

This is how the money is allocated for the Year 2015 – 2016

(Review of expenditure in red)

Honeypot Classroom

The Honeypot Classroom provides a base in the mornings for the Year 2 pupils and offers space in the afternoon for small groups of children for intervention work.

Action	Allocation	Impact
New outside space around the classroom area.	£1,000	<ul style="list-style-type: none">• An extended area enabling the pupils to interact and explore/outside classroom• Resources purchased will support the intervention /extension work needed

The Honeypot Classroom has been a bonus as it has allowed all children in the school to be taught in smaller groups in the mornings. All classes have been taught in their own year groups in the mornings. Moving the Year 2 children into this classroom has meant they have had their own base and it has improved the input they have received. This has been of benefit to all of the children across the school including those in receipt of Pupil Premium.

Curriculum

Money has been allocated to purchase extra resources/support to ensure full delivery and support for the curriculum in 2015.

Action	Allocation	Impact
Curriculum Support	£1,850 for Resources	<ul style="list-style-type: none">• Support for their learning• Fulfilling IEP actions identified• Pupil premium money will support access for the children

Allocating extra money to support resources across the curriculum has benefitted all children. However the more specialist resources have been particularly targeted at groups of children who may need them, such as SEN or G&T, and this includes children in receipt of pupil premium. The ability to fulfil IEPs has been of particular benefit to children with SEN and this includes children in receipt of pupil premium.

Small group support based in the Hive

The Hive is used by the special needs support team to offer small group and individual tuition. It is also used as a base for the nurture groups to support children in their social and emotional development. Pupil Premium funds are being used to assist costs for training and for staff who deliver this extra support.

Action	Allocation	Impact
The Hive	£4,575 HLTA/LSA	<ul style="list-style-type: none"> • ELSA Training • Improvements in the Social and Emotional Aspects of Learning • Support for their learning • Integration with the other children • Fulfilling IEP actions identified

See Sutton Trust Research – Social and Emotional Learning, Behaviour Interventions

Being able to use pupil premium money to support the wages of an HLTA/LSA meant that the children who needed support due to SEN or with emotional need was very beneficial. This group included children in receipt of pupil premium. The Sunshine Group (Nurture Group) was very successful at supporting children in achieving greater integration within the class and with friendships. The ELSA training received by the HLTA was especially valuable and has benefitted several children in receipt of pupil premium. The impact on the learning environment within the classroom as a result of these interventions has been positive for all children.

Music Tuition support

Music tuition is delivered by peripatetic tutors. Parents have the option to select from several musical instruments: piano, violin, flute, clarinet, guitar or brass. Parents pay for this provision. Children in receipt of Pupil Premium may opt to learn a musical instrument and the cost will be subsidised from this money. We believe there are many benefits from learning a musical instrument that impact on the children’s achievement across the curriculum.

Action	Allocation	Impact
Music Tuition Support	£450	<ul style="list-style-type: none"> • Learning a musical instrument • Improvements in their concentration skills through lessons and performance • Improvements in their collaboration with others through lessons and performance. • Developing perseverance in order to reach a goal • Impact on their learning skills across the curriculum.

See Sutton Trust Research – Collaborative Learning, Arts Participation

It is a strongly held belief at the school that all children should have the opportunity to learn a musical instrument if they wish and that it benefits the children’s learning across the curriculum. By allocating money to support the cost of the tuition for children, who may be hampered from participating due to financial constraints, supports this belief. Some of the money was used to support Wider Opportunities in Year 3 where every child had the opportunity to learn a brass instrument.

Desktop Computers, Digital Devices and ICT Programmes

Purchase of desktop computers, digital devices and IT equipment to support learning has involved the use of Pupil Premium funds. These assist learning within classes and target the need for those children who may struggle with more traditional methods. It offers a range of opportunities to help the teachers target the needs of children within their classes working individually and in groups. It also offers support to fulfil IEPs so that the children can develop independence in their learning. Money is used to purchase computer programmes to support individual needs of children.

