

Pupil Premium Funding 2016 -17

Aim	Intervention/Activity Funded	Intended Impact	Evaluation and new Action (Data)	Cost £112,200
<p>Research undertaken by the NFER has identified seven building blocks that are common in school which are more successful in raising disadvantaged pupils' attainment.</p> <p>https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils</p> <p>Tollgate Primary School follows the whole school ethos of attainment for all and therefore many of these actions impact <u>all</u> pupils deliberately.</p>				
<p>1) Tollgate ensures that effective behaviour strategies are in place.</p> <p>(SDP Priority 3)</p>	<p>School has recruited an Inclusion Lead and Assistant into their team. This will be their first full academic year working in the school.</p>	<p>Early help can be identified and offered to children unable to pay attention to access their learning. Impact will be measured by a decrease in behaviour incidents and learning behaviour will improve for all.</p>		<p>£26079.50</p>
<p>2) To develop a continuous programme of individual and group interventions for pupils who have been identified as vulnerable.</p> <p>(SDP Priority 3)</p>	<p>Using Boxall and S&D questionnaires, amongst other resources, staff have identified each pupils challenges and interests. Due to this investment in <u>all</u> children, Tollgate seeks the best strategies to help each pupil make the next step in his or her learning. Therefore school (due to increased, upskilled staff) have been able to provide individual support for specific learning needs and</p>	<p>Early help can be identified and offered to children unable to pay attention to access their learning.</p> <p>Children who score as vulnerable in the Boxall and S&D questionnaires will show progress when reassessed during the intervention.</p> <p>Raised self-esteem and emotional support will build learning power inside the classroom.</p>		<p>£17761</p>

	group support for children with similar needs.			
3) To increase the percentage of children meeting national expectation in maths at the end of KS1. (82%) (SDP Priority 2)	Max's Marvellous maths	Children working at 1.3 to make 3 point within 1 term. Individual progress will be monitored using weekly assessment. Those on target to meet the 3 points will continue the existing provision. Those not making the expected progress will have their intervention reviewed. Using the Summer 2016 Mark book tracker, the intervention can be tailored to plug the gaps by analysing the weaker areas in their learning. These can also be used to assess against, marking 1, 2, 3, or 4 in the objectives.		
To increase the percentage of children meeting national expectation in maths at the end of KS1. (82%) (SDP Priority 2)	Numicom	As above		
To increase the percentage of children meeting the expected phonics standard in Year 2. (55%) (SDP Priority 2)	Dancing Bears	Children working between 20 and 31 words will meet the expected phonics level within 1 term. Individual progress will be monitored using weekly assessment. Those on target to meet the 3 points will continue the existing provision. Those not making the expected progress will		

		have their intervention reviewed. Using the 2016 Phonics screening test, the CT's can assess areas of strengths and weakness to allow gaps to be plugged.		
To increase the number of PP children that have a sound understanding of their phase two and three phonics.	Bespoke intervention designed and delivered by a teacher.	Children in the intervention will be base lined and then more than expected progress to be seen. Bespoke 1:1 teacher intervention is expected to accelerate progress.		£18800
To target Year Three children who did not achieve the expected level in Maths at the end of Year Two	Numicon activities.	Children in the intervention will be base lined and then more than expected progress to be seen. This is to be transferred into the classroom		£5000
To accelerate the progress of more able children in Maths.	Mastering Maths Intervention	Children to be baseline on entering the intervention and show accelerated progress (more than 2 points)		£5000
4) To respond quickly to poor attendance and provide strong social and emotional support including through working with parents. (SDP Priority 3)	School have recruited a Pastoral Support Officer to develop good relationships and communication with parents/carers of children at the school and encourage parental involvement in the school and its activities; with particular focus on Pupil Premium children. Drop in sessions and support frameworks available for parents within the school. Signposting to external agencies complete	Whole School Attendance to be stable @ 96%. Increased numbers of parents participating in various events – track against previous numbers from engagement sheets. Families receive the support required social and emotional needs. Vulnerable children are therefore more likely to be able to pay attention and access their learning. Attendance is monitored closely. Where children's attendance begins to		£26685

	to support the needs of families.	decrease the Family Support Coordinator makes contact with the families to offer support.		
5) Reflecting on research completed PP funds will be spent on resources that will support quality first class teaching which links teaching and learning interventions to classroom work. Each teacher has identified an area for development and used the PP innovation fund to create bespoke interventions for their class. Each teacher has presented their PP Intervention to SLT and the PP Governor. Analysis and impact will be monitored throughout the year.				
Mrs Wappett (Nursery)	Mrs Wappett has bid. to improve the outdoor learning environment by providing high-quality, weather-proof resources which can be used year-round.	Good or rapid progress for the majority of children, with at least typical progress being made by all in all the areas of learning listed above. I would expect pupil premium children from 2017 cohort to be 40-60 developing or secure by the end of Summer Term 2017, meaning that they will be on track to reach GLD at the end of Reception and the historic gap between them and their more affluent peers closed by the time they begin formal education.		£480.00
Miss Brookman (Reception)	Miss Brookman want to develop a writing shed outside to inspire children to write and an exciting place to write in. She will buy a shed/play house which we can paint with blackboard paint, so children can draw/write both inside and out. I will also purchase a table and chairs, plus some storage and writing resources.	The percentage of children achieving expected at the end of stage to be in line with the other aspects, so it contributes to us achieving GLD in line with national (predicted to be low 70s). Children will be inspired to write and will want to make the most of the opportunities and resources given to them.		£415.00
Mrs Quittenton (Reception)	Miss Quittenton bid to buy some small world pieces which help build on the children's understanding of a story or a topic .	Scsa – 22 children at expected 96% Sp 22 children at expected 96% U – 22 children at expected 96% Bi – 22 children at expected 96% MH – 22 children at expected 96% W – 19 children at expected 82%		£590.00

