

# **Pupil Premium Action Plan**

**2016-17**

## Statement in Regard to Pupil Premium Funding

All members of staff, governors and teaching assistants accept responsibility for our pupils and are committed to meeting their pastoral, social and academic needs. This is an essential, integral part of the development of the whole school community at BCPS.

As with every child in our care, a child who is considered to be 'socially disadvantaged' is valued, respected and entitled to develop to his/her full potential, irrespective of need.

The pupil premium is a Government initiative that targets extra money at pupils from deprived backgrounds, which research shows underachieve compared to their peers. The premium is provided in order to support these pupils in reaching their full potential.

The Government have used pupils entitled to Free School Meals as an indicator for deprivation, and have deployed a fixed amount of money to schools per pupil who have been eligible for Free School meals in the last six years. Schools also receive funding for pupils who have been looked after continually for six months and a smaller amount for pupils of services personnel.

<b>2015-2016 Number of pupils and pupil premium grant (PPG) received</b>	
Number of pupils on roll ( <i>October 2015 Census including non-statutory school age</i> )	459
Total number of pupils eligible for PPG	246 (61% of pupils on roll-compulsory age only)
Amount of PPG received per pupil	£1320
Total amount of PPG received	£330,000

<b>Year group</b>	<b>Number of children in year</b>	<b>Current number of Pupil Premium children</b>	<b>%</b>
Reception	59	15	25
Year 1	61	20	33
Year 2	60	40	67
Year 3	62	42	68
Year 4	61	43	70
Year 5	59	40	68
Year 6	44	33	75
<b>All Year groups</b>	<b>406</b>	<b>233</b>	<b>58</b>

## Whole school priorities are:

### Assure at least good progress and attainment across all key stages and within each year group

- ✓ Ensuring all teachers use assessment information carefully to match activities to the learning needs of pupils of different ability to improve their progress.
- ✓ Plan appropriately (through well matched work) for all groups so attainment and progress gaps are closed.
- ✓ Use and deploy staff effectively for maximum impact on pupils learning.
- ✓ Pupils have opportunities to use and apply their reading, writing and mathematical skills across different subjects.
- ✓ To develop consistent and effective feedback and questioning within all lessons so pupil's work always makes clear how a piece of work can be improved through the next step.

**Sp & L** (including drama and enrichment hooks/'wow' events) and **Reading**



**Lang acquisition & development** (which is grammatically correct) enriches language and vocabulary



**Sp &L** (development of thinking, reasoning and explaining skills through strategies such as P4C)



Enriched vocabulary and reasoning used in **Writing, Maths**

The attainment of pupils receiving the Pupil Premium Grant (PPG) is still below that of those pupils not receiving PPG especially in Reading and Writing. The PPG will be used in the following ways:

Action/ key focus	Projected Cost	Intended outcomes	Timing	FS1	FS2	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Monitoring	Evidence of impact
Early reading BRWP Interventions - Reading strategies are put in place from a very young age.	R Beighton C Leite L3 TAs x 2 100% £40, 300	Children are identified for support in FS2 and Year 1.  Children make accelerated progress through targeted reading support.	Daily x 25 mins per child									Through termly impact reports  Entry and exit Excel data spreadsheets	KTC guided reading model is used throughout BRWP: - Book introduction - Strategy checks - Independent read - Return to the text - Respond to the text  Data shows that pupils make an average of 10 months progress
Speech and Language support	J Mansfield (NHS x 1 day) 100% £12,000	Children in need of early speech & language input are identified and assessed quickly in EYFS.  complement and support NHS referrals  advice and training is provided for TAs and teachers on effective speech & language strategies  teachers plan and use strategies to improve attainment and progress in all aspects of Communication and Language	1 day per week (term time only)									Termly impact reports  PPMs  Termly data tracking	Pupils are carefully selected and targeted for specific speech and language support and intervention by a qualified NHS speech and language therapist.  XXX number of pupils were selected. Baseline assessments showed..... The impact over the year
Early Speech and Language support to compliment the work of the Sp & Lang Therapist	P Smith L2 TA 100% £17,560	Build additional capacity within the school to support the work of the Sp & Lang therapist.	Daily x 20 min sessions with 1:1 and/or small groups									Termly impact reports  Termly review meetings with Sp & Lang Therapist	Working alongside and supported by the SALT, our Level 2 TA worked with targeted pupils for specific speech and language support and intervention.  The therapist was able to provide support in planning and setting up quality interventions which were delivered in small groups. After school CPD was provided to the EYFS teachers and support staff so that quality interventions were incorporated as part of the curriculum.  However, due to staff absence the support had less impact due to an inconsistent approach in delivery. As a consequence, the TA was deployed more effectively to support other pupils in the mainstream classrooms.

