

Pupil Premium Spend Plan for the 2017.18 Academic Year (initial PP Grant allocation 17.18 £130, 680)

Item	Rationale	Principle aim	Activities (not exhaustive)	Number of DP pupils targeted	Cost (spend on disadvantaged pupils not full cost of provision)	Indicators of impact
Inclusion lead	41% of roll are DP. Inclusion lead role includes responsibility for the planning, monitoring and interim evaluation Nov. 16 of the provision for these pupils so that impact can be maximised	To oversee and manage provisions aimed at narrowing the gap	<ul style="list-style-type: none"> • Managing referral system • Liaison with external agencies – Speech and language, Ed Psych • Oversight of training • Reporting on progress • Oversight of behaviour impact on learning 	43% (98) of the school roll is PP – 0.4 of the AH job is spent on this	£13, 100	Reporting, Performance management, case studies, diminishing difference at all phases <i>2016 – PP pupils made better progress than their peers in KS1. PP attainment was in line with non-PP at KS2</i>
<i>Evaluation:</i>						
Reading Plan	The school wants to target reading so that outcomes are improved rapidly for all groups of children. DA pupils attainment is below national averages and reading is a key life skill	To rapidly impact on attainment in reading	<ul style="list-style-type: none"> • Recruit school librarian • Introduce Accelerated Reader programme • Purchase appropriate books • Miscellaneous spend on resources e.g. reading sheds outdoors 	All DA pupils	43% of project cost £14, 620	<ul style="list-style-type: none"> • Termly PPMs • AR records • Assessment data • Feedback from pupils and parents

Learning Mentor	Many DP lack confidence and may have practical barriers to learning, emotional needs may also be a block. LM will work to remove barriers	To remove barriers to learning and to support the development of confident learners with a growth mind-set	<ul style="list-style-type: none"> • One to one and group sessions • Drawing therapy • Social skills group • Leading on school council and developing pupil voice 	Proportion of salary	£12, 000	Improved attitude and learning disposition – case study
<i>Evaluation:</i>						
Counsellor	Issues affecting families and children prevent full engagement in learning and impact adversely on well-being. Provision will address this and will have a longer term positive impact on outcomes	To support children and families deal with significant issues that are negatively impacting on learning and well-being	<ul style="list-style-type: none"> • Weekly counselling for up to 4 children at a time • Liaison and reporting to Inclusion team and HT 	Typically, 75% (3) of the clients are PP pupils, although this can change up or down as the provision is time limited	£9, 000	Impact assessments from Relate – better learning behaviours <i>2016 – 41.7% increase in well-being</i>
<i>Evaluation:</i>						
Better Reading Support Partners	Literacy is crucial, young learners need a solid foundation in reading that will support the development of their learning across the curriculum. BRSP enables this for children who are at risk of low attainment in this area, particularly at KS1.	To raise attainment in reading through a programme of taught lessons and parent school links	<ul style="list-style-type: none"> • Training for teaching assistants and Lead teacher • Significant initial start-up costs – ongoing resource top-up and additional staff training • Staffing @ 5 hours per week x 3 	43% (20) of the children who are or have benefitted from this provision are PP	£4, 250	Individual progress Salford assessments on entry and exit Feedback from parents – rapid progress in reading
<i>Evaluation:</i>						

Project X code	A lack of confidence and motivation to read is an issue for some DP. This provision works with highly motivational texts in a supportive way and is proven to be effective across the primary phase.	To raise engagement and attainment in reading in KS1	<ul style="list-style-type: none"> One TA at 5 hours per week 	tbc	£2 000 approx.	Individual progress assessments on entry and exit Feedback from parents – improved attitude to reading and learning
<i>Evaluation:</i>						
Numbers Count/First class@number	DP can have significant gaps in their understanding of maths and these hold back their progress. This sharply focused provision engages with these gaps from year 1	To fill gaps in children's mathematical knowledge and enable them to catch up	<ul style="list-style-type: none"> 45 minute small group maths sessions three times a week After initial training and resources staffing @ 2 days 	Tbc 40% of TA2 salary	£8, 000	Entry and exit Sandwell assessments showing rapid progress in Maths <i>2016 – 4 children made between 11 and 18 months progress in 3 months</i>
<i>Evaluation:</i>						
Reading Eggs	Maintaining motivation amongst younger learners needs a range of texts and activities. This programme engages pupils – effective for before school groups for KS1 and lower KS2, and for use at home for all year groups from 1 to 6	Improve attainment and progress in reading and phonic knowledge across all year groups	<ul style="list-style-type: none"> Subscription Staffing is voluntary Daily sessions before school for target (PP) children 	All DA pupils	£1, 225	Phonics assessments and case studies Disposition to reading, engagement with learning
Mathletics	DP children need opportunities for regular maths practice, including at home. This provision is accessible and space is given in school for children	Improve attainment in maths through regular accessible practice	<ul style="list-style-type: none"> Online resource enabling targeted homework 	All DA pupils	£1, 100	Progress and attainment in Maths increased in all phases