Miss Jones Miss Day Year One Bid	The Year One team have bid for the purchase of 21 story bags to use within interventions and to support class teaching. They will be used across the school.	<ul style="list-style-type: none"> • 63% of PP meeting expected (1.6) • 100% of PP making expected progress (6 points/ 1 p-scale) • 82% of cohort to meet expected • 100% of cohort to make expected progress 		£2825.38
Mrs Flack (Year Two)	Mrs Flack has bid for the Plus 1 maths intervention books produced by the company 'Power of 2'. This intervention supports those that struggle to take on early mathematical concepts or to retain early elements of mathematical learning	Greater confidence in class, increase in ability in mental maths, greater understanding of concepts, accuracy when solving problems, increased success in assessments.		£232.50
Miss Horsfall (Year Two)	Miss Horsfall has made a bid for some chickens.	It is hoped that the chickens will increased children's self-esteem and in turn have an impact on the holistic outcomes for the child. Strength and Difficulties questionnaires will be used to track self-esteem. There will be cross curricular links in all areas of learning. A case study will be presented to show accelerated learning.		£500.00
Miss Back (Year Three)	Miss Back has bid for a catch up phonic scheme (Dandelion readers) that involves books and follow up activities based around phonics. These lead up to using suffixes such as 'cian' 'ssion', something that is highlighted in the year 3 and 4 spelling curriculum.	Children developing a secure and concrete understanding of phonics – applying this both to reading and spelling. This resource will then enable them to begin to access some of the objectives in year 3 thus narrowing the gap. I would like to see that all children that finished year 2 below expectation would be making the accelerated progress and thus ensuring that they		£422.00

		reach age expectations by the end of year 3. This means that the 50% of children identified above (the children that are required to make accelerated progress) out of the 55% required to make age expectation will do so.		
Miss Back ,Mrs Duchesne, Mr Hake and Mrs Wakeman (Key Stage 2 Bid)	The KS 2 team have also bid for a set of 6 I pads, with a little extra money for apps	Through this resource we have enabled all children to achieve their very best, ensuring that all children reach their target for the end of the academic year and some excelling this target.		£2890.00
Mrs Wakeman (Year Four)	Power of 2 Maths Intervention scheme. The bid included ample books to cover the Key Stage and stationary pack	100% of the children involved to m accelerated progress and make 3 jumps next half term followed by 3 the next half term so that they are nearer to average.		
Mr Hale (Year Four)				
Mrs Webb (Family Support Worker)				
Mrs Marshall (Inclusion Lead)	<p>Mrs Marshall has made a bid for a resourced outdoor area to work alongside Elmer’s intervention room.</p> <p>To offer a different environment and context in which to provide an opportunity for a more successful learning experience for pupils who struggle with the demands of an indoor environment.</p> <p>Using the environment to encourage curiosity and exploring. Activities will include building a den, cultivating and maintaining a small area of</p>	<p>Increase in self-esteem scores to move pupils from the vulnerable range (40 – 63) to the good (64-86) in self-esteem, an increase in the areas of, sense of self and personal power.</p> <p>SDQ scoring to move from the abnormal range (5-10) down to borderline (4) for peer problems and to increase pro social skills from (3) to (10-6)</p>		£320.00

	vegetables. Creative crafts, storytelling and tree hugging.			
SLT Bid	SLT have purchased a bus to be transformed in a community project into the school library.	A new inspirational and exciting injection into the focus of the reading across the school is predicted to see reading attainment increased in all year groups.		£3000.00
6) Whole school reading attainment improves with shared responsibility to promote the joy in reading across all years.	All classrooms to be given funds to resign their reading corners with the children. Stimulating and inspiring areas to read is hoped to encourage the children in reading for fun. Older peers will then be used to create paired reading throughout the school.	Children will rediscover or embed in their love for reading. Progress will be shown in reading attainment across the school. Individual class schemes will continue to run to encourage reading at home.		£250
7) Teaching Assistants are well trained in supporting pupils' learning as well as in specific learning interventions, so TA's can provide effective support to individual pupils or small groups. (SDP Priority 1)	Increased staffing of TA's across the school to provide specialised provision where required. TA training completed by Inclusion Lead, BSS and Integrated Delivery Team.	Tollgate identifies the strengths of each member of staff and finds the best ways to use them, promoting 'grow their own staff'. They devolve as much responsibility as possible to frontline staff and deploy their best teachers to work with pupils who need the most support, such as those in the lower sets. They ensure that TAs are well trained in supporting pupils' learning as well as in specific learning interventions, so TAs can provide effective support to individual pupils or small groups. They also ensure strong teamwork between teachers and support staff.		£0
8) Disadvantaged children have the	Funds are available to supplement PP trips and pay	Children will have access to enrichment activities and resources		£750

<p>same opportunities and enrichment to those of their peers. Pupil premium take up of trips, clubs and other enrichment activities is on par with their peers.</p>	<p>for resources as necessary to improve the outcomes and experiences of pupil premium children.</p>	<p>to improve outcomes.</p>		
---	--	-----------------------------	--	--

Please note that this document is a working document and shall be added to continuously between now and October half term. Tollgate has introduced a 'Pupil Premium Innovation' to the teaching staff, Inclusion team and Family Support Co-Ordinator. This opportunity allows staff to identify gaps within their PP provision and bid for funds to set up interventions, resources or strategies to improve the outcomes for the children. The bidding forms details all aspects of the innovations and are available from the SENCo.

This is a working document; therefore bids will be added throughout the Autumn term.