

Achievement through the curriculum			Including -accelerated learning through intervention / booster -improving the quality of teaching and learning -resourcing learning in the classroom improving opportunities for learning at home -creative curriculum projects -extending school day and holiday provision				
Objective	Project and actions	Intended outcome	Time scale	Monitoring	Cost	Impact Evidence Headlines	Evaluation
Improving the quality of teaching and learning - 4 objectives Enhancing First Quality Teaching to enable a significant percentage of pupils to make Accelerated(4APS) and Exceptional (6 APS) progress in a year.							
<p>Improved attainment and progress across Year 1 – Y6,</p> <p><u>Phase based Wave 1 and Wave 2 enhancement</u> through</p> <ul style="list-style-type: none"> -Smaller teaching class and group sizes -Building capacity of pupils as learners -Enhanced feedback programme -Focussed 'pupils as planners' programme -Lead teachers programme for CPD 	<p>3 x 0.5 good/outstanding teachers to be allocated to 5/6 Phase, 3/4 Phase and 1/2 Phase to ensure that pupils receive our menu of enhanced provision and teaching</p> <p>All Year group EOY targets showing accelerated (4 APS) and exceptional progress (6 APS) expectations in place</p>	Data and planning scrutiny shows that those pupils entitled to PPG have made accelerated/ exceptional progress as a result of actions	<p>Autumn 2013</p> <p>Spring 2014</p>	HT SLT Phase Leaders		<p>Spring <u>progress</u> tracking across the school shows that FSM pupils are making at least and in some cases better progress in Aut and Spr terms as NFSM - this is at least expected progress and in many instances accelerated progress.</p> <p>The only exception Y3 Writing – reason is EAL new arrivals</p> <p>Spring <u>attainment</u></p>	<p>Using PPG to fund these additional 3 teachers needs to be developed to ensure that <u>ALL</u> FSM pupils benefit from this. Sometimes the capacity to separate the acceleration of pupils from the 'ALL pupils' pot from the 'pupil premium' pot is too complex. is to complex</p> <p><u>Next steps</u> Using PP to fund early writing support as reflecting in the underachievement of FSM pupils by 1+APS in 3 Year groups</p>

						few places where the FSM are more than one APS less than NFSM. Notably in writing.	
Building the capacity of teachers and TAs to deliver quality first teaching and learning in writing through CPD and lead teacher training	<p>Whole school CPD to improve teachers subject knowledge, planning and delivery of writing</p> <p>Establishment of writing Team and development of ethos and raised motivation throughout school through projects, raised profile and enhanced</p> <p>Establishment of comprehensive and progressive writing framework throughout the school</p> <p>Lead Teacher CPD development</p> <p>Off site School Improvement planning – visioning and prep day with writing Team</p>	<p>Raised attainment in writing throughout the school</p> <p>Increased teacher capacity for quality first teaching in writing</p> <p>Enhanced progress in writing through better links to effective feedback, home learning and parental engagement programme</p>	Through out Year	HT SLT Phase Leaders		<p>Writing Focus Group visioning day established clear ethos and the completion of comprehensive Sentence Writing programme and progression of Skills doc for implementation throughout school</p> <p>All staff embedding new writing docs</p> <p>Data shows that progress in writing is at least expected in Y1 and 2 and often better than expected in KS2 (except Y3) poor teaching.</p> <p>Attainment is still below by more than one APS according to end of Spring data</p>	<p>PPG well spent in enhancing the quality of teaching writing. Teachers more skilled progression of skills and in understanding the gaps in progression – particularly important for sig numbers of FSM pupils</p> <p><u>Next steps</u></p> <p>Developing and supporting the identification of early intervention and the provision for this both in terms of FS provision and skill gaps throughout the school</p>
Increased training and <u>raised performance of TAs</u> in KS2 when working with SEN pupils in the afternoon	<p>All TA's providing additional and targeted support for SEN pupils have received</p> <ul style="list-style-type: none"> • Training in delivering SEN programmes for R and M • Training in write Away 	<p>All pupils entitled to PPG who have SEN needs have EOY targets that support the acceleration of learning and are targeted to fill gaps</p>	Autumn and spring training	HT SLT Phase Leaders		<p>All TAs accessed write away training and are delivering aspects of effective feedback evidence shows that 73% of PP pupils with SEN made at least</p>	<p>PPG well spent in improving the quality of effective feedback to move pupils learning on in writing.</p> <p>Next steps</p> <p>Developing and</p>

