



Planned Spending & Evaluation of Pupil Premium funding 2015/16

Total Allocation £193,960.00

This is a working document which will be reviewed half termly or as and when some of the actions are evaluated. All funds are not allocated at the start of the year, as Governors take into consideration school priorities and pupil needs as the year progresses.

Type of provision	Action	Costs	Milestone & Monitoring	Impact & Evaluation
Actions focused on learning in the curriculum directly impacting on pupil performance and progress in the class	Providing a third teacher from February 2016 in Y6 to address the attainment gap between PP / Non-PP	£20,000 contribution to teacher costs	Half-termly SSE monitoring Pupil Progress Meetings Data Analysis	Y5 Significant improvement since February in social, emotional and behavioural aspects having split the cohort into 2 equal classes. 0.6 teacher moved from Y5 TO Y6 taking responsibility for GAT Maths and streamed English group each morning. Data outcomes were as follows: Y6: Reading 42% Writing 55% Maths 66% GPS 68% Y5: w+ and above 62% 62% 76%
	Agreeing very small class sizes in Reception (18 pupils) to improve opportunities for effective learning, observation, assessment and accelerating progress for children in receipt of PP	£25,000 contribution to teacher costs	Half-termly SSE monitoring Pupil Progress Meetings Data Analysis	GLD 68% excl HNB – this was above the predicted target set at the beginning of the year. Reading 68%, Writing 68%, Maths 78% One full time teacher covered for Maternity Oct – July by 2 experienced 0.6 teachers, so children had continuity. PPA managed within the teaching time with adequate cross-over communication, ensuring focussed progression.
	Additional Play Leader to support lunchtimes two days per week with specialism in music and sport	£850	Pupil Questionnaires Behaviour Monitoring at break times CPOMs (introduced Oct 2015)	Additional support staff carried out lunch duties, as Play Leader was appointed but had to resign due to medical issues. Children's behaviour more positive when supervised over lunch by TAs, and teachers report fewer issues. Pupil survey reported fewer children concerned about the behaviour of others at breaktimes – only 8 across KS2.
	Improve attendance, attitudes to learning and motivation of children in lessons through providing rich and varied wider opportunities	£250 Living Eggs Able Writers Days	Pupil Progress Meetings Data Analysis Photos	Attendance improved by 0.8% to 95.72% 2016-17 L.A. Review identified the interesting curriculum offered to children as a strength of the school.

<p>within the curriculum. As a result, standards of attainment will improve for PP children and the gap will narrow.</p>	<p>WW2 Theatre Group</p> <p>Viking Lady</p> <p>Manga Artist</p> <p>Wild Science</p> <p>Children Challenging Industry</p> <p>Shakespeare for Kids</p>	<p>Pupil Interviews</p> <p>SSE Learning Observations</p> <p>Learning Displays</p>	<p>Children tell us they like finding out new things from 'doing'. More opportunities for visits / visitors provided within contexts across year groups, heavily subsidised by school budget and Pupil Premium funding where appropriate.</p> <p>Y3 Parents worked alongside their child during the manga workshops. Outcomes for pupils were excellent!</p> <p>Y4 took part in a wide range of activities and their writing showed great improvement during this program.</p> <p>Y6 developed investigation skills, fair testing and analysis / prediction</p> <p>Outstanding Performance at Little Theatre October 2015!</p>
<p>Improve writing opportunities and motivation of children through enriched curriculum-linked visits, visitors and transport</p>	<p>£6,000 contribution</p>	<p>Half-termly SSE monitoring</p> <p>Reach for the Stars</p> <p>Pupil Data & Assessment</p>	<p>More opportunities for visits / visitors provided within contexts across year groups, heavily subsidised by school budget and Pupil Premium funding where appropriate.</p> <p>Gap narrowing between PP / Non-PP in writing in all year groups, and exceeding in Y1. Gap range +1.2 to – 3.4 target tracker points. Biggest gap in Y4.</p>
<p>Implement a program of music skills support / peripatetic teaching through TVMS</p>	<p>£3000 contribution</p>	<p>TVMS Monitoring</p> <p>Teacher / Pupil Feedback</p> <p>Children perform in assemblies</p>	<p>Y5 Brass extremely successful, particularly with a group of challenging boys. It has been agreed that there will be a GAT group in Y6 continuing next year. Children performed at the Discovery Alliance Spellathon event!</p> <p>Children tell us they have enjoyed it and want to continue. Brass loan will be investigated for next year to ensure PP children can fully access the learning opportunity.</p>
<p>Involvement of external agencies, such as Educational Psychologist for targeted individuals to identify and address specific barriers to learning</p>	<p>£10,000 contribution to EP</p> <p>£2000 contribution to SaLT</p> <p>£3000 contribution to Language & Learning Team</p>	<p>EP reports</p> <p>SEND Data analysis</p> <p>SaLT reports</p> <p>Work for individuals</p> <p>Timetables / identified lists</p> <p>LLT Reports</p> <p>Parents meeting minutes</p>	<p>Ed Psych carried out 5 assessments with children eligible for PP. As a result, those children have specific, targeted intervention within the class. 2 children will access specialist provision for KS2 next year. They also had additional classroom support supported through PP funding.</p> <p>Parent / school relationships have been developed through improved communication using the Ed Psych and another professional (SB) who has carried out 2 assessments for ASD using individual children's PP funding. This has helped to support the classroom teacher to improve classroom provision.</p> <p>6 / 13 children who had an assessment / support via the Language and Learning Team were in receipt of Pupil Premium. Parents had the opportunity to receive a full, written report and discuss it with the LLT. Teachers use the report to action support within the classroom, using additional TA interventions in all cases.</p>

