

## Pupil Premium Spending Outline 2013-2014

Pupil Premium used for	Brief summary of intervention or action	Intended Outcomes	Monitoring and Evaluation
LSA support in class in the mornings	Support groups of children to enable them to access first class teaching and learning	Children to achieve age related expectations and attain FFT D predictions	<p>Termly analysis of data - <i>Assessment Leader</i></p> <p>Lesson observations and group observations - <i>3x annual - Inclusion Leader</i></p> <p>Pupil Progress meetings - <i>termly following analysis of data - class teacher and SLT</i></p> <p>Work scrutiny - <i>Subject Leaders - termly</i></p>
Nurture Group	3 afternoons a week where children who are underachieving or have poor attitudes to learning access an alternative cross curriculum	<p>Children closing the gap in achieving age related expectations and FFTD</p> <p>More positive attitudes to learning</p>	<p>As above</p> <p>PASS - <i>Learning Mentor/ Inclusion/HT</i></p>
Direct Phonics	To embed phonics learning - 2 groups 3 afternoons per week. -each session $\frac{1}{2}$ hour.	<p>All children in year 2 who did not pass Year 1 phonics test pass in year 2.</p> <p>Children achieve a level 2 in reading at the end of year 2.</p>	<p><i>Inclusion and Assessment Leaders, termly analysis of data.</i></p>
Speech Therapy	Learning Mentor 3 x weekly at 30 minutes per session. 3 children have been identified	Improvement in speaking and listening assessments impacting on attainment, the gap between these children and rest of class narrowed.	Analysis of data.

ALS	Year 4 programme - 1 group 3 afternoons per week to accelerate progress and attainment in both reading and writing -1/2 hour each session	Children to achieve age related expectations.	<i>Inclusion and Assessment Leaders, termly analysis of data.</i>  LSA own records.
FFT	Year 2 and 3 programme. Two groups 3 afternoons per week to accelerate progress and attainment in both reading and writing -1/2 hour each session	Children to achieve age related expectations.	<i>Inclusion and Assessment Leaders, termly analysis of data.</i>  LSA own records.
RM Maths	Year 6 computer program Identified PP children - 15 mins per day to accelerate progress and attainment in maths.	Children to achieve FFT targets	DHT analysis of progress $\frac{1}{2}$ termly KS2 SATs results
Reciprocal Reading	Year 4. 3 x weekly To increase higher order thinking skills of more able children	Achievement and attainment of these children is more than that of other children in the class.	<i>Inclusion and Assessment Leaders, termly analysis of data.</i>  Lesson observations -3x annual
1:1 Booster	Upper Key Stage 2 Gaps in learning addressed and progress accelerated.	Children to achieve age related expectations and attain FFT D predictions	Analysis of SATs Termly analysis of data, tracking
Subsidised Educational Visits	All visits subsidised for pupil premium children to enable them to access first hand experiences.  Promote cultural curiosity, diversity and acceptance	Children to achieve age related expectations and attain FFT D predictions  Improve attitudes to learning	Termly analysis of data - <i>Assessment Leader</i>  Lesson observations and group observations - 3x annual - <i>Inclusion Leader</i>  Pupil Progress meetings - <i>termly following analysis of data - class teacher and SLT</i>  Work scrutiny - <i>Subject Leaders - termly</i>  PASS - Learning Mentor

			Observations by HT and SLT
Behaviour/Anger Management Group	Fluid groups according to need. Need identified by class teacher or self-referral or by Social Services. 3 mornings per week by HLTA	No learning lost	These children tracked.  Weekly meetings between attendance Officer, Inclusion Leader and Learning Mentor to discuss actions and impact, records kept.
FLS	15 week programme for year 5. 3 x weekly $\frac{1}{2}$ hour sessions. To address gaps in reading	Children to achieve age related expectations and attain FFT D predictions	<i>Inclusion and Assessment Leaders, termly analysis of data.</i>  LSA own records.
1:1 Reading Programme	Year 1- daily 1 hour with HLTA To accelerate progress in reading	All children on programme achieve Level 2 at the end of Year 2.	Inclusion Leader and Assessment Leader to analyse data.  HLTA records - professional conversation with HT
Booster Groups	All year groups - 1 hour per week by class teacher	Gaps identified by class teacher during lessons are addressed in order to prevent gaps in learning occurring.	Teachers own analysis Work Scrutiny Analysis of data - termly
Subsidise Breakfast Club	Ensure all children have a good start to the day and no learning lost through hunger or lateness. -Fluid group	Children to achieve age related expectations and attain FFT D predictions	Children tracked in terms of attendance - <i>weekly by attendance officer and discussed at weekly meetings</i>  Analysis of data -termly
CPD for new support staff	ELS FLS Direct Phonics	New staff fully trained to deliver intervention strategies.	As other intervention groups
Attendance officer	To address lateness and absence, work with EWO and parents to overcome barriers to attendance - daily 45 minutes plus 1 hour meeting weekly	Attendance and lateness are improved and in line with national expectations	LA data  Schools own records analysed <i>termly by SLT</i>