with their peers encourages children to discuss books they have read and listen to and make recommendations to their friends.
Direct support to parents of children who have pupil premium funding – this included 1:1 mentoring and parenting advice and the provision of resources to help parents with parenting at home (for example mediation CDs for children to help with bedtime and sleep difficulties, resources to support children who are anxious/ worry)	Throughout the year	All PP pupils	£500	Providing parenting support to parents of PP pupils when needed enables them to support their children so that the children come into school ready to fit and learn. This supports their progress in all areas of the curriculum.

This tracking is updated termly, pupils progress is monitored half termly and all interventions are monitored and the end of each term to assess their impact.