Subsidise Residential visit to Carleton for 20 PP Pupils in Y6 to ensure their attendance and provide valuable learning opportunities outside of the classroom	20 x £100 + transport contribution £2400	11 - 15 –July 2016	20 children were supported with funding so they could access the opportunity to explore outdoor curricula beyond the classroom, and for some, beyond their own experiences, with trained professionals and staff. Children learned social skills and ‘growing up’ in terms of leaving parents, learning new skills such as laying tables, bed making and laundry! The children said they loved it! Relationships, confidence, risk-taking and personal attitudes were significantly improved also.
Improve independence and self-motivation of children in KS1 through effective and challenging learning environments which reflect the taught curriculum	£5000	Governor Monitoring Spring Term	Lesson obs in Y1 Autumn term showed that children were using the areas but challenge was not high enough. As a result, staff focussed on developing challenge tasks and improving the layout and structure of the KS1 areas, leading to improved learning from all of the children, but particularly a group of PP boys. Y1 data demonstrated very positive outcomes for PP, with this group outperforming non-pp peers in all subjects.
Improving standards in English across the school through investment in targeted support materials and enrichment including authors and theatre visits	£6000 contribution	Governor Monitoring Summer Term	Able writers days, 2 author visits, MFC Workshops, Librarian training, reading materials have all been implemented this year. English results all available in summary.
Introduce YogaBugs weekly as a vehicle to promote the well-being and mindfulness in EY / KS1	£3000 contribution to teacher / Impact for Change Program	Feedback from Children, staff and parents Data analysis Learning observations (formal / informal)	Fantastic resource, loved by the children and welcomed by the staff! Evaluation report demonstrated that... Parents were able to get involved and recognise the value of teaching relaxation, mindfulness and how those skills transfer into learning and everyday life for both adults and children. Staff and pupils requested a continuation of the program next year, which will be investigated, as the benefits were so positive.
Continue to employ Tai Chi Coach twice per week for KS2 as a vehicle to promote the well-being and mindfulness	£3000 contribution to teacher	Feedback from Children, staff Data analysis Learning observations (formal / informal) Improvement in children’s responses in situations of stress / challenge in learning	Coach is a valued member of HHA Team, teaching the children about mind, body and soul. Children were able to learn about physiology / biology as well as building on their skills of relaxation, mindfulness and transferring these independently into learning and everyday life situations. Staff and pupils requested a continuation of the program next year, which will be investigated, as the benefits were so positive.
Provide specialist sports coaching for PE each week and for every class through Daisy Chain. Coach will provide CPD for all teachers also.	£10000 contribution	SSE Lesson Observations Pupil Questionnaire Timetable Review Staff Consultation	Outcomes for all year groups against new national curriculum standards were positive, and more in line with expectations. Some PP children excelled in individual sports, accessing team events across the year and being targeted for additional clubs where possible. Coach made a significant impact, and staff felt he would make an excellent permanent member of staff, due to his

