

George Carey Primary Church of England Primary School

Early Years Pupil Premium Spending Plan 2016/17

Nursery – Early Years Pupil Premium Spend	Area of Spend	Cost	Intended impact Including (any benefit to non-pupil premium children)	How impact is to be measured/evidence	Actual impact of intervention (to be completed July 2017)
Barriers to Learning					
Lack of parental ability to support language development. Therefore children entering the school at Nursery age with very low language levels.	Speech and Language Teaching and Learning Assistant deployed to Nursery half time.	£12,392 *Note that the school subsidises this provision by £10,177	Children receiving specialist speech and language support which both PP children and others can benefit from. The intention is that outcomes for areas of communication and language will accelerate, closing the language gap with peers.	Impact can be measured through the progress noted in Foundation Stage profile outcomes in terms of communication, language and literacy skills.	

Reception to Year 6 Pupil Premium Spending Plan 2016 / 17

Reception to Year 6 pupil Premium Spend	Area of Spend	Cost	Intended impact Including (any benefit to non-pupil premium children)	How impact is to be measured/evidence	Actual impact of intervention (to be completed July 2017)
Barriers to Learning					
Lack of parental ability to support language and the curriculum (all	Two Specialist Speech and Language Teaching and Learning	£12,392 for Reception children (half time specialist	Children receiving specialist speech and language support which both	Impact can be measured through the progress noted at the end of the	

<p>abilities) at home due to a variety of issues including EAL. Consequently children entering school with limited language skills in Reception.</p>	<p>Assistants deployed to Early Years and KS1</p>	<p>TA). £29,929 for KS1 children for full time specialist TA</p>	<p>PP children and others can benefit from. The intention is that children with low starting points in terms of language and communication will receive continued support in order for them to close the achievement gap with their peers.</p>	<p>EYFS from their starting points as well as in their KS1 outcomes at the end of Year 2 as measured by statutory testing.</p>	
<p>Family and parental hardship caused by very low income and lack of resources</p>	<p>Additional funding and resources provided as and when necessary to support attendance at school and social issues.</p> <p>Provision of a Parent Support Advisor working with mostly disadvantaged families</p>	<p>£1,000</p> <p>At least one half of the PSA worker will be focussed upon supporting families of children entitled</p>	<p>Additional funding and resources administered by the Head of Safeguarding to support family crisis as and when necessary for e.g. to support attendance at school when made homeless and with social issues.</p> <p>The intended impact for the most vulnerable families across the school are:-</p> <ul style="list-style-type: none"> • Support for parenting skills 	<p>The funding gives the opportunity for the school to provide better continuity for specific children in family crisis situations. Impact can be measured anecdotally by staff and documented on children's files and case notes.</p> <p>The impact of the PSA will be measured through anecdotal evidence and case study work. It is thought that the PSA will</p>	

		to Pupil Premium. The cost of this is £16,880	<ul style="list-style-type: none"> • Directing families to additional resources and help • Mediating between the school and families in challenging situations • Liaison with outside agencies to provide additional support 	impact positively upon children identified for PP as well as those who are not.	
Slow progress of vulnerable learners and identified individuals across school, particularly in years 2, 3 and 6.	<p>Bespoke interventions identified for lowest achieving children across school during, before and after the school day.</p> <p>Class TAs to start at 8:45 a.m. daily and taking approximately 25% of their time</p> <p>Before and after school interventions carried out by teachers</p>	<p>25% of class based TAs = £91,620</p> <p>Year 2 – 9 hours per week at £25 per hour x 20 weeks = £4,500.</p> <p>Year 3 – 9 hours per week x 10 weeks = £2,250.</p>	<p>The intention is that both PP children and their peers will benefit from individual and small group support packages directed specifically at their learning needs.</p> <p>It is also intended that some programmes of support will also focus on higher achievers (particularly those entitled to PP) in the drive to provide additional challenge for the highest</p>	<p>The impact of the interventions will be measured at ‘Pupil Progress Meetings’ held every term between senior Leaders and class teachers.</p> <p>Data relating to the progress of all significant groups will be scrutinised and further action will be agreed as an outcome of this work.</p> <p>The overall impact will be shown on</p>	