Action/ key focus	Projected Cost	Intended outcomes	Timing	FS1	FS2	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Monitoring	Evidence of impact																														
Yr 2 three way split of pupils for English & Maths and interventions	J Townsend HLTA x 1 100% £30,736	Yr 2 pupils work in smaller class sizes every morning for focused quality first teaching & learning in Eng. & Maths  Termly improvements in attainment and progress of pupils	Daily English & Maths lessons  Daily intervention support (1:1 and small groups) x 30 mins per sessions									Lesson observations  Data information/tracking using Target Tracker  book scrutinies  PPMs	<table border="1"> <thead> <tr> <th></th> <th colspan="2">%</th> </tr> <tr> <th></th> <th colspan="2">2017</th> </tr> <tr> <th></th> <th>Sch</th> <th>NA</th> </tr> </thead> <tbody> <tr> <td>Yr 2 Phonics</td> <td>93</td> <td>92</td> </tr> <tr> <td>Yr 2 Writing</td> <td>63</td> <td>68</td> </tr> <tr> <td>GD</td> <td>5</td> <td>16</td> </tr> <tr> <td>Yr 2 Reading</td> <td>70</td> <td>76</td> </tr> <tr> <td>GD</td> <td>12</td> <td>25</td> </tr> <tr> <td>Yr 2 Maths</td> <td>67</td> <td>75</td> </tr> <tr> <td>GD</td> <td>7</td> <td>21</td> </tr> </tbody> </table>		%			2017			Sch	NA	Yr 2 Phonics	93	92	Yr 2 Writing	63	68	GD	5	16	Yr 2 Reading	70	76	GD	12	25	Yr 2 Maths	67	75	GD	7	21
	%																																										
	2017																																										
	Sch	NA																																									
Yr 2 Phonics	93	92																																									
Yr 2 Writing	63	68																																									
GD	5	16																																									
Yr 2 Reading	70	76																																									
GD	12	25																																									
Yr 2 Maths	67	75																																									
GD	7	21																																									
Year 3 BRWP & Phonics intervention groups	S Newton 50% £7,883	To use BRWP reading strategies to improve reading of targeted pupils in Yr 3.  Increase in the number of pupils working at age related expectations in reading by July 2017  Termly improvements in attainment and progress of pupils	Daily x 25 minutes per child									PM Benchmarking assessments  Termly impact reports  Termly data tracking	<table border="1"> <thead> <tr> <th>All Pupils (60 pupils)</th> <th>Reading</th> </tr> </thead> <tbody> <tr> <td>Progressed by 6 steps or more</td> <td>37 (61.7%)</td> </tr> <tr> <td>Progressed by 5 steps or more</td> <td>50 (83.3%)</td> </tr> <tr> <td>Progressed by 4 steps or more</td> <td>55 (91.7%)</td> </tr> <tr> <td>Progressed by 3 steps or more</td> <td>57 (95.0%)</td> </tr> <tr> <td>Progressed by 2 steps or more</td> <td>58 (96.7%)</td> </tr> <tr> <td>Progressed by 1 step or more</td> <td>59 (98.3%)</td> </tr> <tr> <td>No steps progress</td> <td>0 (0%)</td> </tr> <tr> <td>Regressed</td> <td>0 (0%)</td> </tr> <tr> <td>Missing Data</td> <td>1 (1.7%)</td> </tr> </tbody> </table>	All Pupils (60 pupils)	Reading	Progressed by 6 steps or more	37 (61.7%)	Progressed by 5 steps or more	50 (83.3%)	Progressed by 4 steps or more	55 (91.7%)	Progressed by 3 steps or more	57 (95.0%)	Progressed by 2 steps or more	58 (96.7%)	Progressed by 1 step or more	59 (98.3%)	No steps progress	0 (0%)	Regressed	0 (0%)	Missing Data	1 (1.7%)										
All Pupils (60 pupils)	Reading																																										
Progressed by 6 steps or more	37 (61.7%)																																										
Progressed by 5 steps or more	50 (83.3%)																																										
Progressed by 4 steps or more	55 (91.7%)																																										
Progressed by 3 steps or more	57 (95.0%)																																										
Progressed by 2 steps or more	58 (96.7%)																																										
Progressed by 1 step or more	59 (98.3%)																																										
No steps progress	0 (0%)																																										
Regressed	0 (0%)																																										
Missing Data	1 (1.7%)																																										