				particular strengths with PP boys and SEND. Look at budget and pp spend for 2016-17 and see viability of this.
Implement Sound Training Intervention to improve the reading skills of a targeted group of PP children (7 children x £150 each)	£1050	Y5/6 individuals assessment data analysis Pupil Interviews		Sound training impacted on 12 children, 7 of whom were in receipt of PP, (see analysis for outcomes). On average, pupils made 28months reading age progress in 8 weeks!
Identify and provide a range of targeted Intervention Programmes / License subscriptions to complement the curriculum and narrow gaps in learning	£2000 contribution	Ongoing monitoring		Targeted groups access LEXIA on a structured daily timetable in the suite and in classrooms. Teachers are positive about the results of the children and the impact the program has on writing and moreover reading skills (see Mrs Shephard analysis)
Develop a program of Masterclasses / Cross-alliance liaison to support the learning of the more able, particularly in maths	£6000 contribution towards GF consultant costs, transport and materials	GF Planning The King's Academy Planning for writing workshop Y6 assessment data analysis half-termly		Y5/Y6 attended writing workshop during Autumn 1. GAT Masterclasses organised for every subject in Summer terms. 11 / 37 or 30% of Gat registered children are pp. These children made good progress on average over the school year 63% Of GAT children in Y6 cohort are PP. All met expected standard by end of KS2 in RWM.
Improve the Training and Development of all staff in order to address key areas for improvement as identified through SIP / SEF / S2SS Action Plan (and Ofsted as appropriate) As a result, standards in school will improve for all students, including disadvantaged groups	Developing an Outstanding Reading School CPD 2 x £50 Teaching Leaders Course 2 x £1000 Ofsted Training £150 Aspiring Leaders Program £699 Developing Future Leaders (TBC) 1x NQT Support £230 HLTA Training and Development	MC / JN attend training 06.10.15 – follow up staff meeting to whole staff MC / JN attend various training across the year – follow up regularly through staff / team meetings and HT Progress meetings NP / SL 06.10.15 EF Autumn Term 2015 – impact monitored through SSE / Appraisal / Pupil progress outcomes JP Various across year impact monitored through SSE / Appraisal / Pupil progress outcomes Various across year KE / SG Autumn / Spring impact monitored through SSE Appraisal		JN and MM attended Teaching Leaders and subsequent reading courses over the year, leading to them leading reciprocal reading in school this year. As a result, teachers have implemented a RR session each week. Ts and TAs have had training which has impacted on the provision in the classroom for PP children. Analysis has shown that PP children read less at home than their non pp peers, so have received more opportunities in school with reader leaders / reading buddies / right to read. Vocabulary, Speaking /performance were other key aspects (EF role 2016-17) Whilst there is still a journey, we are continuing RR into 2016-17, with dedicated training from FFT consultant. All staff and most TAs visited a local school of outstanding reading practice /results and learned from them, implementing strategies back in their own class. Ofsted training supports all staff to prepare for inspection and ensure they have a clear understanding of all groups in their class, and how their planning / teaching meets their needs. EF attended Aspiring leaders and has gone on to a successful Middle Leadership appointment within the English Team at school. DFL postponed for JP this year. KL successfully completed NQT year, ensuring that PP children in her class actually outperformed their non-pp peers. 2 X HLTA successfully completed their courses, and have both attended full staff training and standards on PP, raising their awareness of expectations and narrowing the gap for