	programme for SEN					expected progress of 2 aps by the end of the spring term with 44% making accelerated progress of at least 3APS. 27% of forever 6 pupils have made less than/no progress.	supporting the early identification pupils who need additional support in writing. Further training with TAs to identify strategies to accelerate the progress of SEN pupils.
Enhanced first quality teaching through the commissioning of quality external CPD covering a range of teaching and learning needs	Commissioning of : <ul style="list-style-type: none"> • Good to outstanding teaching course • Support and follow up tasks in school 	Improved quality of teaching for pupils in Y3 class – 42% FSM	Autumn and Spring terms	SF		Autumn and Spring data for Y3 FSM pupils Reading 3.04 APS progress – better than expected Writing 1.30 APS – below expected Maths -2.70 APS better than expected	The quality of teaching and learning in this class has improved from requires improvement to good This will have a far reaching impact for PPG pupils who will be taught in following years aswell

Accelerating progress through intervention, booster and extending school hours – 6 objectives

To ensure those pupils in Y6 entitled to Pupil Premium make at least 2 NC levels in English and Maths and that some of those pupils attain L4 or above	Deployment of supply and support teacher to Y6 <u>Booster programme</u> for 2.5 days for Summer 1					KS2 outcomes for 2012 showed a marked improvement in both attainment and progress- now in line with national and in some cases exceeding. The numbers of higher attaining pupils have increased Raiseonline The attainment gap	PPG is well spent in the support of pupils in Y6. Although more pupils are coming through to Y6 with already higher attainment, there is still a need for the accelerated and targeted support <ul style="list-style-type: none"> • for pupils arriving <u>within KS2</u> • for some pupils
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						closing across the school. Within school gaps reflecting this the within school gaps in APS reflect this improvement ,(+0.4 reading),(-1.2 writing) and (0 maths). All these gaps are much smaller than national.	whose closing the gaps takes longer <u>Next steps</u> Continue deployment of 0.5 teacher in Summer term to
Providing quality interventions for children with SEN / EAL who have not made expected progress or who are struggling to achieve accelerated progress <u>Teacher Provision</u>	Additional FT teacher to support SEN / EAL cover to work across the school to ensure 1. Some Identified pupils with SEN/EAL reach accelerated targets 2. Those pupils with SEN/EAL who do not manage progress are targeted and supported through intervention and FQT support	SEN/EAL pupils have reached accelerated targets through pre emptive teaching and/or responsive interventions	Nov – March			Yet To be appointed	Unable to appoint a high quality teacher for delivery of interventions. FSM SEN and EAL provided for through usual pupil progress provision mapping and <ul style="list-style-type: none"> development of afternoon TA work with SEN- see below Intensive training to provide stronger in class provision for EAL pupils Y3 and Y5 where larger numbers
Providing quality interventions for children with SEN / EAL who have not made expected progress or who are struggling to achieve	TA 2 weekly hours dedicated to supporting PP children throughout key stage 2. (41 hours between 5 TA's)	SEN/EAL pupils have reached accelerated targets through pre emptive teaching and/or responsive interventions	Autumn 2013 – Spring 2014			Targeted pupils with additional needs; SEN and EAL have accessed pre-tutoring delivered by TAs.	Good use of PPG <u>Next steps</u> Continue next year extending to any pupil who would benefit from pre tutoring.

accelerated progress TA Provision						SEN data shows that with the exception of reading in Y5 and writing in Y2 SEN pupil make at least expected progress. SEN pupils in Y3 and Y5 make accelerated progress in reading. Y4 and Y6 make accelerated progress and in writing and maths. EAL	Continue to target pupils for pre tutoring who are not making expected progress
To ensure raised attainment and accelerated not on track to reach End of Year targets	Employment KS2 full time good / outstanding teacher to <u>undertake team teaching, intervention and booster work in Y4 - 6</u>	According to the identified needs seen through Pupil Progress meetings, those pupils entitled to PP will make at least expected progress (4 APS per year) and some to make accelerated (6APS) See File for detail tracking data.	KS2 Summer Term Autumn 2013 and spring 2014	HT and SLT		Summer term outcomes 85% of pupils seen made expected or accelerated progress Cumulative Aut and Spring data show at least expected and ibn cases accelerated progress for FSM pupils in Y5 and Y6 in R, W and M	Due to need in Y6 – provision changed to AUT term Y6 mornings Y5 afternoons SPRING term Y6 FT Have not really seen the full effect of KS2 interventions working across Y4 and 5 as LW needed to back fill the 0.5 teacher based in Y5/6 (Mat Leave)
<u>Extending School Hours</u> To support the accelerated progress of those children entitled PPG who are not on track to meet EOY targets following Pupil Progress Meetings	<u>Holiday schools</u> School will open for 3 mornings to those identified pupils. Employment of good/outstanding teachers to provide targeted support based on gap analysis and as specified in the Holiday	Gap analysis data for Maths and APP for reading and Writing alongside the Holiday School Targeted Intervention Plans will show that those identified pupils have secured the gaps in learning that they were targeted for during the Holiday School	Y6 Easter School Y1 Easter School Y4 / 5 May School	HT and SLT Phase Leaders and class teachers		2013 Y6 outcomes 75% combined (in line with national) ALL PUPILS <u>Raiseonline</u> Data shows that the school is continuing to show a narrowing gap between FSM and NFSM – with no gap between school	A really cost effected use of PPG – high impact for fairly low See data in preceding column See also detailed case study