Action	Allocation	Impact
Purchase of Desktop computers, Digital Devices, IT Equipment and Programmes	£880	<ul style="list-style-type: none">• Targeting individual needs• Fulfilment of IEPs• Improving learning and attainment• Meeting varying learning styles• Annual licence for Clicker 6

See Sutton Trust Research – Digital Technology, Learning Styles

Money was used to support the purchase of laptops and digital devices which could be used by children with SEN or children in receipt of pupil premium if needed. Money was allocated to the Clicker 6 annual licence which is used by some of the children in receipt of Pupil Premium and by SEN children. This has been very successful and means that these children are able to more fully access the curriculum.

One to One Tuition and small group tuition

This approach is used to support children who are failing to make expected progress, or who have been identified as Gifted & Talented. The children have been identified through pupil progress meetings and the extra tuition or targeted intervention is delivered by teachers and support assistants who work in the school. By using staff who are already working in the classroom with the children then good continuity is achieved and, has proven to be most beneficial to the children's learning and progress. Pupil Premium funding is used when appropriate.

Action	Allocation	Impact
One to One Tuition and Small Group Tuition	£1,500	<ul style="list-style-type: none">• Higher attainment• Improvements in progress made in the children's learning• Higher expectations and improvements in self-confidence• G&T opportunities and resources• Support for Year 6 SATs and transition work

See Sutton Trust Research – One to One Tuition and Small Group Tuition

The money allocated to one to one tuition and small group tuition is invaluable to helping those children who are struggling to achieve the expected standard in Reading, Writing or Maths. This

money is used to pay the Year 6 teacher or LSA who work on a daily basis with the children in Year 6. The teacher identifies the children who are finding difficulties and the money is then allocated for individual or small group lessons after school. By using the adults who are working on a daily basis with the children targeted better results have been achieved. The pupil premium money is used to support children who are entitled receive this provision if needed. It has been one of the major factors in helping the Year 6 children achieve the expected level in their SATS at the end of the year.

Early Years Intervention and Phonics Work

Employment of an extra LSA within the Year 1 and 2 age group. We identified that the key area following EYFS at the end of the first year needed the input of high quality extra support to target the children for whom we have concerns. The Pupil Premium money is used to support the cost of employing this member of staff. The high quality support offered in the area of Phonics through Letters and Sounds teaching and in the early years is vital to supporting the learning which takes place with the younger children. Employment of a two LSAs to support the teacher in the Early Years in Class 1 is supported by money from Pupil Premium funds. This shows the recognition of the importance placed on ensuring that the children have a strong start and the teacher is well supported with experienced staff.

Action	Allocation	Impact
Early Years Intervention and Phonics Work	HLTA/LSA £2,790	<ul style="list-style-type: none"> • Money to support Baseline Assessment • High quality support for individuals and small groups in Letters and Sounds work which has led to improved attainment • Targeting of individuals for intervention work has impacted on improved progress • Increased confidence of the children through broader interaction with adults • More accurate assessments made and AfL has led to improved target setting • More attention given to the children in developing early reading skills

See Sutton Trust Research – Early Years Intervention, Phonics work.

All of the children in Reception take part in the BASE assessment. This helps identify any early concerns of difficulties or delay which are monitored to see if this may indicate underlying problems. Small group support and interventions are put in place with Letters and Sounds Phonics work help for children in EYFS and KS1. Targeted work is offered to children who show slow progress in grasping phonics and this group includes those in receipt of pupil premium. Reading mentors are used to support children who are identified as requiring extra reading help and attention to aid their progress.

Employment of a Year 1 teacher

We identified concerns that the large classes of mixed age in KS1 made it challenging for the teachers to give the best support. Employing a teacher to teach the Year 1s for Literacy and Numeracy has led to more manageable class sizes in the morning. It means that the Years R, 1 and 2 are taught in classes of approximately 30 which means the teachers are able to ensure that the highest quality learning experiences are offered. The children have more time with the teacher and this impacts greatly on the children being able to take responsibility for their own learning. It supports the development of self- assessment and peer support to enhance the children's learning and ownership. Money from the Pupil Premium fund has supported this member of staff's employment costs.

Action	Allocation	Impact
Employment of a Year 1 teacher	£4,000	<ul style="list-style-type: none">• Reduced class sizes for teaching• Higher quality learning experiences offered• More focussed assessment and accurate target setting• Improved marking and feedback• Children take greater responsibility for their learning• Increased peer support• Improved progress and attainment

See Sutton Trust Research – Reducing Class size, Feedback, Meta-Cognition and Self-Regulation.

