



PROPOSED SPEND OF PUPIL PREMIUM FUNDING (PPF)
ACADEMIC YEAR 2016-2017

The Pupil Premium Funding is for children:

- who have been in receipt of free school meals (PPF) at any point in the past 6 years
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care
- pupil premium plus children currently being looked after or in care
- whose parents are currently serving in the armed forces

Schools are held accountable for the spending of the monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St Charles' Roman Catholic Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium Funding 2016-2017

A proportion of the Pupil Premium Funding (PPF) is committed to maintaining the provision for disadvantaged children that is currently in place.

The anticipated funds available 2016-2017= approximately £75,000 (£1320 Per child)

The four key objectives:

1. **Attainment in English and Mathematics:** to improve the outcomes for PPF children in English and Mathematics
2. **Language:** to provide early language intervention and support for PPF children in Foundation Stage and Key Stage 1
3. **Engagement:** to improve curriculum engagement and academic achievement for PPF children
4. **Social Skill and Self Esteem:** to provide children with out of school learning experiences to develop social skills and boost self-esteem and confidence levels

OBJECTIVE 1**ATTAINMENT:** To improve the outcomes for PPF children in phonics, literacy and mathematics**ACTION:**

To re-deploy teaching assistants to provide small group and 1:1 interventions for children in receipt of Pupil Premium who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores in Literacy and Mathematics.

RATIONALE:

Better Reading Programme for Y1 & 2 children who are working below national year group expectations

Numbers Count Programme for Y1, 2 & 3 children who are working below national year group expectations

Phonics intervention groups for children working at phase 2 and phase 3

Streamed phonics groups in KS1 (using additional support staff) to ensure that all PPF children regardless of their ability make good progress. PPF children in KS2 to come to Y2 class to do the phonics session in the mornings if required

Maths booster groups for Y6 PPF children who are working below national year group expectations

Individual speech and language therapy programmes delivered as directed by the speech and language therapist and using the Talk Boost programme.

SUCCESS CRITERIA:

A reduction of the attainment gap of PPF and Non-PPF children in all years from September 2016-July 2017 in reading, writing and mathematics.

To improve speech, language and communication skills.

Autumn data for PPF children in each year group in Reading, Writing and Maths shows that the following percentage of children are working below year group expectation:

AUTUMN DATA			
	Reading	Writing	Maths
Year 1	0%	67%	50%
Year 2	40%	80%	60%
Year 3	14%	57%	29%
Year 4	63%	50%	75%
Year 5	42%	67%	38%
Year 6	10%	40%	20%

PPF children working below age related expectations in Maths in Years 1 and 2 will receive the 'Numbers Count' intervention which will provide them with a solid understanding of the number system.

PPF children working below age related expectations in Reading in Years 1 and 2 will take part in the Better Reading Intervention which is an intense catch up programme. This will improve word recognition and their understanding of the different texts read.

PPF children in Years 1-3 who are working below age related expectations in writing will have daily intense and focused phonics sessions

which will focus on spelling and sentence structure. They will also have guided writing in class with both the class teacher and teaching assistant. Targets will be given for children on an Individual Education Plan and will be monitored and evaluated half termly by the SENCO.

PPF children working below national year group expectations in Years 3-6 will work from targets set on an Individual Education Plan and or Class Action Plan. They will have daily guided sessions with the class teacher or Teaching Assistant in reading, writing and maths.

DATES	PERSON/S RESPONSIBLE	MONITORING & EVALUATION	COSTS
From September 2016	<p>Miss Gavin (PPF Lead) to discuss the needs of the children with class Teachers and then liaise with Mrs Baker (Head teacher) as to the interventions which are required.</p> <p>Class teachers (Miss Gavin, Mrs Mulcock, Miss Daniels) Miss Daniels (Maths co-ordinator) Mrs Mulcock (Assessment co-ordinator) to liaise with Mrs Hale who delivers the Numbers Count intervention programme.</p> <p>Mrs McKiernan, (Specialist Reading Recovery Teacher) and Class Teachers to liaise with Mr Slater, Mrs Hale, Miss Hurst and Mrs Byrom (Better Reading Intervention Support)</p>	<ul style="list-style-type: none"> ● Tracking and monitoring data of PPF children ● Entry and exit data analysed for all intervention programmes ● Increased targeted support from Teaching Assistants for phonics, reading and maths ● Focused 'Narrowing the Gap' support - including phonics, better reading, numbers count and pre-teaching vocabulary ● Additional teacher support in literacy and mathematics support groups for children currently working below age related expectations. 	