	School Intervention Plans		Y6 Feb School			and national in maths , 0.4 gap in reading and 1.2 gap in writing	
Extending School Hours	Working with City In the Community to offer after school activities	Pupils have opportunities to learn new skills, practice skills learned in schools an opportunity to develop social skills	Sept 2013- July 2014	HT and DHT		Pupils from Y1 to Y6 have accessed a range of high quality sports provision throughout the year. They have also had opportunities to go and watch premier league matches and take part in inter school competitions.	A cost effective use of PPG when the clubs are running at full capacity. <u>Next steps</u> Continue next year but ensuring clubs are running at full capacity. Add to the range of sports on offer.
To accelerate the acquisition of language for those pupils entitled to pupil premium in Year 1 and Reception	Deployment of 0.5 TA to undertake targeted language acquisition programme with PPG children in Year 1 and Reception. TA to receive intensive training form SH to ensure quality of provision November – march Full time teacher		Summer term 2013	HT and FS Phase Leader and SH		Summer EYFS progress tracking showed that FSM pupils made at least and in some cases better progress in the summer Term as NFSM - this is at least expected progress and in many instances accelerated progress.	A good use of PPG the money was well spent. <u>Next steps</u> <ul style="list-style-type: none"> • Earlier intervention especially with the Nursery children needed .Too bigger gap to close in one term. • Intensive training to all TA's in FS in relation to skills training. gap analysis to ensure quality reaching and that more children can be targeted over a longer period of time.
Resourcing learning 2 objectives							
To raise attainment and accelerate the learning of those pupils entitled to PPG	1.Improved homework packages Purchase and use of My	That all pupils entitled to PPG are accessing My Maths for additional support and practice of maths and	Autumn 2012	HT and SLT Maths Leads in		Although netbooks were purchased, they have not been	<u>Next steps</u> To take a strategic and

through the <u>improvement of opportunities for learning at home</u>	<p>Maths for Y1 – Y6</p> <p>Purchase of Reading software for comprehension practice at home</p> <p>Purchase of GPS software for practice and consolidation at home</p>	<p>attain end of year targets. Gap analysis can show the pupils gaps being filled as a part result to these</p>		KS1 and KS2		<p>used to improve opps to learn at home. The school had underestimated the capacity needed to support the children within school with technology My Maths similar picture</p>	<p>targeted approach to ensuring that all pupils entitled to FSM have access to mobile technology to use at home – irrespective of the internet</p>
	<p>2.Netbooks</p> <p>Extending the capacity to learn and practice at home by the setting of targeted tutorials for some pupils and for all pupils to access practise and consolidation exercises in maths</p> <p>Increase motivation to write for some pupils by providing netbooks and setting writing tasks whereby – software and research are incorporated into.</p>	<p>That pupils are undertaking and completing better targeted and differentiated homework activities that support class work and that those pupils needing additional support are using the tutorials</p> <p>Gap analysis can show the pupils gaps being filled as a part result to these</p> <p>Pupils signposted and are using (through teacher set homework activities , a range of websites to support learning</p>					
To enhance the teaching and learning across the school through the targeted and effective use of mobile technology	<p>48 Ipads and covers for children.</p> <p>2 ipad charging trolley</p> <p>2 Mac Books</p>						<p>Quality of teaching and learning improved through the use of strategically chosen and promoted software and Apps.</p> <p>Increased engagement and motivation</p> <p>Increased computing competency.</p>
	<p>21 Staff Ipads for class teachers</p>						

