

Beech Green Primary School

Pupil Premium (PP) Grant, Planned Expenditure for the Financial Year 2015/16

(Total Income = £148,632 inc. £27,452 2014/15 C/F)

<i>Brief description of planned intervention</i>	<i>Cost allocation from PP funding</i>	<i>Intended outcomes</i>	<i>How impact will be measured</i>	<i>Review of the impact (Summer Term 2016)</i>
<p><u>Maths</u></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of number. We will continue using the "In Gloucestershire Children Count" materials to provide focussed support, as well as regular, additional interventions 1:1 or in small groups.</p> <p>(Focussed "Marking Feedback" sessions will take place, usually in the afternoons, to reinforce key learning outcomes from recent maths lessons.)</p>	<p><u>Maths</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Maths</u></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><u>Maths</u></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p>	<p><u>Maths</u></p>

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<p><u>Reading</u></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of reading comprehension. We will continue using the "Better Reading Partners" and "Dancing Bears" materials to provide focussed support, as well as regular, additional interventions 1:1 or in small groups. We will always compensate for lack of home support by providing additional help in school, so these arrangements will be flexible.</p> <p>(Focussed "Marking Feedback" sessions will take place, usually in the afternoons, to reinforce key learning outcomes from recent guiding reading sessions.)</p>	<p><u>Reading</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Reading</u></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><u>Reading</u></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p>	

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<p><u>Writing</u></p> <p>Accelerating the progress of our PP children, especially in their confidence and knowledge of spelling, punctuation and grammar. We will introduce "Rapid Write" and use the materials to provide focussed support, as well as regular, additional interventions 1:1 or in small groups. We will always compensate for lack of home support by providing additional help in school, so these arrangements will be flexible.</p> <p>(Focussed "Marking Feedback" sessions will take place, usually in the afternoons, to reinforce key learning outcomes from recent English lessons.)</p>	<p><u>Writing</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Writing</u></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><u>Writing</u></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p>	<p><u>Writing</u></p>

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<p><u>Feedback Marking</u></p> <p>Accelerating the progress of our PP children, by helping them to improve their work, by responding to the written or verbal feedback provided by the teacher or teaching assistant during or after a recent lesson. We will tend to focus on the key skills of reading, writing and maths (as per details above) but more general mentoring support will be provided in other areas.</p> <p>This will usually be provided 1:1, in pairs or in small groups. We will always compensate for lack of home support by providing additional help in school, so these arrangements will be flexible.</p>	<p><u>Feedback Marking</u></p> <p>£25,000*</p> <p>Additional staffing costs to implement the interventions will be paid for from our PP funding</p>	<p><u>Feedback Marking</u></p> <p>Accelerating the progress of PP children, so their attainment improves and the gap between PP children and non-PP children is reduced.</p>	<p><u>Feedback Marking</u></p> <p>This will be evidenced from our internal tracking data, based on our PP pupils' progress and attainment against Age Related Expectations (ARE)</p>	<p><u>Feedback Marking</u></p>

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<p><u>Attendance</u></p> <p>Improving the overall attendance rates of our PP children, so they are in school more often.</p>	<p><u>Attendance</u></p> <p>£1575</p> <p>This figure represents the proportional cost for our part-time Education Welfare Officer, to focus on engaging with parents and PP children to ensure their overall attendance in school improves.</p>	<p><u>Attendance</u></p> <p>For children with good (96%+) attendance, this is about maintaining or improving this figure.</p> <p>For children below 96%, we want to improve their attendance, so it's more in line with the school target and the attendance rates for non PP children.</p> <p>We will identify and address any trends or patterns of non-attendance.</p>	<p><u>Attendance</u></p> <p>This will be evidenced from the attendance data held in school.</p>	

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<p><u>Inclusion and Enrichment</u></p> <p>Ensuring that all PP children are able to access the broader school curriculum.</p> <p>We will also use this funding to provide curriculum enrichment activities and events.</p>	<p><u>Inclusion and Enrichment</u></p> <p>£12,300</p>	<p><u>Inclusion and Enrichment</u></p> <p>All PP children participate fully in all areas of school life, such as attending visits, trips and activities, so they are not disadvantaged because of financial constraints.</p>	<p><u>Inclusion and Enrichment</u></p> <p>Evidenced from financial statements for visits and other records such as registers, kept in the school office.</p>	<p><u>Inclusion and Enrichment</u></p>
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<p><u>General Well-Being of PP Children</u></p> <p>Proactively supporting the social, emotional and behavioural well-being of PP children, through the work of the Intervention and Support Centre TAs, EWO and other teaching or support staff.</p>	<p><u>General Well-Being of PP Children</u></p> <p>£28,950</p>	<p><u>General Well-Being of PP Children</u></p> <p>Proactively influence, effectively manage and reduce incidents of disruptive behaviour caused by social and emotional difficulties, especially those leading to behaviour notices to parents (red letters) and fixed term exclusions.</p>	<p><u>General Well-Being of PP Children</u></p> <p>This will be evidenced from behavioural records kept by HT and INCO</p>	<p><u>General Well-Being of PP Children</u></p>

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<p><u>Provision of an internal Support Centre</u></p> <p>Teaching area currently used by Beech Green Nursery will be vacant from the end of September 2015. This will be converted into a fully equipped Learning Support Centre, serving the needs of all our PP children and their families</p>	<p><u>Provision of an internal Support Centre</u></p> <p>£5,800</p>	<p><u>Provision of an internal Support Centre</u></p> <p>Nursery provision successfully relocated to new building located on the school field, allowing us to establish support centre within the school.</p> <p>Learning Support Centre established and operational, providing a private additional teaching and mentoring area, as well as place to meet with parents and speak openly but confidentially.</p>	<p><u>Provision of an internal Support Centre</u></p> <p>This will be evidenced by feedback from Nursery Manager and HT attendance at site meetings.</p> <p>This will be evidenced by feedback from parents/carers and pupils</p>	<p><u>Provision of an internal Support Centre</u></p>
	<p>Total Costs Allocated = £148,625</p>			

* This figure represents the staffing cost of implementing a range of academic interventions. It has been calculated by adding together the pro rata costs of a teacher, to the costs of employing teaching assistants in the afternoons and a proportion of our Inclusion Manager's salary; then dividing this figure between the four different, planned academic interventions (Maths, Reading, Writing and Marking Feedback).