



**St Stephen's Church of England Tockholes  
PROPOSED SPEND of PUPIL PREMIUM  
2015 – 2016**

The pupil premium provides funding for children:

- who have been in receipt of free school meals (FSM) at any point in the past 6 years (£1320 per child)
- who have been previously looked after, subject of a special guardianship order and/ or adopted from care (£1900 per child)
- pupil premium plus children currently being looked after or in care (£1900 per child per school year -held by the LA Virtual School Head accessed via PEP return )
- whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for the spending of these monies, performance tables will capture the achievement of disadvantaged children covered by the Pupil Premium.

St Stephens Tockholes Church of England Primary School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged children to improve their academic outcomes.

This document details the proposed spend of the Pupil Premium 2015-2106.

A proportion of the Pupil Premium is committed to maintaining the provision for disadvantaged children that is currently in place.

The anticipated funds available 2015-2016 = approximately £16,420 *\*this figure is subject to change once final figures are released and does not include Pupil Premium Plus monies.*

*Anticipated figures for each group are as follows:*

: DEPRIVATION	14,520
: SERVICE CHILDREN	0
: PREVIOUSLY LOOKED AFTER CHILDREN	1,900
: PUPIL PREMIUM PLUS	0

**The three key objectives:**

1. **Attainment** in literacy and mathematics: to improve the outcomes for FSM children in literacy and mathematics
2. **Language**: to provide early language intervention and support for FSM children in Foundation Stage and Key Stage 1
3. **Engagement**: to improve curriculum engagement and academic achievement for FSM and CIOC children

## Evaluation of Pupil Premium Spend 2015-16

Success Criteria:

FSM children achieve in line with non FSM children

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2016	Executive Headteacher to liaise with:  Assistant Heads Office Manager	Attendance  Monitor attendance through out of school learning registers <ul style="list-style-type: none"> <li>• Monitor attendance at Out of school clubs</li> <li>• Monitor attendance at educational visits</li> <li>• Evaluate impact on confidence and self esteem through attendance/ punctuality and behaviour logs</li> </ul>	£766

<b>OBJECTIVE 1</b>			
ATTAINMENT: To improve the outcomes for PP -FSM and CIOC children in phonics, literacy and mathematics			
<b>Action:</b> To re -deploy teaching assistants to provide small group and 1 to 1 intervention for children in receipt of PP-FSM who are currently working below national year group expectations, or at risk of falling below 100 in scaled scores, in literacy and mathematics.			
<b>Rationale:</b> Sutton document 'One-to-one tutoring +5 months moderate impact' 'For pupils eligible for free school meals (FSM) with lower prior attainment, those who received tuition were more likely to achieve a Level 4 at KS2 and make two levels of progress than those who did not receive tuition. (Secondary ready with a scaled score of at least 100 and making at least expected progress) Evaluation of the Making Good Progress Pilot (2010). DCSF Research Report RR184. PricewaterhouseCoopers (PwC) LLP			
<b>Success Criteria:</b> A reduction of the attainment gap of FSM and FSM children nationally in all years from September 2015 to July 2016 in reading, writing and mathematics			
<b>Dates</b>	<b>Person/s responsible</b>	<b>Monitoring and Evaluation</b>	<b>Costs</b>
September 2015	Executive Headteacher to liaise with:  Assistant Heads SENCO Classteachers Mark Power Assessment and tracking	<ol style="list-style-type: none"> <li>1. Tracking and monitor data of FSM children Entry and exit data analysed for all intervention programmes</li> <li>2. Increased targeted support from Teaching Assistants for phonics, reading and mathematics. Focused 'Narrowing the Gap' support – including Phonics, Read Write Inc, , talk for number, maths and literacy booster</li> <li>3. Teacher support in Key Stage 2 literacy and mathematics booster for children currently working below age related (at risk of falling below 100 on the scaled scores)</li> <li>4. Specialist 1 to 1 teaching for children experiencing significant difficulties acquiring age appropriate literacy skills with dyslexic tendencies</li> <li>5. Purchased resources to develop consistencies in reading, spelling and mathematics between school and home –mathletics, spelladrome, reading eggs</li> </ol>	<ol style="list-style-type: none"> <li>1. £1000</li> <li>2. £3475</li> <li>3. £1866</li> <li>4. £954</li> <li>5. £560</li> </ol>

**Evaluation of Objective 1  
July 2016  
PP/FSM attainment**

	<b>FSM/PP Pupils</b>	<b>Other Pupils</b>	<b>Gap</b>
<b>EYFS</b>	0% GLD	83%	-83%
<b>Year 1</b>	100% attained phonic standard	n/a	n/a
<b>Year 2</b>	<b>At Age related expectations FSM/PP Pupils</b>	<b>Other Pupils</b>	<b>Gap</b>
	Reading 50%	Reading 62.5%	-12.5%
	Writing 50%	Writing 25%	+25%
	Maths 50%	Maths 62.5%	-12.5%
	Reading Writing and Maths 50%	Reading Writing and Maths 25%	+25%
<b>Year 3</b>	<b>At Age related expectations FSM/PP Pupils</b>	<b>Other Pupils</b>	<b>Gap</b>
	Reading 67%	Reading 33%	+34%
	Writing 33%	Writing 33%	0
	Maths 67%	Maths 67%	0
	Reading Writing and Maths 33%	Reading Writing and Maths 0%	+33%
<b>Year 4</b>	<b>At Age related expectations FSM/PP Pupils</b>	<b>Other Pupils</b>	<b>Gap</b>
	Reading 100%	Reading 60%	+40%
	Writing 0%	Writing 60%	-60%
	Maths 0%	Maths 60%	-60%
	Reading Writing and Maths 0%	Reading Writing and Maths 60%	-60%
<b>Year 5</b>	<b>At Age related expectations FSM/PP Pupils</b>	<b>Other Pupils</b>	<b>Gap</b>
	Reading 50%	Reading 80%	-30%
	Writing 50%	Writing 60%	-10%
	Maths 50%	Maths 80%	-30%
	Reading Writing and Maths 50%	Reading Writing and Maths 60%	
<b>Year 6</b>	<b>At Age related expectations FSM/PP Pupils</b>	<b>Other Pupils</b>	<b>Gap</b>
	Reading 100%	Reading 50%	+50%
	Writing 100%	Writing 50%	+50%
	Maths 100%	Maths 50%	+50%
	Reading Writing and Maths 100%	Reading Writing and Maths 50%	+50%