	Homework bags						
	Additional Library books for children to take home every week. To promote self readers	To ensure children have access to a wide range of reading books					The children use the library on a weekly basis to access books to support homework and self read.
To target those pupils (especially, but not exclusively boys) in Y4 and Y5 who are not making the progress in writing expected by the end of the year and who are entitled to PPG	Targeted writing project. Y4 and Y5 undertaken by the KS2 Interventions Teacher. Intensive one week programme involving day trip to BBC and afternoons ICT –writing linked project. Followed by one afternoon a week for Summer 1	Those pupils participating in the programme will have met the SMART writing targets identified in the intervention plan and will have evidence for greater security at their APP level	Summer 2 half term 2013	HT and SLT			Staffing not possible – also less need than anticipated
Total Cost of this area					£151869		
Pastoral			Including Play therapy Emotional and social intervention groups to increase engagement in learning Out of Hours support for pastoral				
Objective	Project and actions	Intended outcome	Time scale	Monitoring	Cost	Headlines	
<u>To lesson and /or remove socio emotional barriers to learning</u> for some pupils to ensure that they engage fully in learning and to	Play therapist for one day a week to work with identified pupils with particularly challenging issues on individual / paired	Identified pupils score higher on the xx and attainment and tracking data shows engagement with learning and progress being	All year Sept 2012 – July 2013	HT and DHT		CH has worked with 6 children All pupils, with the exception of 1, made at least expected	A very effective, although slightly more expensive use of PPG Approx £850.00 per pupil-data shows the families/ children worked

<p>provide opportunities through relational work to improve self esteem and manage own choices around behaviour</p>	<p>therapeutic programme.</p>	<p>made</p>				<p>progress in reading, writing and maths. Pupils have also been observed to show increased engagement with all aspects of school resultant from higher self esteem and stronger attachments with parents.</p>	<p>with showed improvement on the SDQ scale and improved pupil attainment. However very challenging pupils who might otherwise be very disengaged, lowly attaining and in some cases excluded. Also working extensively with staff and extending impact through enhanced first quality provision. <u>Next Steps</u> Continue through next year</p>
<p style="text-align: center;">↓</p> <p style="text-align: center;">↓</p>	<p>Appointment and training of Lead Pastoral Support Worker to ensure that a wider group of pupils have barriers to their learning significantly reduced/ removed and who supports work of Play Therapist</p>		<p>All year Sept 2013 – July 2014</p>	<p>HT and DHT</p>		<p>26 children have worked with NB since September. All pupils, with the exception of 1, made at least expected progress in one of the areas of reading, writing and maths. 16 pupils made accelerated progress in at least one area, 14 made accelerated progress in at least 2 areas and 4 made accelerated progress in all 3 areas. Pupils have also been observed to show increased</p>	<p>Excellent supportive role to the play therapists. Has worked effectively to remove/reduce barriers to learning and to raise social and emotional self esteem. Very good spend of PPG <u>Next steps</u> Person in post has moved into ICT technician and supporting teacher role Will need to replace – but unsure of quality if replacing only temporarily through PP funding.</p>

						engagement with all aspects of school resultant from higher self esteem and stronger attachments with parents.	
	Provision of dramatherapy intervention from the emotional trauma service for Looked after children		Autumn Term x 15 sessions	HT and DHT		Kate Brown has worked with 2 children since Sept Both pupils are making expected / better than expected in at least two areas reading, writing or maths progress due to enabled participation in class, raised self esteem, better social skills and relationships	A very effective use of the PPG. <u>Next steps</u> Continue next year, extend to include pupil's with complex needs who have suffered emotional trauma. Extend to include work with groups of pupils.
To provide some children entitled to PPG, with a range of life experiences and social opportunities that would otherwise not have got because of deprivation factors and/or dis engaged parents and families	Setting up of Saturday xxx Club whereby the pupils are taken on 6 different Saturday mornings to a range of activities and experiences. Identified through Social Inclusion meetings	Pupils are reported through the monitoring sheet to have					Could not appoint appropriate staff Tried to develop links through MMU to do
Provision of playtime fruit and breadsticks	Providing children in reception with a healthy snack						
Total Cost of this area					£24308		