Reading Support in Years 3 & 4 using Reading Recovery style strategies	S Rushin 50% £25,932	CPD for teachers on quality first teaching of reading  Increase in the number of pupils working at age related expectations in reading	3 x per week for approx. 30 mins. Groups of 6 pupils									PM Benchmarking assessments  Termly impact reports  Termly data tracking  PPMs  Guided reading lesson observations  IRIS videos	Consistency in approach from the Inclusion Manager (who was previously a Reading Recovery teacher). Although attendance for most of the targeted pupils, they still made good progress: <ul style="list-style-type: none"> <li>Year 3 started at PM Benchmarking level 17 and are now on a 22.</li> <li>Year 4 started at a level PM Benchmarking 19 and are now on a 24.</li> </ul> Pupils confidence has been accelerated, as well as their speed and ability to self-correct on the run. Children are checking the meaning of unknown words, something that they did not do at the start of the intervention.
Action/ key focus	Projected Cost	Intended outcomes	Timing	FS1	FS2	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Monitoring	Evidence of impact
Yr 3 & 4 SEMH group work/ class based support	Sarah Snow (B4L mentor) 100% £20,528	Emotional and wellbeing check ins with SEMH children to enable a secure and happy start to the day.  In class every morning to support teaching & learning in Eng. & Maths  Group work with pupils with SEMH needs so have clear strategies to support them to learn effectively.	Daily in class support (am)  Daily group work x 30-45 min sessions (pm)									Boxhall profiles  Termly impact reports  IRIS videos	All pupils have now made measured progress in their learning. Children display a positive mindset towards their learning. They are now following whole school behaviour strategies and consequences. Less disruption to lessons and more settled in all that they do.
Reading groups – Lexia	E Williams L3 TA 50% £9874	50 licences used to target reading support across KS2.  Phonics and reading strategies are improved across KS2.  Reading data in KS2 improves from 2015-16  The number of KS2 pupils receiving Lexia support reduces on a termly basis	Daily groups x 30 mins (max. 50 pupils)									Lesson observations  Data information/ tracking using Target Tracker  discussions with intervention lead/inclusion manager	The targeted pupils have been the lowest attaining KS2 children for reading, phonics and spelling. The children love it because it is on the computer/ipad so engagement in learning strategies to support reading have improved. The most impact is seen where the children access it consistently and staff are committed to this. Most children's progress is reflected in improved levels with an average of at least 6 PM Benchmark book levels of progress over the year. Children have also shown improved confidence and understanding in intervention sessions. Written work shows understanding.