<p><b>OBJECTIVE 2</b>  <b>LANGUAGE/ORACY:</b>          To provide early language intervention and support for PP-FSM children in Foundation Stage and Key Stage 1 through specific intervention programmes</p>			
<p><b>Action:</b>          The support of a part time Language for Life specialist teacher.          Early intervention through access to a specialist Teaching Assistant in the Foundation Stage.          Purchase of specific oracy resources for continuous provision in all learning areas.</p>			
<p><b>Rational:</b>          Primary National Curriculum: Teachers should develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.</p>			
<p><b>Success Criteria:</b>          Language acquisition of PP children in line with year group national standards</p>			
Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2015	P St John Gill Ross SENCO SLE	<ol style="list-style-type: none"> <li>1. Track and monitor data on early language via BPVS . Use of entry and exit data</li> <li>2. Staff CPD</li> <li>3. Focused 'Narrowing the Gap' support – including Pre-teaching Vocabulary</li> <li>4. EYFS Resources</li> </ol>	<ol style="list-style-type: none"> <li>1. £3000</li> <li>2. £375</li> <li>3. £580</li> <li>4. £1300</li> </ol>
		<p style="text-align: center;"><b>Evaluation Of Objective 2</b>  <b>July 2016</b></p> <p style="text-align: center;">Foundation Stage saw a range of interventions including whole class vocab box activities ,narrative therapy and talk about cards            100% of PP children attained GLD in CLL</p> <p style="text-align: center;"><b>BPVS Results for targeted PP children</b></p> <p style="text-align: center;">Ratio gains of 1.0 represent standard progress or “holding ones own”</p> <p style="text-align: center;">In 2016-17 Our targeted children made on average 1.5 ratio gain</p>	

**OBJECTIVE 3****ENGAGEMENT:** To improve curriculum engagement and academic achievement for FSM and CIOC children**Action 1:**

Implement a subsidy to enable FSM students to fully access the curriculum and reduce the attainment gap

**Rational:**

Sutton document: 'the choices that schools make in allocating the money will be vital so that the funding can help raise pupils' attainment'

**Success Criteria:**

A reduction of the attainment gap of FSM and FSM children nationally in all years from September 2015 to July 2016.

FSM children make at least expected progress in line with expectations .

Dates	Person/s responsible	Monitoring and Evaluation	Costs
From September 2015	Executive Headteacher to liaise with:  Assistant Heads SENCO Classteacher EBD Support services	Children with delayed behavioural, emotional and social development identified and appropriate provision and support sourced  Progress of students provided with support to be monitored to ensure value for money <ul style="list-style-type: none"> <li>• Data – literacy and mathematics</li> <li>• Attendance figures</li> <li>• Punctuality data</li> </ul>	£1,544

**Action 2:**

To provide PP-FSM /CIOC children with a free breakfast for children particularly those

1. not meeting year group national standards or
  2. for whom attendance and punctuality are a cause for concern or who are falling under figure of 96%
- (£380 per child full year costs)

**Rationale:**

To provide PP children with free membership to breakfast club, giving them opportunities to develop social skills and self esteem  
 To improve attendance and punctuality

Success Criteria:

To provide PP children with a free breakfast for children

- not meeting year group national standards
- attendance and punctuality are causing concern

Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2015	Executive Headteacher to liaise with:  Assistant Heads Office Manager	Monitor data/attendance/punctuality to devise list for targeted breakfast club attendance Attendance at breakfast club monitored through registration <ul style="list-style-type: none"> <li>• Attainment monitored through tracking systems</li> <li>• Targeted interventions before school after breakfast</li> </ul>	£1000



<b>Action 3:</b> To provide free access to out of school learning opportunities for FSM children To provide subsidies for educational visits			
<b>Rationale:</b> To provide PP children with opportunities to develop their confidence and self esteem			
<b>Success Criteria:</b> FSM children achieve in line with non FSM children			
Dates	Person/s responsible	Monitoring and Evaluation	Costs
September 2015	Executive Headteacher to liaise with:  Assistant Heads Office Manager	Monitor attendance through out of school learning registers <ul style="list-style-type: none"> <li>• Monitor attendance at Out of school clubs</li> <li>• Monitor attendance at educational visits</li> <li>• Evaluate impact on confidence and self esteem through attendance/ punctuality and behaviour logs</li> </ul>	£766
		<p style="text-align: center;"><b>Evaluation of Objective 3</b> <b>July 2016</b></p> <p style="text-align: center;">58% of children attended After School enrichment provision 58% of children attended Breakfast club</p> <p style="text-align: center;"><b>Attendance figures for FSM children</b></p> <p style="text-align: center;">67% of FSM children have now attendance of 95-100% 25% of FSM children have now attendance of 90-95% 8% of FSM children have now attendance below 90%</p> <p style="text-align: center;"><b>Educational Visits</b></p> <p style="text-align: center;">100% of FSM children attended Water Park residential (Y6) Synagogue (Key Stage 2) Holly Farm (FSM/Key Stage 1)</p>	