Employment of a Year 1 teacher to take this year group in the mornings has proved very successful. All of the children in this year group and the year groups adjacent have all benefited from smaller teaching groups in the mornings for the core subjects of Numeracy and Literacy.

Early Bird Club

An Early Bird Club has been introduced to support working parents with their childcare. The cost is low, £1.00 per session from 8.00am until 8.50am, to ensure that no-one is prohibited from attending due to financial constraints. The Pupil Premium money is used to support parents in taking up this provision so that we can work together to ensure that families are supported.

Action	Allocation	Impact
Early Bird Club	£200	<ul style="list-style-type: none">• Partnership working with parents• Relieving financial pressures on parents and therefore on the children• Positive start to the day for the children• Social skills development through play and group activities

This provision has been very popular with our parents. It is cheap at £1.50 per session as it is non profit making and is a service to support the parents in being able to go to work. This is free for the parents who are eligible for pupil premium. This has been popular and helped support them in balancing work and childcare. The activities on offer are popular and structured.

See Sutton Trust Research – Extended School Time, Parental Involvement

Trips and Visits

We consider it important to support the creative curriculum with trips and visits. It enhances the children’s learning and helps them relate it to the real world. Pupil Premium money is used to support these activities which impact on the quality and depth of learning enjoyed by the children. It makes learning more relevant and helps the children have positive and enjoyable learning experiences. It is both rewarding and inspirational for the children and teachers.

Action	Allocation	Impact
Trips and Visits to support the curriculum	Trips & Visits £350 Minibus £150	<ul style="list-style-type: none"> • Enhancing the children’s learning and offering enriching experiences • To improve the depth of the children’s learning • To make the learning enjoyable and to support the children in understanding the relevance and links to the real world.

No child is excluded from participation in visits and trips out of school. The pupil premium funding is used to support parents in contributing/replacement of costs towards trips and visits. This is very important in ensuring all children are able to gain from the experiences on offer.

See Sutton Trust Research – Social and Emotional Learning, Parental Involvement, Outdoor Adventure Learning, Collaborative Learning

Residential Visits

Pupil Premium money is used to support children on residential visits to Kilve Court or Pinkery in England. It is also used to support children who attend the residential visits to Europe. The children benefit from the experience through enriching their learning and helping to broaden their understanding of different cultures and diversity. It also helps develop their social and emotional skills when they mix with children from different places. The opportunity to try new experiences and rise to new challenges will help their personal development.

Actions	Cost/Allocation	Impact
Residential Visits	£600	<ul style="list-style-type: none"> • Broadening the children’s understanding of difference and diversity of a variety of cultures • To rise to new challenges and to try new experiences

		<ul style="list-style-type: none"> To support their growth towards independence
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See Sutton Trust Research: Outdoor Adventure Learning, Social and Emotional Learning, Collaborative Learning

Involvement in residential visits for all children from Year 3, 4, 5 and 6 is considered an important learning experience. The pupil premium funding is used to subsidise payments to ensure that all children can benefit from this opportunity. This is welcomed by the parents in receipt of pupil premium.

Forest School Provision

We employ a member of staff to run Forest School provision. He works with all children in Year 1 and 2 which give them the opportunity to experience this different learning environment. The Forest School offers children the opportunity to learn in a different way using the local environment. It has been especially useful in supporting children who find the classroom environment quite challenging. It provides Science and D&T.

Actions	Allocation	Impact
Forest School Provision	£150	<ul style="list-style-type: none"> Support for children who find the classroom environment more challenging Confidence building and team building activities which support the children in the classroom Small group working which offer greater adult attention and interaction

chances for developing skills and extending their understanding and knowledge of Maths,

See Sutton Trust Research: Social and Emotional Learning, After School Programmes, Behaviour Interventions, Collaborative Learning

See Sutton Trust Research: Outdoor Adventure Learning

Money is used to support the Forest School provision. It is valued as all children are able to get this experience in KS1. It is also used to target children who find the classroom a more challenging learning environment and prefer the outdoors classroom.