Yr 5 three way split of pupils for English & Maths and interventions	L McNamara HLTA x 1 50% £15,324	Yr 5 pupils work in smaller class sizes every morning for focused quality first teaching & learning in Eng. & Maths  Termly improvements in attainment and progress of pupils	Daily English & Maths lessons  Daily intervention support (1:1 and small groups) x 30 mins per sessions									Termly data tracking  PPMs  book scrutinies  Lesson observations	Low impact due to staff subject knowledge																																																																																	
<b>Action/ key focus</b>	<b>Projected Cost</b>	<b>Intended outcomes</b>	<b>Timing</b>	<b>FS1</b>	<b>FS2</b>	<b>YR 1</b>	<b>YR 2</b>	<b>YR 3</b>	<b>YR 4</b>	<b>YR 5</b>	<b>YR 6</b>	<b>Monitoring</b>	<b>Evidence of impact</b>																																																																																	
Yr 6 targeted interventions in Eng. & Maths including academic coaching, 1:1 and/or group work	K Dinsdale- Pupil Premium Champion 100% £40,100	Yr 6 pupils work in smaller class sizes every morning for focused quality first teaching & learning in Eng. & Maths  Termly improvements in attainment and progress of pupils  Increase in the number of pupils working at age related expectations in reading, writing and maths by July 2017	Daily English & Maths lessons  Daily intervention support (1:1 and small groups) x 30 mins per sessions									Termly data tracking  PPMs  book scrutinies  Lesson observations	<table border="1"> <thead> <tr> <th></th> <th colspan="2">2017</th> </tr> <tr> <th></th> <th>School</th> <th>NA</th> </tr> </thead> <tbody> <tr> <td><b>Yr 6 Writing</b></td> <td>64</td> <td>76</td> </tr> <tr> <td><b>GD</b></td> <td>12</td> <td>18</td> </tr> <tr> <td><b>Yr 6 Reading</b></td> <td>51</td> <td>71</td> </tr> <tr> <td><b>GD</b></td> <td>8</td> <td>25</td> </tr> <tr> <td><b>Yr 6 Maths</b></td> <td>64</td> <td>75</td> </tr> <tr> <td><b>GD</b></td> <td>7</td> <td>23</td> </tr> <tr> <td><b>Yr 6 Joints</b></td> <td>42</td> <td>61</td> </tr> <tr> <td><b>GD</b></td> <td>3</td> <td>9</td> </tr> <tr> <td><b>Yr 6 GAPS</b></td> <td>63</td> <td>77</td> </tr> <tr> <td><b>GD</b></td> <td>7</td> <td>31</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><b>KS2 Average Scaled Scores 2017</b></th> <th><b>School 2017</b></th> <th><b>National 2017</b></th> <th><b>School 2016</b></th> <th><b>National 2016</b></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>99</td> <td>104</td> <td>97</td> <td>103</td> </tr> <tr> <td>Writing</td> <td>102</td> <td>--</td> <td>--</td> <td>-</td> </tr> <tr> <td>GaPS</td> <td>101</td> <td>104</td> <td>98</td> <td>104</td> </tr> <tr> <td>Maths</td> <td>101</td> <td>106</td> <td>98</td> <td>103</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th><b>KS2 Progress 2017</b></th> <th><b>School 2017</b></th> <th><b>National floor 2017</b></th> <th><b>School 2016</b></th> <th><b>National floor 2016</b></th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>-2.1</td> <td>-5</td> <td>-4.5</td> <td>-2.5</td> </tr> <tr> <td>Writing</td> <td>-0.3</td> <td>-7</td> <td>-0.7</td> <td>-3.5</td> </tr> <tr> <td>Maths</td> <td>-0.8</td> <td>-5</td> <td>-3.9</td> <td>-2.5</td> </tr> </tbody> </table>		2017			School	NA	<b>Yr 6 Writing</b>	64	76	<b>GD</b>	12	18	<b>Yr 6 Reading</b>	51	71	<b>GD</b>	8	25	<b>Yr 6 Maths</b>	64	75	<b>GD</b>	7	23	<b>Yr 6 Joints</b>	42	61	<b>GD</b>	3	9	<b>Yr 6 GAPS</b>	63	77	<b>GD</b>	7	31	<b>KS2 Average Scaled Scores 2017</b>	<b>School 2017</b>	<b>National 2017</b>	<b>School 2016</b>	<b>National 2016</b>	Reading	99	104	97	103	Writing	102	--	--	-	GaPS	101	104	98	104	Maths	101	106	98	103	<b>KS2 Progress 2017</b>	<b>School 2017</b>	<b>National floor 2017</b>	<b>School 2016</b>	<b>National floor 2016</b>	Reading	-2.1	-5	-4.5	-2.5	Writing	-0.3	-7	-0.7	-3.5	Maths	-0.8	-5	-3.9	-2.5
	2017																																																																																													
	School	NA																																																																																												
<b>Yr 6 Writing</b>	64	76																																																																																												
<b>GD</b>	12	18																																																																																												
<b>Yr 6 Reading</b>	51	71																																																																																												
<b>GD</b>	8	25																																																																																												
<b>Yr 6 Maths</b>	64	75																																																																																												
<b>GD</b>	7	23																																																																																												
<b>Yr 6 Joints</b>	42	61																																																																																												
<b>GD</b>	3	9																																																																																												
<b>Yr 6 GAPS</b>	63	77																																																																																												
<b>GD</b>	7	31																																																																																												
<b>KS2 Average Scaled Scores 2017</b>	<b>School 2017</b>	<b>National 2017</b>	<b>School 2016</b>	<b>National 2016</b>																																																																																										
Reading	99	104	97	103																																																																																										
Writing	102	--	--	-																																																																																										
GaPS	101	104	98	104																																																																																										
Maths	101	106	98	103																																																																																										
<b>KS2 Progress 2017</b>	<b>School 2017</b>	<b>National floor 2017</b>	<b>School 2016</b>	<b>National floor 2016</b>																																																																																										
Reading	-2.1	-5	-4.5	-2.5																																																																																										
Writing	-0.3	-7	-0.7	-3.5																																																																																										
Maths	-0.8	-5	-3.9	-2.5																																																																																										

