

PUPIL PREMIUM

Planning and evaluation outline 2013 - 2014

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
Continue reciprocal reading	£14,000	Continuation	Supported group Reading including at home. All classes. Ongoing initiative.	Improving reading and speaking and listening skills. Confidence building. Extra support for children who do not read at home.	Observations of groups by senior staff. Analysis of data including annual individual Holborn Reading test and interim sampling during the year. Results of QCA tests.	Enthusiasm for reading in school is greatly improved and parents report that this is the same for reading at home. Results so far show improved rates of progress. The selection of books will be continually added to, particularly non-fiction and allocation to year/ ability groups will be altered as necessary.

Continue PATHS (Promoting Alternative Thinking Strategies) initiative to support children's emotional needs.	£1,000	Extension from previous year.	Ongoing initiative.	Promote more positive attitudes and self confidence. Support children in dealing with situations that they feel uncomfortable with. Giving strategies to aid emotional and social skills.	Observations by external P.S.H.E co-ordinator.	Children more able to address problems independently and use conflict resolution skills confidently.
T.A. class support in Infants (particularly Year 1) to support phonics teaching and Year 6 to support maths.	£6,000	Extension from previous year.	Phonic small group work in Y1 and managing and running a Maths Home Programme in Y6. Extra T.A. in Reception class.	To close the gap for under achieving children.	Results of Phonic Skills test and KS2 SATs.	
After school Booster groups for KS2.	Staff - £10,000	Ongoing	Literacy or numeracy teaching groups – children highlighted on itrack	To close the gap for under achieving children in KS2	Results of QCA/SATs tests.	
Twice weekly after school support groups for Year 6 Literacy and Maths.	Staff - £3,500 Resources - £2,000	Continued from previous year.	Literacy or numeracy teaching groups to prepare for SATs – approx 30 weeks of the school year.	Improved literacy and numeracy skills.	Higher levels achieved in SAT's tests.	
Extra teacher support for punctuation and grammar lessons.	Staff - £9,000 Resources - £500	New	Split classes to aid differentiation and give additional support to the children in Years 2 – 5.	Improved literacy skills	Teacher assessments and paper tests.	

Support teacher for KS1 – 3 months.	£10,000	New	Small group support for FSM children in KS1 in particular Y1.	Target children showing slower progress (using 1-track)	Ongoing assessments and end of year results.	
Extra teaching staff to support teaching and learning.	£40,000	Continued activity	Split classes from Year 2-6. Ongoing	Support differentiation and smaller teaching groups beneficial to all children but in particular FSM children.	Analysis of data. Assessment co-ordinator using i-track.	