		Year 6 – 9 hours per week x 10 weeks = £2,250.	achievers.	the whole school data and progress sheets as well as being evident from RAISE online data following SATs 2017.	
SEMH challenges particularly in KS2 (Years 3, 4 and 5) which potentially impacts upon the quality of teaching and learning and slows learning and progress down.	Two 'THRIVE' workers deployed to school in KS2 area to support vulnerable children. Bid for additional funding to support this was successful - £44,480 from LBBD. No cost against Pupil Premium budget this year, but this will incur costs if continued into 2017 / 18 Support from a consultant psychologist in order to help teachers to find positive 'solution focussed' best practice	No additional costs this academic year, although potential on-going costs into 2017 / 18 will be in the region of £46,000 next year – depending upon measureable impact in 2016 / 17. £350 daily X 15 days = £5,250	THRIVE is designed to meet the emotional needs for children with attachment deficit disorder – several of whom have been identified within KS2. It is intended that better support for these children will not only support achievement for these children, but also nurture a calmer environment for all KS2 children, facilitating more effective learning. Targeted training for teachers in terms of solution focussed approaches to learning when supporting	The intended impact is to reduce exclusions and provide additional support to children with SEMH needs. Progress can be measured for identified children during the termly Pupil Progress Meetings. The impact of solution focussed approaches can be measured during classroom observations carried out termly	

	approaches to behaviour management.		challenging children will improve the quality of lessons and facilitate better progress in all areas.	by SLT members. Improvements can be discussed and evidenced during individual teacher performance management meetings.	
Poor past performance and previous underachievement in mathematics across much of KS2, particularly in terms of higher achievers	<p>Maths specialist teacher assigned to upper KS2 in order to provide greater challenge to highest achievers. Activities are for small groups both during the school day and after school in booster sessions.</p> <p>Maths Whizz online teaching and assessment system provided free of charge for targeted groups across KS2</p>	<p>Maths specialist £310 daily – 3 days per week for 30 weeks = £27,900</p> <p>Maths Whizz £6,500 – across the school for the year</p>	<p>The intended impact is to raise the percentage of higher achievers in mathematics; particularly for disadvantaged groups. Both Pupil Premium children and their peers will benefit from this greater focus on their learning.</p> <p>The intended outcome is for groups of children to be self-motivated to continue their learning at home and during school time outside mathematics lessons.</p>	<p>Progress and impact of the additional maths specialist can be measured during termly Pupil Progress meetings, end of year data analysis and also in end of KS2 SATs.</p> <p>The impact of Maths Whizz can be measured by comparing outcomes in maths for those using the programme and those not using it. Usage data can be obtained through the administrative feature of Maths Whizz.</p>	

<p>Large numbers of children with low prior attainment (KS1) in Year 6 cohort, the vast majority being entitled to Pupil Premium funding. Very low numbers of these children were in the high prior achievement category at KS1.</p> <p>Low numbers of 'Pupil Premium entitled' children with 'high' and 'middle' prior attainment at the end of KS1 overall in current Year 6 cohort</p>	<p>Very high adult / pupil ratio in current Year 6 in order to maximise progress – classes of 16 children for 2 terms for cohort with prior attainment at 50% for KS1 outcomes.</p> <p>Additional intensive support for identified children with low and middle prior attainment entitled to Pupil Premium funding in group of 8 throughout academic year</p>	<p>Additional teacher for 2 terms = £20,000</p> <p>Cost of intensive support group at 8 months of salary £34,940</p>	<p>The intended outcome is to boost the achievement of whole cohort of Year 6 children. This cohort have the highest Pupil Premium percentage in the school at 47%, and so they will have maximum benefit from favourable teacher / pupil ratios.</p>	<p>The impact of both sets of support will be measured in termly Pupil Progress meetings. Also the impact will be evident in progress outcomes from KS1 to KS2 SATs as documented in RAISE online 2017.</p>	
Overall Pupil Premium Proposed Spend for 2016 / 17					£284,803
Subsidy provided by George Carey Church of England Primary (minus pupil premium budget)					£88,123