Develop, review and ensure consistency of behaviour strategies across the school

Analysis of trends in inappropriate behaviours & future action planning to support pupils

Work with families and children where attendance is an issue

Gary Brown  
60%  
£30,329

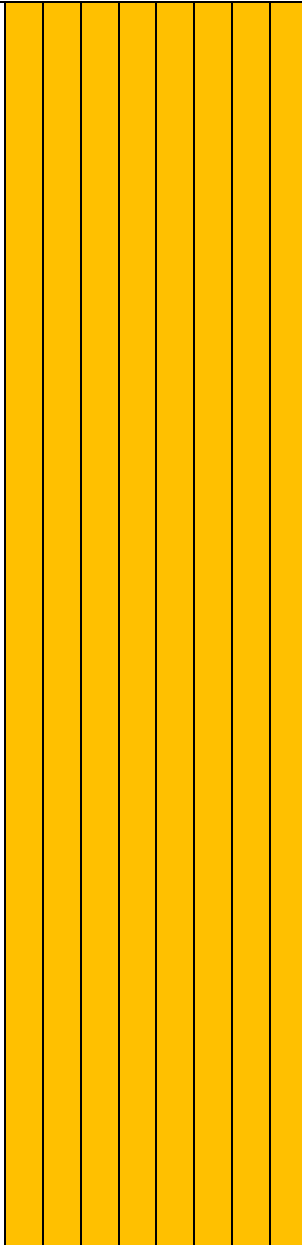
strong behaviour, personal development and welfare strategies are used consistently across the school.

Improvements in attendance by July 2017 so they are more in line with 2016 NA.

Reduction in fixed term exclusions across the school.

Children take greater responsibility for their own learning

Weekly



Impact data/tracking

Learning walks

Pupils discussions

IRIS videos



Total % Attendance  
Rec. Y1, Y2, Y3, Y4, Y5, Y6 - Pupil Premium (222 pupils)

23 June 2017

Year Group	No. of Pupils	14-15 %	15-16 %	16-17 %
Total	222	93.4%	93.9%	96.5%
Reception	20	80.0%	80.0%	80.4%
Year 1	18	90.0%	94.7%	86.6%
Year 2	22	90.9%	95.0%	86.5%
Year 3	39	94.0%	94.5%	86.2%
Year 4	41	93.0%	94.4%	86.1%
Year 5	41	95.4%	96.3%	86.5%
Year 6	41	94.7%	96.0%	86.6%

Key:  
Between 90% and 95% of sessions attended  
Less than 90% of sessions attended

Year	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
Absence (%)	7	6.51	6.41	5.72	5.82	4.93	4.20
Attendance (%)	93	93.49	93.59	94.28	94.18	95.07	95.70

Behaviour continues to improve across the school. There is a calm and purposeful environment in which children can learn. High standards of good behaviour have been broadly maintained and, in some areas, improved.

