



Muxton Primary School

Pupil Premium Grant 2015 – 2016

'Our Vision is for a highly-educated society in which opportunity is more equal for children and young people no matter what their background or family circumstances.' (DfE Vision Statement)

The allocation of pupil premium grant (PPG) funding is based on the following key principles:

- The funding is carefully ring-fenced and allocated to provision which targets the identified needs of the children.
- School leaders will draw on research evidence to ensure that the funding is allocated to provision which is most likely to have an impact on improving achievement.
- All staff will have a clear understanding of their role in identifying barriers to learning and high achievement for PPG children.
- Systematic monitoring and evaluation of provision, interventions and children's attainment and progress will ensure that impact is clearly demonstrated and measured.

Research Evidence:

- Education Endowment Foundation Toolkit
- Sutton Trust Toolkit
- The Pupil Premium – *How schools are spending the funding successfully to maximise achievement* (OFSTED 2012)

Overarching Priorities linked to School Improvement 2015 – 2016

- Close the attainment gap between pupils who are in receipt of PPG and those are not
- Attainment and progress measures to be in line with non-PPG pupils nationally

Pupil Premium Grant Allocation 2015/2016

Total Number of Pupils on role at January 2015 census: 384

Free School Meals: FSM 50 (includes Ever 6)

Children in Care: 1 + 1 Adopted from care (Year4, Year 2)

Armed Forces: 11

TOTAL PUPIL PREMIUM GRANT ALLOCATION: £84,320

Action Plan 2015 - 2016

Provision	Success Criteria / Research Evidence	Cost	Termly Review & Evaluation
<p>PPG Inclusion Mentor Full time role in school</p> <ul style="list-style-type: none"> • To lead the management of provision for all identified PPG children • To oversee and individual action plan for all PPG children to identify and monitor nature of provision & support • To liaise with colleagues within school and external agencies where appropriate; SENCO, LSAT, Early Intervention Practitioner, Educational Psychologist, Education Welfare Officer 	<p>Designated person responsible for PPG provision will be a point of contact for parents, teachers and other agencies.</p> <p>Action plans for each PPG child will clearly identify the nature of provision and details of monitoring, tracking and evaluation of impact.</p>	<p>£20,500</p>	<p>Range of evidence to consider against success criteria each term (December 2015 April 2016, July 2016)</p> <ul style="list-style-type: none"> • Attainment & Progress data for all PPG children – compare with national for non-ppg children • Link governor report • Teachers & PPG inclusion mentor to review individual plans for each PPG child • Monitoring of teaching through book scrutinies, lesson observations, pupil interviews, governor visits

			<p><i>Are gaps between PPG and non-PPG children reducing?</i> <i>What is the impact of each intervention?</i> <i>Do interventions need to be increased/amended?</i></p>
<p>All PPG children access Quality First Teaching All teachers are accountable for the progress made by PPG children through the appraisal cycle.</p> <p>Additional CPD during Autumn 2015 for all staff to increase knowledge and understanding of how to support learning and accelerate progress of PPG children</p> <p>Maths subject leader to lead CPD for all staff to ensure consistently good to outstanding quality first teaching in maths.</p>	<p>All teachers have thorough knowledge of the barriers to learning and interventions which are in place for PPG children in their class.</p> <p>Termly progress and attainment data will show that the gap between PPG and non-PPG children is reducing</p>	£2000	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Maths resources Maths subject leader to lead CPD for all staff to ensure all PPG children are accessing consistently good to outstanding quality first teaching in maths.</p> <p>Purchase of additional resources to support PPG children with specific difficulties in maths</p>	<p>Termly progress and attainment data will show that the gap between PPG and non-PPG children is reducing in maths</p>	£3000	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>One-to-One Feedback with Class Teacher Class teachers to have dedicated release time each term meeting with PPG children on a one-to-one basis for learning and progress conversation including detailed, focused feedback and review of individual action plan.</p>	<p>PPG Children have their successes and achievements reinforced and have a clear understanding of how they can improve and make good progress.</p> <p>http://educationendowmentfoundation.org.uk/toolkit/feedback/</p> <p>High Impact: +8months</p>	<p>£7770</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Mastery Curriculum CPD for all staff (led by subject leader and LA consultant) to increase knowledge and understanding of a mastery curriculum, especially in maths</p>	<p>Quality first teaching will incorporate opportunities for children to access a mastery curriculum.</p> <p>Attainment and progress data for PPG children will show that gaps are closing and progress is being accelerated where necessary</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/mastery-learning/</p> <p>Moderate impact +5 months</p>	<p>£2000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>Meta-Cognition & Self – Regulation All staff to use principles of SOLO taxonomy and MAGIC (<i>Motivation, Attitude, Gumption, I Can, Communication</i>) in quality first teaching to increase children’s skills and independence when evaluating their own learning</p> <p>CPD for all staff, including teaching assistants.</p>	<p>Children are able to talk about and evaluate their own learning through the SOLO and MAGIC frameworks</p> <p>http://educationendowmentfoundation.org.uk/toolkit/meta-cognitive-and-self-regulation</p> <p>High Impact: +8months</p>	<p>£2000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>‘Build To Express’</p> <p>Resources to empower children to communicate their thoughts and feelings in a practical, non-threatening manner. Resources used with individuals and small groups where necessary to support emotional barriers to learning and achievement.</p> <p>Purchase of BTE lego sets and additional CPD for teaching assistants</p>	<p>Children’s levels of anxiety and/or associated behavioural difficulties will be reduced.</p> <p>http://educationendowmentfoundation.org.uk/toolkit/social-and-emotional-aspects-of-learning/</p> <p>Moderate Impact: +4 months</p>	<p>£2000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Education Welfare Officer</p> <p>Regularly monitoring of attendance and support to school and parents/carers to resolve issues relating to school attendance, punctuality and engagement.</p>	<p>Early intervention practice addresses issues around attendance, punctuality and engagement in order to prevent long term barriers to learning and progress.</p>	<p>£3000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

