



Pupil Premium Action Plan

2015/16

For 2015/16, Glenaire Primary School received **£119 329** pupil premium allocation. Our key priorities and projected expenditure are set out below.

| <u>Key Priority</u> | <u>Intended Outcomes</u> |
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| <ul style="list-style-type: none"> To improve the achievement of disadvantaged pupils. | <ul style="list-style-type: none"> Close the gap in attainment between disadvantaged pupils and other pupils nationally. Increase the % of disadvantaged pupils working at ARE by July 2016. |

| Item | Cost |
|---|-------------|
| Staffing | |
| Teaching assistants | £25 586 |
| Inclusion Manager | £16 187 |
| Family Support Worker | £15 667 |
| Learning Mentor | £22 792 |
| Speech and Language Therapist | £12 000 |
| Additional support in EYFS | £8080 |
| Resources | |
| Read, Write, inc resources and training | £3000 |
| School Uniform | £1571 |
| Training | |

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| Interventions | £2000 |
| Curriculum opportunities | |
| Curriculum enhancement | £12 223 |
| Breakfast club | £2210 |
| Total | £121 316 |

| Action | Persons responsible/ Timescale | Intended impact/ Actual impact | Cost |
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| <p>Inclusion manager to remain non-class-based and to have a clear focus on improving outcomes for disadvantaged pupils. Inclusion Manager has a clear understanding of provision throughout school.</p> <p>Specific actions to include:</p> <p>Create a proforma for a provision map for disadvantaged pupils.</p> <p>Ensure that class teachers are aware of the pupil premium children in their class and that provision is in place for each child. Provision maps to be completed by staff.</p> <p>Inclusion Manager to monitor and evaluate planning to look specifically at disadvantaged pupils and to timetable time to observe lessons to focus on provision for disadvantaged pupils. Time to then be spent with each teacher focusing on supporting them with the provision where required. This to be reviewed two weeks after the support</p> | Inclusion Manager | <p>Because of well-matched provision and additional support, the gap in attainment between disadvantaged pupils and others decreases significantly.</p> <p>The percentage of disadvantaged pupils working at ARE has risen significantly by July 2016.</p> | £16 187 |

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| meeting has taken place. | | | |
| Teaching assistants to support pupils' learning in the classroom as part of quality first teaching, with particular attention to disadvantaged. | Inclusion manager to oversee the deployment of the teaching assistants. | <p>Because of well-matched provision and additional support, the gap in attainment between disadvantaged pupils and others decreases significantly.</p> <p>The percentage of disadvantaged pupils working at ARE has risen significantly by July 2016.</p> | £25 586 |
| <p>Family Support Worker:</p> <p>To improve attendance of pupils in receipt of pupil premium. To develop parent's skills which in turn help their child to learn. Parent courses and workshops aimed at developing family skills. To increase parental involvement in learning to raise standards and addressing key barriers to learning (including behaviour issues).</p> | | <p>Children in receipt of pupil premium have improved rates of attendance. The gap between the attendance of disadvantaged pupils and others closes.</p> <p>Various courses are run for parents in KS1 and KS2. For example: Play sessions, Parent SEAL, Maths, Transition.</p> <p>Parents take away ideas and good practice. Children are more engaged in school and good links are made between school and home with staff and parents working together to help their children achieve in school.</p> | £13 209 |
| Learning Mentor – group and 1:1 support and mentoring for most vulnerable children who are finding accessing learning difficult. | | <p>All pupils are fully engaged in their learning, and parents are supportive of this.</p> <p>Well-developed behavioral support systems result in improved behaviour throughout school.</p> | £19 032 |

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| SALT | | Children with speech and language issues are quickly identified and effectively supported. These children make good progress and any gaps in attainment are closing rapidly. To increase parents awareness and expertise in supporting their children at home with Speech and Language development. | £12000 |
| Maintain additional support in EYFS to focus on the development of basic skills at an early age. | | The percentage of children working at age related expectations in the prime areas plus Literacy and Number at the end of Nursery has increased by at least 10%. An increased percentage of children are achieving a good level of development at the end of Reception. | £8080 |
| Continue to implement Read, Write, Inc. This provides pupils with small-group, high quality phonics delivery. | K. Thomis/ H. Ryall. | Increased percentage of children leaving EYFS with at age related expectations in reading and writing. Increased percentage of children leaving year 2 with a 2b+ in reading and writing. Gap in attainment and progress between disadvantaged pupils and others in key stage 1 closing significantly. | £3000 |
| Provide assistance with the purchasing of school uniform for all disadvantaged pupils. | A.Steele/ J. Barrow | All children are able to come to school with the correct uniform. | £1571 |
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| <p>High impact Interventions (especially EYFS)</p> | <p>RW, KS Teachers/TAs</p> | <p>Staff members are trained and are delivering early interventions (All Aboard, SaLT). Assessments and trackers show gaps closing. Group and 1:1 interventions in all year groups support the learning of children and meet individual's needs. TAs are allocated to their areas of expertise and to areas of highest need.</p> | <p>£2000</p> |
| <p>Organise curriculum enhancement opportunities to ensure that all children get the opportunity to take part in enriching activities, regardless of financial constraints.</p> | <p>All teaching staff.</p> | <p>Pupils access an enhanced curriculum and receive experiences that they might otherwise not have the chance to experience. Including: Baking, cooking, healthy eating and lifestyle advice, gardening, woods/forest schools, visitors in school, trips and visits. A curriculum is provided that broadens their experiences and enhances their lives.</p> | <p>£12223</p> |
| <p>Continue to run the breakfast club for certain pupils who are eligible for pupil premium.</p> | <p>E. Pullan to run the club.</p> | <p>Children have a calm start to the day and a healthy breakfast.</p> | <p>£2210</p> |