

An Daras Multi-Academy Trust



St Stephens Community Academy Provision Map 2015-16/PPG

The An Daras Multi-Academy Trust (ADMAT) Company

An Exempt Charity Limited by Guarantee

Company Number/08156955

Status: Draft	
Recommended	Yes
Statutory	
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Adopted (v1.0)	Sept 2015
Review (v1.0)	Ten weekly review Reviewed 10.12.15
Advisory Committee	School Improvement and Strategic Direction
Linked Documents and Policies	Pupil Premium Policy

St Stephens Community Academy

Pupil Premium Grant (PPG) Provision Menu – Sept 15 to July 2016

<p>The Pupil Premium for 2014 is allocated to schools with pupils on that are known to be:</p> <ul style="list-style-type: none"> • Eligible for free school meals either now or at any time in the last 6 years. • Children of service personnel • Children in local authority care 		<ul style="list-style-type: none"> • At St Stephens Academy we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium Grant (PPG) funding will support us in enabling all to succeed. • Our provision funded by PPG will be aimed at accelerating progress so the vast majority of PPG pupils leave the Academy at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PPG pupils at St Stephens will be measured against the annual national achievement benchmarks of non-PPG pupils. We expect our Wave 1 class based provision to be of the highest quality. (OG: 5) • Funding will also be used to develop high aspirations for the future so that children can continue to succeed. • Our provision has been informed by the latest OFSTED Guidance – <i>“The Pupil Premium – How schools are spending the funding successfully to maximise achievement”</i> – Published in 2012/13. See Appendix A for an overview of key principles. • The PPG policy and leadership of PPG provision and impact is the responsibility of the Local Governing Body and the Executive Head teacher (OG: 11, 12, 15). It will be monitored as an item in the termly Head of School Report.
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Learning Approach Lead Staff	Learning Content Timetable	Access Criteria	Identified Pupils	Starting Point	Key Performance Indicators (KPI) Expected Outcomes	Cost	AIP Link
Whole School Focus Thrive							
TA. Thrive Approach Year1 Morning	Year 1 Focus. Thrive approach programme.	Children who are working at Being and Doing. Using Assessment Thrive tool.		Working at Being/ Doing.	LSPs trained in Thrive principles Thrive Class screening completed Individual Thrive screening completed Class Action Plan in place Individual Action Plans in Place Pyramid of need in place Children progress from Being to Doing Children progress from Doing to Thinking	£10 per hour x 10 hours= £100 2 adults = £200 for a week 6 wks= £1,200 Training Cost: £105 x1 effective Feedback and Questioning (JD)	
						TA: Unit Cost £7,305	

<i>First Review</i>	Year One Provision now Full Time.	Children who are working at Being and Doing. Using Assessment Thrive tool.		Working at Being/Doing.	Action for Spring 2016 Thrive Notice Board established in staff room to share action plans Above KPI focus for Spring Term.	<u>COST REVIEW</u> Thrive Leader £8369 TA £3460 TA £2335 Training Cost £105 <u>TA: UNIT COST REVIEW</u> <u>£14,269</u>	
<i>Final Review</i>	Year One Provision remained Full time.	Thrive assessment tool no longer used as not providing useful feedback. Staff in the pastoral team develop expertise and need to widening of team in 16-17 with job description established for new roles	2 children left. EAL external support provided. AG supported through 1L1 adult provided by school.	Attainment July 2016 data to inform provision for 16-17.	New Pastoral team office completed. Pastoral team adults in place and growing New Thrive room design being used by pastoral team personnel. SEN passport and provision maps show evidence of progression. Class teachers having half termly time to complete learning passports/ provision map and risk assessment. Appointment of new pastoral member for morning with a focus on Emotional and Mental Health.	Cost review for Sept 16 based on no Thrive leader. 1x full time pastoral member 1 x pastoral 13.75 1x SENCIO 1x CP Manager <u>TA: UNIT COST REVIEW</u> <u>£14,269</u>	
TB. Parental Support For Individual children on Thrive approach programme	Parenting Course- 29 th Sept (8 Tuesday- 1 and hours) Setting up TACs Parental workshop on Thrive approach 1:1 time working with individual children.	Children who are working at Being in KS2. Using Assessment Thrive tool.		Working at Being.	PSP trained in Thrive principles Individual Thrive screening completed Individual Action Plans in Place 50% of Parents of children assessed at Being are in relationship with PSP 50% of these Parents attend 'Time for Parents' sessions Children progress from Being to Doing Parents feel more able to deal with child's emotional and behavioural issues at home Parents feel supported and empowered	£10 per hour X 6 hours= £60 <u>TB: Unit Cost</u> <u>£2,160</u>	

