

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.

| 2015-2016 Number of pupils and pupil premium grant (PPG) received | |
|--|---|
| 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 |

| Year group | Number of children in year | Current number of Pupil Premium children | % |
|------------------------|-----------------------------------|---|-----------|
| 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 |
| All Year groups | 406 | 233 | 58 |

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"> Year 3 started at PM Benchmarking level 17 and are now on a 22. Year 4 started at a level PM Benchmarking 19 and are now on a 24. 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--|---|----------------------------|------------|-------------|-------------|-------------|-------------|-------------|-------------|--|--|--|------|--|--|--------|----|---------------------|----|----|-----------|----|----|---------------------|----|----|-----------|---|----|-------------------|----|----|-----------|---|----|--------------------|----|----|-----------|---|---|------------------|----|----|-----------|---|----|---------------------------------------|--------------------|----------------------|--------------------|----------------------|---------|----|-----|----|-----|---------|-----|----|----|---|------|-----|-----|----|-----|-------|-----|-----|----|-----|--------------------------|--------------------|----------------------------|--------------------|----------------------------|---------|------|----|------|------|---------|------|----|------|------|-------|------|----|------|------|
| 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 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>Yr 6 Writing</td> <td>64</td> <td>76</td> </tr> <tr> <td>GD</td> <td>12</td> <td>18</td> </tr> <tr> <td>Yr 6 Reading</td> <td>51</td> <td>71</td> </tr> <tr> <td>GD</td> <td>8</td> <td>25</td> </tr> <tr> <td>Yr 6 Maths</td> <td>64</td> <td>75</td> </tr> <tr> <td>GD</td> <td>7</td> <td>23</td> </tr> <tr> <td>Yr 6 Joints</td> <td>42</td> <td>61</td> </tr> <tr> <td>GD</td> <td>3</td> <td>9</td> </tr> <tr> <td>Yr 6 GAPS</td> <td>63</td> <td>77</td> </tr> <tr> <td>GD</td> <td>7</td> <td>31</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th>KS2 Average Scaled Scores 2017</th> <th>School 2017</th> <th>National 2017</th> <th>School 2016</th> <th>National 2016</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>KS2 Progress 2017</th> <th>School 2017</th> <th>National floor 2017</th> <th>School 2016</th> <th>National floor 2016</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 | Yr 6 Writing | 64 | 76 | GD | 12 | 18 | Yr 6 Reading | 51 | 71 | GD | 8 | 25 | Yr 6 Maths | 64 | 75 | GD | 7 | 23 | Yr 6 Joints | 42 | 61 | GD | 3 | 9 | Yr 6 GAPS | 63 | 77 | GD | 7 | 31 | KS2 Average Scaled Scores 2017 | School 2017 | National 2017 | School 2016 | National 2016 | Reading | 99 | 104 | 97 | 103 | Writing | 102 | -- | -- | - | GaPS | 101 | 104 | 98 | 104 | Maths | 101 | 106 | 98 | 103 | KS2 Progress 2017 | School 2017 | National floor 2017 | School 2016 | National floor 2016 | 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 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 6 Writing | 64 | 76 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GD | 12 | 18 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 6 Reading | 51 | 71 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GD | 8 | 25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 6 Maths | 64 | 75 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GD | 7 | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 6 Joints | 42 | 61 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GD | 3 | 9 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yr 6 GAPS | 63 | 77 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GD | 7 | 31 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Average Scaled Scores 2017 | School 2017 | National 2017 | School 2016 | National 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | 99 | 104 | 97 | 103 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 102 | -- | -- | - | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| GaPS | 101 | 104 | 98 | 104 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | 101 | 106 | 98 | 103 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| KS2 Progress 2017 | School 2017 | National floor 2017 | School 2016 | National floor 2016 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | -2.1 | -5 | -4.5 | -2.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | -0.3 | -7 | -0.7 | -3.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Maths | -0.8 | -5 | -3.9 | -2.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| 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"> • Improved communication • Increase in self-confidence • Improved self esteem • Improved team working with peers • Increased group participation • Improved speaking and listening skills |
| 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 | | | | | | | | | | | | | | | | | | |
| TOTAL | £326,500 | | | | | | | | | | | | | | | | | | | |