Generally, staff manage pupils' behaviour positively. Pupils are rewarded in several ways for good behaviour. They are aware of expectations around behaviour through the prominently displayed school rules, linking to the UNICEF RRSA, the reminders from staff and through the use of assemblies to refer back to our rules and values.

Support from Leciester City Primary SEMH Team (previous Behaviour Support Team), and other outside agencies and a significant number of Element 3 funding applications for high need pupils with behaviour needs, has meant that key pupils have been given extra TA support to ensure that they are focused and engaged with their learning and their time in school is positively structured to support this. This has resulted in fewer incidents, and where incidents do occur they are less severe and disruptive to the learning of others.

Incidents of restraining individual pupils continue to reduce as pupils and staff are more skilled at managing extremely challenging and volatile behaviours. So far, 7 key members of staff working with challenging children are MAPA trained, and all Positive Handling Plans and records are kept up to date and shared with relevant outside agencies as appropriate.

The number of children receiving red slips (term on term) continues to falls. The number of SEND children involved in behaviour incidents has also continued to decrease. The support



Action/ key focus	Projected Cost	Intended outcomes	Timing	FS1	FS2	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Monitoring	Evidence of impact
Attendance rewards are used to celebrate good or better attendance	£6500 (including Truancy Call, super citizen trips and Dojo rewards)  Walking Bus 5 hours per day for L3 TA – 75% £14,800	Improvements in attendance by July 2017 so they are more in line with 2016 NA.  Overall improvements in the attendance of children in EYFS and KS1 especially  Overall less pupils have attendance levels below 90% by July 2017 compare to July 2016  Walking bus makes an impact on the attendance of low attenders on a termly basis.	Weekly  Daily x 30 mins (approx. 20-30 pupils)									Impact data/tracking	we are giving our SEND children is improving their access to learning and helping to keep them engaged in purposeful activity.  Due to the impact above, more children are rewarded for improved attendance. (see above)
To run and maintain Breakfast Club	2 x Breakfast Club workers for 10 hours per week £3500  Sports coach x 1 for 5 hours per week (funded through Sports Premium)	Overall less pupils have attendance levels below 90% by July 2017 compare to July 2016  Improvements in attendance by July 2017 so they are more in line with 2016 NA.  The % of pupils having a good start to the day improves	Daily x 30 mins (approx. 100 pupils and 20 parents per day)									Tracking registers	80-90 children on average attend our Breakfast Club on a daily basis which has enabled pupils to have a positive start to the mornings. It has also helped in supporting individuals appropriately during the school day, if and when for instance, sensitive safeguarding concerns are raised. This has then be followed up the Assistant Headteacher, the Family Support Worker and other members of the wellbeing team.  Greggs, the bakers, have also developed a partnership with the school, providing all bread during the term and a grant of £1000 per term to support the running and staffing of the Breakfast Club.
Family Support Worker work with and supports vulnerable families in need	B Stone 100% £14,219	Improvements are evident in attendance rates for identified families  Families are signposted by FSW for additional support	2.5 days per week (42 weeks per year)									½ termly review meetings  Impact data and records	Case loads have increased (Evidence: quarterly data). Families are well supported and signposted to other agencies. 97% of parents feel listened to and able to approach their child's class teacher with concerns (Sept 2016 Parents Questionnaire).