		Course 2 x £1000	progress outcomes	the pupils they support during PPA time.
	Improve standards of learners and staff development through a structured program of NLE / SLE support	£2000 contribution to NLE /SLE fees	impact monitored through SSE / Appraisal / Pupil progress outcomes	S2S Action Plan implemented across the year, with focus on SLT, Learning obs across school and NQT+1 Early leaders, and how their provision is raising standards across cohorts. The work was of a very high quality and final end of year meeting was positive in terms of progress that has been made for staff and pupil standards, in spite of higher expectations. We are aiming high and staff have welcomed the challenge.
	Long Term development of KS2 Learning Spaces and improved facilities for learning	TBC		Project still in development stage. CIF bid unsuccessful, therefore we will continue to save as much money as possible each year in order to plan this extensive project, which will greatly improve the provision for all pupils in KS2.
Actions focused on enrichment beyond the curriculum	Continue to run provide free Breakfast Clubs for 60 children every day	£1400 contribution to materials, food and staff costs	JH Monitoring annual review	Very well received and attended daily by 30-40 children on average. Xx are in receipt of pp funding. As a result, the children are fed and ready to start the school day with improved concentration and a smoother start to the day. Children in KS2 also have access to fresh fruit / veg daily at break time, to reflect the healthy schools ethos and ensure children get through the morning in as focused a way as possible.
	Homework learning packs for all PP students in order that they can complete tasks with the correct quality resources and so their parents have access to materials to support them helping their child at home	110 x Y1 – Y6 Pupils x £100 = £11,000	Differentiated Learning Packs laminating for each child Calculation Policy photocopying costs Stationery Dictionaries, materials / age-appropriate resources H/W monitoring records Parent / pupil questionnaire responses Governor Monitoring TBC	Parents tell us they love the homework packs and have used them weekly to enable their child / children to complete their homework. Children have been able to complete tasks to an improved standard. Towards the end of the year, we developed this further by providing a member of staff to support with homework tasks in the nurture room. This was not accessed by any child or parents, and will be rolled out with increased publicity in the new year.
	Provide wider opportunities for After School Clubs, including Coding Club	Tutor costs Contribution, incl training £800	Half-termly work with P.E. Coordinator / Middle Leader Sport Coach Appraisal monitoring through DC Parent / pupil questionnaire responses	Outcomes for all year groups against new national curriculum standards were positive, and more in line with expectations. Some PP children excelled in individual sports, accessing team events across the year and being targeted for additional clubs where possible. Coach made a significant impact, and staff felt he would make an excellent permanent member of staff, due to his particular strengths with PP boys and SEND. Look at budget and pp spend for 2016-17 and see viability of this
	After school clubs including sports /arts / other leisure activities	£500 contribution		
	Specialist Sports Teacher delivering PP targeted Holiday Clubs including study support	£6000 contribution		
Weekly Chess Club for Y5 children during break time	£600 contribution for sets	pupil evaluation responses	2 PP children attended the chess competition at Yarm School in March and competed well, supported by parents. Y5 have	

				19 PP children, 12 of whom are boys, They have responded well to the teaching, calmness, discipline and challenge of chess each week, and have even modified their classroom behaviour in order to not miss the club!
	Weekly cookery club teaches targeted children how to plan, prepare and make healthy, balanced meals	£1000 staff costs £500 food costs	pupil evaluation responses	12 PP children attend each term and have said 'I can cook tea at home' 'their mam loved the fajita' and 'it's quite easy really!'
	Providing Summer Schools initially targeting Pupil Premium children throughout the Summer	£5000 staff and resource costs	Pupil Evaluations Attendance Registers Action Plans / Overviews of activities provided	Holiday clubs have not taken place this year but are planned already for PD day and holidays 2016-17 with Mr Munro.
	Funding Sports Holiday Sessions provided by other agencies for Pupil Premium Children	£150 contribution costs	Pupil Evaluations Attendance Registers Measuring pupil skills / engagement in other clubs afterwards	This has not happened at HHA this year, but will be investigated for 2016-17. No PP child requested support for holiday clubs run by other providers. Jim Platt and Simon Carson have been instructed by HT to include PP info on their posters now, so the message is out there.
	Providing Study Support Sessions UFA style for Pupil Premium Children	£1000 staff and resource costs	Pupil Evaluations Attendance Registers Action Plans / Overviews of activities provided Data analysis	Holiday study support has not taken place this year, however, increased numbers of support staff in school have meant that 'doctor's surgery' or targeted pupil-teacher dialogue (metacognition) can take place more frequently within learning time.
	Introduce Marvellous Me App in order to report to Parents and celebrate the good work of their children	£800 contribution		Amazingly well received by staff, parents and children! 95% parents have signed up to receive messages, and many family members too!
Actions focused on social, emotional and behavioural issues. Addressing barriers to learning through:	Provide HLTA role in the Nurture Room every afternoon to support children with social, emotional and learning needs	£11000 contribution	Half-termly SSE monitoring Pupil Progress Meetings Data Analysis Support Staff Meetings Appraisal Meetings	See CS analysis. Nurture Room review May 2016 identified positive outcomes for all pupils
	Providing targeted support with a SEN teaching assistant, focused on overcoming gaps in learning in the HNB and tackling social, emotional and behavioural issues	£13, 078 for one HNB TA	Half-termly SSE monitoring Pupil Progress Meetings Data Analysis Support Staff Meetings	94% of HNB cohort are in receipt of PP, so additional TA supported across the board to raise standards in learning, as well as basic skills such as mealtimes, social skills at playtimes and speaking and listening opportunities in smaller groups..
	Involvement of IEWO in order to improve attendance and learning for targeted individuals	£1500 contribution to IEWO	Monthly reports Attendance registers /monitoring summaries ACC Meeting Records Weekly assembly & rewards Home visits	90% of IEWO case workload have been children / families in receipt of PP. Attendance has improved overall by 0.8% and with these families by a smaller percentage. However, improvement was being identified toward the end of the year. This needs to continue, particularly with mobile families with history of poor attendance and particularly punctuality.
	Accessing specialist support from The Bungalow Partnership such as Play Therapy, Family Counselling, bereavement	£3000 SLA Costs (all families supported in receipt of PP)	In-school evaluations TBP Reports / feedback	100% of children accessing therapeutic, play therapy and counselling services are in receipt of PP. The targeted work has enabled individuals to respond better in class particularly when they are stuck, build better relationships with peers and