Enrichment

Objective	Project and actions	Intended outcome	Timescale	Monitoring	Finance Cost	Impact/Evidence	Evaluation
Ensure those pupils entitled to PPG have access to a range of stimulating life experiences that enrich their learning and development	Funding for Ghyll Head residential including transport	Pupils to attend residential and participate fully. Having an opportunity to develop team building, relationships, social skills and development of independence	Oct 2013	HT and SLT Y6 teachers		On return to school ,pupils show increased levels of engagement observed in lessons and improved relationships between groups of children and with members of staff.	Impact seen through good use of PPG to maximise opps for pupils enrichment High impact <u>Next steps</u> Link Ghyll head to the Creative \Curriculum next year to ensure that there is more direct links to pupil premium expenditure and learning. Eg – vocab links/ writing links/ experiential learning - Geography
	Year 6 visit to Debdale park for canoeing and rock climbing – 2 days including transport					Carry over to Summer term	
Enrich life experiences for those pupils from disadvantaged backgrounds by providing more trips and enrichment visits and to ensure this is linked to improved language acquisition and writing development	Increased funding for thematic learning through visits and trips Linked to language acquisition.	At least one enrichment activity to take place each half term in each Year group.	Sep 2011-July 2012	HT and DHT		Children received opportunities beyond the curriculum to enhance learning, increase engagement in lessons and enrich life experiences	This needs to be more directly linked to raising attainment (especially in Literacy and speaking) Achieved through a more targeted approach to expected outcomes/projects for the trips/visits
Development of Enrichment Clubs - OOHL	Set up a wide range of OOHL learning opportunities for pupils from Y1 to Y6	Pupils have opportunities to learn new skills, practice skills learned in schools an opportunity to develop social skills	Sept 2013-July 2014	DHT		Children received opportunities beyond the curriculum to enhance learning and enrich life	<u>Next steps</u> Link more closely to the Creative Curriculum next year to ensure that there is more direct links to pupil premium

						experiences	expenditure and learning.
Total cost of this area					£23,532		
Parents and the Community							
Objective	Project and actions	Intended outcome	Timescale	Monitoring	Finance Cost	Impact/Evidence	Evaluation
To raise attainment and accelerate the learning of those pupils entitled to PPG through the improvement of learning at home	<p>Succession of two week Parent workshops programmes in Reception and Year 1 taken by outstanding teacher to improve parents capacity to practice and support Phonics ,Maths Reading and writing activities at home. – with particular target of those pupils with PPG who need accelerated progress</p> <p>Programmes to run daily for two weeks at 9-9.30(8 parents) and 2.45 – 3.15pm (another 8 parents)</p>	Identified pupils show accelerated and sustained progress in reading attainment in Reception	Summer 1 and 2 2013	SF		<p><u>First group</u> All children made accelerated progress In reading 4/9- 44% children achieved the ELG in reading at the end of the reception . 5/9-54% narrowed the gap, moving 3 Reading recovery levels .</p> <p><u>Second Group</u> 5/8-63% made accelerated progress in reading and achieved ELG. 3/8-37% narrowed the gap , moving 1 reading recovery level.</p>	Very effective use of PPG in terms of the impact for those families involved –the children whose parents attended showed accelerated reading capacity. Difficult to manage on the operational side. Only took place ,fully for one group of parents (9 pupils) The second group wasn't as successful (8 children) Timings, staffing, sustained capacity. Therefore difficult to judge the long term impact and was not widespread enough. May need to try to follow the adult ed route again
Cath Hunter – parents work	To provide outstanding and highly professional therapeutic guidance and support for parents of identified chn. To provide highly targeted family therapeutic intervention sessions for	Pupils show increased engagement with all aspects of school resultant from higher self esteem and stronger attachments with parents	All year	SF and MH		CH worked with 6 families. All pupils, with the exception of 1, made at least expected progress in reading, writing	Highly effective use of PPG- data shows the families/ children worked with showed improvement on the SDQ scale and improved pupil attainment.

	parents and children together					and maths. Pupils have also been observed to show increased engagement with all aspects of school resultant from higher self esteem and stronger attachments with parents.	
PSA and attendance and punctuality	12.5 hrs per week of Parent Support Advisor	To ensure robust and effective system in place for improving A and P.	All year			Highly effective In year data shows Absence figures as an improving trend Aut – Spring	A more rigorous system of tracking and monitoring of absence and PA in place. Need to train up PSA/ admin assistant to manage data in this system and to present reports etc. The day to day direct work with the parents is very effective
Increased parental engagement through establishment of learning newsletter and parent tutorials	Colour newsletter booklet for all pupils sent out every half term						
Total Cost for this area						£15451	