	Long term issues may be identified and lead to a wider network of intervention and support where necessary.		
<p>Early Intervention Practitioner Support for school, children and families with the CAF/TAC process including completing CAFs, intervention work in school and home as necessary and leading the TAC process as lead professional.</p>	<p>Early intervention practice addresses issues around children’s social, emotional and behavioural needs.</p> <p>More complex needs of the child and wider family will be supported through the common assessment framework.</p>	£3000	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>‘Early Birds’ Clubs TAs to lead early morning sessions for targeted children to maximise engagement at the start of the day and to provide opportunities for additional learning support / emotional and behavioural support where necessary</p> <p>CPD for TAs and release time for preparation & evaluation</p>	<p>Children’s levels of engagement and focus will be increased prior to the start of the day to enable them to access learning more effectively.</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/</p> <p>Moderate impact + 5 months</p> <p>http://educationendowmentfoundation.org.uk/toolkit/extended-school-time/</p> <p>Low impact: + 2 months</p>	£1735	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>Attachment Theory CPD for all staff</p>	<p>All staff will have an improved knowledge and understanding of issues relating to attachment disorders which may prevent barriers to learning for vulnerable children</p>	<p>£1000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Forest School Club Forest School leader to lead a weekly session with targeted children to use outdoor and adventurous activities to improve confidence, resilience and problem-solving skills</p>	<p>Opportunities for children to participate in collaborative, outdoor activities beyond the school curriculum will encourage them to take more risks and enhance their resilience and problem solving skills.</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/outdoor-adventure-learning/ Moderate impact + 3 months</p>	<p>£1730</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>After School Homework Clubs (KS1 & KS2) 'Wise Owls'</p> <p>TAs to lead a weekly session with targeted children to provide additional support with homework activities or key skills which require over-learning such as reading, spelling or number work.</p>	<p>Children's attainment and progress will be accelerated in targeted areas.</p> <p>http://educationendowmentfoundation.org.uk/toolkit/small-group-tuition Moderate Impact: +4 months</p>	<p>£2595</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>Educational Psychologist One-to-one assessment with children including feedback to teachers and parents/carers where necessary (10 sessions) CPD for all staff to identify potential barriers to learning and success for vulnerable children</p>	<p>Teachers will receive specialist assessment and advice about specific barriers to learning for identified children.</p>	<p>£2260</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Subsidies for Extra Curricular Activities Discount for all Y2 and Y6 FSM children for annual residential visit. Payment for after school clubs where necessary to maximise participation, engagement and to increase levels of self-esteem and confidence.</p>	<p>Children’s levels of confidence, resilience, improved attitudes to learning and well- being will be evident</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/arts-participation/</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/sports-participation/</p> <p>Moderate impact +2 months</p>	<p>£3000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>Phonics Intervention Teaching assistant to provide additional support to targeted children. A range of multi-sensory resources and activities to provide opportunities for reinforcement and over-learning.</p> <p>Lead teacher for phonics to provide CPD for teachers and TAs</p>	<p>All Y1 PPG children will pass the phonics screen in May 2016 All Y2 children who did not meet the threshold for phonics screen in Y1 will pass in May 2016 https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/phonics/</p> <p>Moderate impact + 4 months</p>	<p>£3000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Behavioural, social and emotional support for targeted children during lunchtimes</p> <p>Support for individual and groups of children over lunch time with issues around eating, behaviour, social interaction and any other specific difficulties / barriers which arise.</p>	<p>Children’s levels of anxiety and/or associated behavioural difficulties will be reduced.</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/behaviour/</p> <p>Moderate impact: +4months</p> <p>Improving social and emotional aspect of learning: https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/social-and-emotional-aspects-of-learning/</p> <p>Moderate impact: +4months</p>	<p>£7250</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>Teaching Assistant One-to-one / small group interventions, in particular maths and reading, and other specific interventions identified in individual action plans</p>	<p>Attainment and progress data for PPG children will show that gaps are closing and progress is being accelerated where necessary</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/one-to-one-tuition/</p> <p>Moderate impact +5months</p>	<p>£11,000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>Library Supervisor Designated library supervisor to oversee access to a range of reading material for PPG children to increase levels of engagement and motivation to read</p>	<p>Attainment and progress data for Reading for PPG children will show that gaps are closing and progress is being accelerated.</p>	<p>£1800</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>One-to-One Reading Support Reading mentors from 'Beanstalk' charity to provide 2 sessions each week with targeted children</p>	<p>Attainment and progress data for PPG children will show that gaps are closing</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/reading-comprehension-strategies/</p> <p>Moderate impact + 5 months</p>	<p>£1160</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>

<p>‘Enrichment’ Curriculum 1 weekly session within the school timetable where classes are re-arranged to enable all PPG children to access a curriculum area or intervention to address most significant need / barrier <i>(as identified in individual plan)</i></p>	<p>Attainment and progress data for PPG children will show that gaps are closing.</p> <p>Children will be successfully engaged in collaborative learning with their peers https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/collaborative-learning/</p> <p>Moderate impact +5months</p>		<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>
<p>ICT – purchase of ipads and software ICT used to support independent learning, develop research skills and increase engagement and motivation in learning</p>	<p>Children will be more knowledgeable and skilled in using ICT to support independent learning</p> <p>https://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/digital-technology/</p> <p>Moderate impact +4 months</p>	<p>£3000</p>	<p>December 2015:</p> <p>April 2016:</p> <p>July 2016:</p>