

How is Pupil Premium being spent in 2015/16? See table on page 4 for the full breakdown

Allocation of PP funding is based on analysis of the impact of previous years' spending, analysis of our current in-school data, unearthing gaps and areas of vulnerability, and comparisons with available national data. Also as part of our philosophy of being 'outward looking' and learning from best practice we use the outcomes of the most up to date research to support the decisions made.

Achievement & Attainment:

The current position: Our in-school data analysis shows that although gaps are closing, there are still gaps between the attainment of children supported by PP and those not supported by the fund. The majority of activities funded through the PP are planned to further close the achievement gap for children supported through the PP.

Our in-school data analysis shows that the majority of pupils supported through teacher-led 1 to 1 or small group interventions made accelerated progress compared to those not supported through these programmes.

Research suggestion: Allocate the best teachers to teach intervention groups **CSN Policy Briefing Feb 2013**

Allocation of funds to address this issue:

- £8,000 to provide 1to1 or small group teacher-led programmes, mainly focused in KS2 these programmes will run throughout the year and will target underperformance.
- £8,000 to release the deputy head teacher to teach groups of more able children in Key Stage Two in order to ensure these children meet their full potential.

Research suggestion: Focus on supporting disadvantaged children to achieve the highest possible levels **CSN Policy Briefing Feb 2013**

Allocation of funds to address this issue:

- Wave 2 intervention (small misconception groups) was used effectively during 2014/15 to accelerate the progress of identified children. £10,000 will fund additional Teaching Assistant hours. Each TA a minimum of an hour per week for 'closing the gap' interventions Sessions delivered to small groups of up to 6 children at a time or on a one to one basis.
- £8,000 supports the release of the deputy head teacher to teach groups of more able children in Key Stage Two in order to ensure all children meet their full potential. (previously stated)
- £5000 has been allocated towards the external Learning Support Service teacher, behaviour support teacher and the educational psychologist to advise on children's additional needs, provide specialist training and support our work with parents

Quality of Teaching:

The current position: Improvements in the quality of teaching and learning, particularly the focus on assessment for learning has impacted on improvements in achievement for all children, including those supported by the PP. Quality teacher training and a sharp focus on monitoring this quality has led to these improvements and is therefore identified as an area for further funding.

Research suggestion:

Incessant focus on the quality of teaching – this means placing the provision of highly effective teaching.....at the centre of the school's approach.

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Allocation of funds to address this issue:

- Allocation of an extra £3,500 to the Staff Training Budget to ensure that all teachers have access to quality external CPD
- Building on the successes of Lesson Study collaborative staff development focusing on challenge for all led by outstanding teachers within school (£1000 for cover costs)
- £8000 allocated to SLT for the Teacher on a Page teacher development programme.
- £2000 to Purchase of additional Cornerstones Curriculum materials to support assessment

Research suggestion: make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve ***CSN Policy Briefing Feb 2013***

- Using an allocation of £1000 to the Support Staff Training Budget The focus of this budget will be on developing the subject and curriculum knowledge of Teaching Assistants and training them in the use of questioning and feedback techniques with a particular focus on EGPS and teaching writing.

Research suggestion: Tailored strategies to engage parents – this means having high expectations of parents and building engagement (and – where necessary – the confidence of parents in dealing with teachers) ***Cracking the code: how schools can improve social mobility SMCPC October 2014***

- F2 teachers visit all homes prior to children starting school full time. (£500 cover and resources)
- Teachers and TAs run weekly parent 'open meetings' for parents of children being supported to update on progress and offer suggestions for ways to support at home.
- The Admin Officer works closely with parents/carers and is supported by the EWO to target attendance and punctuality.
- Further assessment towards reaccreditation for Rotherham Charter Gold (£500? To be confirmed)

Behaviour and Safety:

Research suggestion: *Preparing students for all aspects of life not just for exams – this means supporting children’s social and emotional development and the character skills that underpin learning.*
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- Teaching Assistants have targeted time with children who have behavioural, emotional or communication issues in order to break down barrier to learning. TAs have received ‘Talk Boost’ training to support this work and have worked with the support of the LA Behaviour Support team and personnel and staff from the Autism Communication Team.
- £1,800 to allow all children to access to educational visits
- £300 Subsidy for Y6 residential visit
- £1,800 to allow all children to access extra curricular activities
- £500 to support PP children to access musical instrument tuition provided by the LA Music service.

Leadership and Management:

Research suggestion:

Using the Pupil Premium strategically to improve social mobility -The most effective schools inform their use of their Pupil Premium funding with data-driven analysis of why, how and where poor children are falling behind. **Cracking the code: how schools can improve social mobility October 2014**

- SLT time to analyse data and trends for individuals and groups
- Termly (as a minimum) progress reviews include focus on progress of PP children.
- Evaluation of impact of PP spending and adjustments in light of evaluation.

Pupil Premium Funding for 2015-16	
Forever 6 £1320 x 32 children	£42,240
Looked-after children £1900 x 4	£7,600
Total	£49,840
Proposed Pupil Premium Spending 2015-16 All allocations are approximate	
1:1 teacher support `as required	£8,000
Senior teacher support for more able children (1½ day equivalent per week)	
Additional adult support minimum approx. 1 hour per day x £15 x 5 days x 40 weeks x 7 classes) to work with children at risk of falling behind expected progress ++	£21,000
Specialist Support Service Fees	£5000
SLT improving quality of teaching and learning (TOAP) (1 day equivalent per week)	£5000
Fees for staff training	£3,500
Cover costs for lesson study activities	£1,000
Teacher and TA time for home visits for all new pupils & resources	£500
Progress reviews and PP tracking activities	
Cornerstones assessment	£500 TBC
Rotherham Charter Fees	£500 TBC
Access to educational visits (36 children @ £50)	£1,800*
Subsidy for residential visit (Y6) (4 children @£80)	£320 * TBC
Extra curricular activities (36 children @ £50)	£1,800*
Enhanced curriculum -including music lessons	£500*
	£49,420

++ this allocation will vary across classes and across school terms dependent on number of children requiring support. Support is identified through pupil progress meetings.

*costs for these activities are dependent on uptake.