OBJECTIVE 2

LANGUAGE/ ORACY: To provide early language support for PPF children in Foundation Stage and Key Stage 1
To deliver individual and group speech and language therapy programmes to develop vocabulary and understanding.

ACTION:

Early intervention using 'Talk Boost' in the Foundation Stage
Sunshine writing intervention for Y1 & 2 children who struggle to put their ideas into sentences
Number Count intervention for PPF children who struggle to understand the different mathematical language
Comprehension Booster groups for KS2 children who struggle when reading for inference
To develop proficient speech, language and communication skills.

RATIONALE:

Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.
'Pre- Teaching' to the PPF children who are below their peers and struggle to understand new ideas and concepts
Circle time at the end of the day where the children talk about their favourite highlight or what they have enjoyed the most
PSHE lesson where children talk about their feelings and experiences
Pastoral Team to work with children within a nurture group and or during 1:1 emotional support time

SUCCESS CRITERIA:

Language acquisition of PPF children in line with age related expectations

DATES	PERSON/S RESPONSIBLE	MONITORING & EVALUATION	COSTS
From September 2016	<p>Mrs Hodgson (Pastoral Leader) to liaise with Mrs Garcia Hebson (Emotional Support Assistant).</p> <p>Mrs Parkinson (EYFS Teacher) to liaise with Mrs Topham (EYFS support assistant).</p> <p>Class Teachers to direct support staff and provide them with resources to deliver these sessions.</p>	<ul style="list-style-type: none"> ● Tracking and monitoring data of PPF children on early language ● Entry and exit data analysed for all intervention programmes ● Focused 'Narrowing the Gap' support - including pre-teaching for number and inference ● Additional support in literacy and mathematics for children currently working below age related expectations 	

OBJECTIVE 3
ENGAGEMENT: To improve curriculum engagement and academic achievement for PPF children

ACTION 1:
 To identify and provide appropriate support for the children with barriers to cognition and learning related to delayed behavioural, emotional and social development
 To hold meetings with PPF children to find out their needs and generate ideas from them as to what we can do in school to ‘Narrow the gap’ for their learning.

RATIONALE:
 The choices that the school makes in allocating money will be vital so that the funding can help raise pupils’ attainment

SUCCESS CRITERIA:
 The attainment gap between PPF and Non- PPF reduces
 PPF children make at least expected progress in line with expectations

DATES	PERSON/S RESPONSIBLE	MONITORING & EVALUATION	COSTS
From September 2016	Miss Gavin to liaise with Mrs Baker, Mr Kennedy (Deputy Head) and Mrs Mulcock. Mrs Holden (Business Manager) to provide attendance figures. All class Teachers to be aware of the PPF children in the school and within their class. Teachers to know the level at which they are working and the barriers to their learning. Miss Gavin to keep a record of the different pupils and what they have received.	Children with delayed behavioural, emotional and social development identified and appropriate provision and support sourced. Progress of students provided with support to be monitored to ensure value for money. <ul style="list-style-type: none"> ● Data: Phonics (KS1), Reading, Writing and Maths (Termly monitoring with Head Teacher) Report forms and data to then be passed to Miss Gavin. ● Attendance Figures ● Punctuality Data Log of PPF to be kept and passed up to the next class teacher at the end of each academic year	

ACTION 2:

To provide free access to out of school learning opportunities for PPF children (sports clubs, computer club, games club, band and choir).

To provide subsidies for educational visits and overnight residential trips

To provide extra- curricular music lessons for PPF children (brass, woodwind, ukulele, piano and strings)

PPF to be part of the G.I.F.T. Team (Growing in Faith Together) to be School Chaplains

RATIONALE:

To provide PPF children with opportunities to develop their confidence and self esteem

To provide PPF children with opportunities to learn outside the school environment and to build on their knowledge and understanding of the world

To provide PPF children with the opportunity to learn a musical instrument, to play in concerts and develop a musical talent

SUCCESS CRITERIA:

PPF children achieve in line with Non- PPF children

DATES	PERSON/S RESPONSIBLE	MONITORING & EVALUATION	COSTS
From September 2016	Mrs Baker to liaise with Parents' to inform them of this opportunity for children in Y3 upwards. Mrs Baker (Music Co-ordinator) to offer children the opportunity of learning a musical instrument). Mrs Troughton (RE Co-ordinator) to work with the G.I.F.T Team to provide them with roles and responsibilities in school as School Chaplains.	Monitor attendance through out of school learning registers <ul style="list-style-type: none"> ● Monitor attendance at out of school clubs ● Monitor attendance at Educational Visits ● Evaluate impact on confidence and self- esteem through attendance/ punctuality and behaviour logs 	