<i>First review</i>	Setting up TACs Parental workshop on Thrive approach 1:1 time working with individual children.	Children who are working at Being in KS1- Year One Spring Term. Parental Support for whole school as requested. Using Assessment Thrive tool.	recorded on School system.	Working at Being/ Doing depending on KS.	Parental feedback from parental course was supportive of the course and school provision provided. Spring Term will mean a monthly meeting for this parental group. Thrive training for parents linked to children on Thrive programme in school.	<u>COST REVIEW</u> PSA £5,472	
						<u>TB: UNIT COST REVIEW</u> <u>£5,472</u>	
<i>Final Review</i>	Parent Support programmes have ran through the year for the ADMAT lead by SSCA, Pastoral team 1:1 with children and families based on need. Weekly pastoral meeting to take place in 16-17.	Parental Support for whole school. Pastoral team growth for 16-17. Pastoral team at parent meetings. Pastoral time visiting home on request. Pastoral team widening agencies links and completing referrals. Development of using leaven scale instead of Assessment thrive tool.	Families impacted recorded on School system.	Identified through new school My Concern system- lead by Safeguard Manager.	Parental programmes continue to be very positive- especially when hosted off site. Parent Support advisors developing anew number of parental supportive programmes through links established. Parent Support advisor developing breakfast club access- food bank- Tesco links to develop provision.	<u>TB: UNIT COST REVIEW</u> <u>£5,472</u> <u>Cost remained the same.</u>	
TC. Thrive Approach with Individual Children Year 5	Year 5 Focus. Thrive approach programme.	Children who are working at Doing in KS2. Using Assessment Thrive tool.		Working at Doing.	LSPs trained in Thrive principles Thrive Class screening completed Individual Thrive screening completed Class Action Plan in place Individual Action Plans in Place Thrive Notice Board established in staff room to share action plans Pyramid of need in place Children progress from Being to Doing Children progress from Doing to Thinking	£10 per hour X 4 hours= £40 <u>TC Unit Cost</u> <u>£1,440</u>	
<i>First review</i>	<u>Review completed. Provision Closed for Spring Term.</u> Additional support directly in Year 5 for Spring Term. Thrive focus on Year One. Continue Thrive approach.					<u>TC UNIT COST REVIEW</u> <u>£0</u>	
<i>Final Review</i>	Year Five 'Emotional' support was provided through the pastoral team in Summer term. Change of staff.					No additional Cost as links to costs above.	