Action/ key focus	Projected Cost	Intended outcomes	Timing	FS1	FS2	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Monitoring	Evidence of impact
B Carr (Maths Consultant) to support with planning support for teachers and TAs	15 days @ £700 per day £11,500	All teachers and TAs have a better understanding on the Maths curriculum and progression from the Nursery to Year 6  Planning reflects the needs of all learners  Gaps are narrowed for all groups by July 2017  Termly improvements in attainment and progress of pupils in Maths	15 days over the academic year									Termly data tracking  PPMs  book scrutinies  Lesson observations  IRIS videos	Improved CPD/subject knowledge has led to improvements in quality first teaching in all year groups. (Evidence: T&L profile over time)
To enhance the curriculum topics through additional enrichment opportunities/ events	£6700	Trips, pantomimes, theatre groups, enrichment activities are used to enhance the learning experiences of pupils  activities/ events give the pupils a richer vocabulary to discuss and share to develop their learning  curriculum enrichment engages pupils in their learning	2-3 events per year group over the academic year									Learning walks  Pupil interviews	Enrichment opportunities have led to greater pupil engagement across the school. the curriculum is exciting and experiences provided have supported pupils in having a richer knowledge and understanding of what they are learning thus improving their vocabulary which is used to extend their learning.
Music Enrichment compliments the curriculum	£3000 (1 day per week) £3000	Pupils get a chance to appreciate playing a musical instrument  Pupils work towards an end performance to share the development of their skills	½ day per week over the academic year									Performance to the school	Pupils have said that they 'love it' (Evidence: pupil curriculum questionnaires Spring 2017)
Cooking lessons and after school club	L Marsden £10,200	healthy eating and life skills are promoted to pupils and parents  parental engagement and involvement in their child's learning is increase	2 days per week over the academic year									Lesson observations  Termly impact reports  Photographs  IRIS videos  Register of parents attending	Pupils have said that they 'love it' (Evidence: pupil curriculum questionnaires Spring 2017)

Action/ key focus	Projected Cost	Intended outcomes	Timing	FS1	FS2	YR 1	YR 2	YR 3	YR 4	YR 5	YR 6	Monitoring	Evidence of impact
Summer Camp (reading focus)	1 week for 5 hours per day  Level 2 TA x 2 for 5 hours x 5 days @ £4000  Links to Changing Tracks project through Pedestrian Arts	Focused learning and play opportunities are provided to pupils during the summer holidays  Levels of fall back in reading attainment are lessened  transition back into school after the summer holidays is smoother for pupils and families	5 hours per day for 1 week (summer holiday)									impact reports from Pedestrian Arts  Register of pupils attending  Pupil discussions/ interviews	The Changing Tracks Project; at the outset of year two of the project, it was identified as an early intervention project as agreed with the Police and Crime Commissioner's office. The early intervention delivered through Changing Tracks is intended in the long term to support the prevention and reduction in anti-social behaviour. The project at BCPS focused on learning through stories, art and outdoor space. The sessions have been attended by children from the school that were identified by teaching staff as those that required additional support.  Within the Braunstone Ward: recorded 1,274 incidents of anti-social behaviour between May 2013 and August 2014, accounting for 36% of all crime. Braunstone Park & Rowley Fields fall within the 2% most deprived areas to live in England.  Outcomes of the project included (Evidence: project evaluation): <ul style="list-style-type: none"> <li>• Improved communication</li> <li>• Increase in self-confidence</li> <li>• Improved self esteem</li> <li>• Improved team working with peers</li> <li>• Increased group participation</li> <li>• Improved speaking and listening skills</li> </ul>
Wellbeing and pastoral training to support vulnerable pupils	1 x L3 TA £500 (ELSA) £1000 (Counselling)	Level 3 TA attends and successfully completed ELSA & Counselling Training  Training is used to support vulnerable pupils  Greater wellbeing of individual pupils impacts on their attitudes to learning	Training days  15-20 mins per pupil per day									Boxhall Profiles  Pupil discussions/ interviews	The ELSA is now in place and fully trained and working with targeted pupils
'Learning Zone' is set up and run to support learning at lunchtimes	2 x Level 2 Lunchtime supervisors for 6-10 pupils per group	pupils have access to resources (including the use of ICT) to complete their homework and/or have opportunities to extend their learning during the lunchtime period	7.5 hours per week (1.5 hours daily term time only)									Register of pupils attending  Pupil discussions/ interviews	Lunchtime Club was highly effective and used by approx. 15-20 children per day. This led to improved behaviour at lunchtimes.

		targeted pupils attend regularly by invitation on receipt of a 'Golden Ticket'																		
		pupils are able to enjoy and develop their social interaction skills through activities such as gardening, arts and crafts																		
<b>TOTAL</b>	<b>£326,500</b>																			