	counselling and Safeguarding			adults and improve self-esteem.
	Provide a full-time Family Liaison Officer to support the well-being, learning and safety needs of targeted individuals and families in receipt of Pupil Premium	£18,000 contribution to FLO salary costs	Appraisal Outcomes Respect Room Register	This role is invaluable to the school, the pupils, the parents and staff. All of the case workload are in receipt of PP and her role has helped parents to access: Debt management Signposting to other professional services Funding (incl uniform, support with school visits) Foodbanks / charitable organisations Christmas gifts TFM Curriculum adult learning workshops Coffee mornings / schools events incl PTA
Actions focused on families and communities Supporting parents through:	Provide family learning events including parenting classes, workshops, networking opportunities and access to support agencies in familiar surroundings	£1500 contribution to outside providers £200 hospitality	Annual Review Event reviews Registers of attendance Coffee Morning Oct 2015	Ongoing maths workshop run by Family Learning across the year attended by 8 Parents who's child/ren are in receipt of FSM. They said they felt better able to support their child with learning and more confident to ask a member of staff if they were stuck. This has impacted positively on the learning attitudes of their children in maths.
	Develop an App to link directly with Smart Phones to celebrate good work, inform parents and reach 'hard to reach' families to engage them more with their child's learning	£25 pm contribution £300	Governor Reviews Parent Feedback Pupil Feedback	This was under review until the end of the Summer term and should be in place by Sept 2016
	Developing a project to support mobile pupils in receipt of Pupil Premium to aid transition and induction	TBC		Targeted work carried out by CS in the Nurture Room or JH family liaison officer to ensure child settles and makes a smooth, progressive transition from previous school. Uniform and equipment provided to support family and ensure child feels part of HHA
	Organised events to further education establishments, places of business / enterprise opportunities	£200 contribution	Annual Review Event reviews Registers of attendance	Enterprise workshops in Y5 raised over £800 towards the London Residential visit! The funding supported the initial layout, which they then used to put back in for the next project. Governors organised a work / professions drop-in for Y6 children in June, providing opportunities for children to talk to professionals about their jobs and discuss pathways to employment through school /college / university.
	Involving families in Children's University events including transport costs to Graduation Ceremonies	£100 contribution	Annual Review Passports	Taxi transport costs covered to support 3 PP families escorting their child/ren to the ceremonies. Children access a wide range of activities after school / outside of school which enrich their learning.

	<p>Providing Uniform, P.E. Kits, book bags and water bottles for new starters and hardship funds for parents through the year to ensure children have appropriate clothing / footwear to access school / curriculum activities with their Non-PP peers</p>	<p>110 Y1 – Y6 Pupils £30 per child = £3300 Reception <i>Children to also be added. £540 estimated</i></p>	<p>Pupil and Parent Questionnaires Pupil Progress meetings, incl Reach for the Stars Children attend school and lessons equipped for learning</p>	<p>All children wear uniform to reduce any anxiety and ensure all children feel part of their school. Every child has a uniformed PE Kit and therefore can access EVERY P.E. lesson to improve their health, interests and talents. All Children are appropriately clothed for school, and for the weather throughout the year. Families experiencing hardship have been supported.</p>
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Total : £193,960.00 funds spent 2015-16