	without access to online resources					
<i>Evaluation:</i>						
One to one tutoring in year 6	DP children, including some who are newly arrived, need to make accelerated progress in year 6. One to one is proven to be highly effective	Fill gaps and accelerate progress in year 6 so that children are ready for transition	<ul style="list-style-type: none"> Twice weekly sessions for 15 PP children 	18 children	£11, 700	Rapid progress in year 6
Additional support in grammar and English for year 6	DP have significant gaps in English, particularly in SPAG, and will benefit from targeted in-class support. Most of the year 6 is PP	Accelerated progress in English	<ul style="list-style-type: none"> Support in class during English lessons from tutor with specialism in Grammar 	5 hours weekly	£5, 000	Rapid progress in year 6 English
<i>Evaluation:</i>						
Additional staffing in year 1	Children do not always make the transition to KS1 from Reception without a slowing of the progress of their learning. Staffing enables the provision of more play based learning PP group need rapid progress	To support transition from EYFS to KS1 to enable greater progress in KS 1, particularly of PP group	<ul style="list-style-type: none"> Additional EY qualified staff in year 1 for term one 	8 children	£11, 562	Good progress over KS1
<i>Evaluation:</i>						
EMA teacher time on Induction of mid-term entrants	Mobility among DP means that their schooling is interrupted and progress is slower. High quality induction enables this.	To engage with parents to enable learning to take place as soon as possible for new arrivals and to	<ul style="list-style-type: none"> One half day per week set aside for this work, including PP children 	25 children have joined the school since September	£5, 319	Successful model – support quickly put in place enabling good progress from low starting points

		identify any individual learning needs				
<i>Evaluation:</i>						
Additional support for the assessment of provisions and the development of English for learners in the early stages	Many Disadvantaged learners are in the early stages of English acquisition and intensive work can enable rapid progress.	To maintain records of individual progress, assess and develop programmes of support	<ul style="list-style-type: none"> One day per week 	10 mid-term entrants have EAL and are PP There are 52 PP children with EAL across the school	£10, 638	Pupil progress meetings and strong progress data
<i>Evaluation:</i>						
Supplementing Breakfast and After School Club places	Some DP children may not have access to extended day offer without financial support. This provision enables social inclusion and practical support.	Support for children and families to minimise disadvantage and facilitate learning	<ul style="list-style-type: none"> Free and subsidised places in out of school hours activities including Breakfast 	Flexible offer according to need – currently 6 breakfast club places and 5 after school club	£5, 000	Disposition to learning qualitative data
Supplementing Instrumental tuition	DP may miss out on educational opportunities due to a lack of resources. These provisions lead to more self-confidence and an improved disposition to learning.	Enabling equality of access to a fuller range of learning opportunities	<ul style="list-style-type: none"> Drumming for all KS2 Guitar, violin, piano individual Recorder for year 3 and individuals 	56 children in KS2 10 children with individual 2 recorder learners	£4, 485	Disposition to learning qualitative data
Supplementing residential visits	DP may have a more limited experience and families may not be able to provide access to e.g. museums or arts facilities. These experiences are a key part of a rich curriculum offer.	Ensuring that no child misses out because of disadvantage Broadening children's experience, strategies, risk taking and social	<ul style="list-style-type: none"> Year 2, 4 and 6 residential 	41 PP children in those year groups	£4, 500	Team building and broadening experience

		learning to impact positively on attainment, particularly in writing				
Supplementing trips, workshops and	Families may struggle to contribute financially and these experiences support effective learning	Ensuring that no child misses out because of disadvantage – enriching the curriculum and providing quality input	<ul style="list-style-type: none"> • Termly trips • Workshops – e.g Young Shakespeare, Be the Best You Can Be 	41% of children will not be excluded from any activity for which we require a parental contribution	£2, 000	Participation in all activities by all
<i>Evaluation:</i>						
Speech and language therapist	Many DP have specific needs around language and communication and the provision enables the development of specific programmes that can be delivered in school.	Supporting children and staff by developing individual programmes	<ul style="list-style-type: none"> • Regular visits to targeted children 	43% (tbc)	£4, 500	Increased attainment and progress, better able to access curriculum
<i>Evaluation:</i>						
CPD – accessing high quality CPD including collaboration with local schools, consultancy leadership support, INSET leaders and relevant courses	Staff need access to and understanding of best practice for DP in order to ensure that the offer for DP at Hollickwood is the best it can be.	Ensuring that staff development enables quality first teaching and that leaders are supported to engage with narrowing the gap	<ul style="list-style-type: none"> • Membership of MH NLC • BPSI membership and additional hours • School reviews (BPSI) • INSET on grammar and writing • External courses (CLPE, IoE) 	43% of children are PP, all impacted by CPD – contribution to £12 900	£5, 000	Good practice across all phases in addressing needs of groups and individuals

<i>Evaluation:</i>						
Contingency	Interim evaluation Nov. 16 and research may identify a further need or resource	An amount so that we can respond to any new need amongst the PP children that may be identified during the monitoring process	<ul style="list-style-type: none"> E.g. additional resources 	All PP children	£3, 000	Capacity to respond to new need
Temporary (2 terms) TA support in KS1 (year 2) and KS2	Support teachers in targeting DA children during phase 1 lessons	Enable teachers to work with target children more effectively	Support learning within classrooms	Years 2, 3 and 4, 33 PP children	£10 035	Progress of PP group in years 3 and 4 – RWM
<i>Evaluation:</i>						
Pirate writing	Support for target children (boys) in writing in year 3	Deliver rapid progress so that ARE can be attained	Pre-planned programme delivered by TA	4	£1 500	Rapid progress in writing for group
<i>Evaluation:</i>						

Total grant = £130, 680 Total planned spend = £149, 534