TD. Individual Children ‘Being Interruption’ Therapic Story Telling- Facing issues within the Metaphor	KS2 Focus. Thrive approach programme.	Children who are ‘at times’ working at Being in KS2. Using Assessment Thrive tool.		Children experiencing ‘Being Interruptions’	LSP trained in Thrive principles Individual Thrive screening completed Individual Action Plans in Place Children progress from Doing to Thinking Children more able to self-regulate behaviours Thrive room established Key staff trained in Therapeutic Storytelling Theraputic Storytelling used to support emotionally vulnerable children	£10 per hour X 4 hours= £40	
						<u>TD Unit Cost</u> <u>£1,440</u>	
<i>First review</i>	KS2 Focus. Thrive approach programme.	Children who are ‘at times’ working at Being in KS2. Using Assessment Thrive tool.	L	Children experiencing ‘Being Interruptions’	LSP trained in Thrive principles Individual Thrive screening completed Individual Action Plans in Place Children progress from Doing to Thinking Children more able to self-regulate behaviours Key staff trained in Therapeutic Storytelling Theraputic Storytelling used to support emotionally vulnerable children	<u>TD UNIT COST</u> <u>REVIEW</u> <u>£1,563</u>	
<i>Final Review</i>	Children were supported by the pastoral team developing approached beyond the Thrive approach. Staff and student evaluation inform us that this approach would have more impact. Children that were supported in KS all had learning passports/ provision maps.					Pastoral team costs as above.	
F/ Key Stage One Literacy							
E. Closing the Gap at F/ KS1 Read Write Inc One to One Tutoring	1:1 Tutoring using Read Write Inc One to One Tutoring Programme. Using RWI resources such as speed sounds cards. 1:1 adult to support children with daily/ regular speed sound support. Red/ Green Words in plastic pocket chart for regular exception word reading. LSA Training. Supporting English and Maths in the	Children who are working below age relation/ national expectations for phonics level.		Year 1 children working at Purple/ Orange RWI (P8/1c/1b) Year 2 children working at Orange/ Yellow RWI (1b/1a/2c)	<ul style="list-style-type: none">Children are working in line with phonics expectations for age in line with whole cohortData shows children on track to reach expected age related standard at 85% (Whole Cohort)Attainment levels show that children has made accelerated progressMonitoring of provision over time reflects good/ outstanding teaching and learning opportunities	Adult £10 per hour = £25 £25 x 3 adults =£75 RWI Tutoring Kit £365 (Oxford Publishing) (Purchased) LSA Training £140 (CS) RWI Resource Cards £32	

	classroom. Roche. (CS).					Frieze £31.40 Magnetic Letters Cards £85.54 (5) Plastic Pocket charts £ 107.94 Adults: 36 weeks= £2,700 <u>E: Unit Cost</u> <u>£3,462</u>	
First Review	Above provision in place. LSA Training was cancelled. Internal Training provided.	Children who are working below age relation/ national expectations for phonics level.	.	Year 1 children working at Purple/ Orange RWI (P8/1c/1b) Year 2 children working at Orange/ Yellow RWI (1b/1a/2c)	<ul style="list-style-type: none"> Children are working in line with phonics expectations for age in line with whole cohort Data shows children on track to reach expected age related standard at 85% (Whole Cohort) Attainment levels show that children has made accelerated progress Monitoring of provision over time reflects good/ outstanding teaching and learning opportunities 	RWI Tutoring Kit £365 (Oxford Publishing) (Purchased) LSA Training £140 (CS) RWI Resource Cards £32 Frieze £31.40 Magnetic Letters Cards £85.54 (5) Plastic Pocket charts £ 107.94 TA Cost £4,778 <u>E Unit Cost REVIEW</u> <u>£5,539.88</u>	
Final Review	Training provided for	In Year One 70% of	New KS Leader AH	Entry criteria will be	<ul style="list-style-type: none"> July 2016 Outcomes: 70% of 	<u>E Unit Cost</u>	

	<p>staff. Regular review of phonics sessions by HofS and KS Leader and feedback given.</p> <p>All resources used and in place.</p> <p>Regular tracking of data through screening checks.</p>	<p>children achieved phonics results – National 81%. This was an increase on 50% in previous year.</p> <p>Children targeted upon entry into Key Stage One.</p>	<p>to identify children based on phonics screening check information from July 2016 to inform new provision map.</p>	<p>the same for starting points for next year.</p>	<p>children are working in line with phonics expectations compared with 81% National. This was an increase based on 50% in previous year.</p> <ul style="list-style-type: none"> • Attainment levels show that children has made accelerated progress • Monitoring of provision over time reflects good/ outstanding teaching and learning opportunities using new resources/ training for staff and change to the teaching approach. 	<p>REVIEW £5,539.88</p>	
Key Stage One Extension Literacy							
F. Extension Key Stage One Literacy	Wave Two Interventions linked to class Teaching	Children who are working above age related/ national expectations for literacy level.	<u>Year Two Focus</u>	Year 2 children are working at 2c +	<ul style="list-style-type: none"> • Children to achieve 85% at expected national standard • Children to achieve above standardised score in Key Stage One assessments 	<p>Resources: Photocopying/ Materials</p> <p>Unit Cost £100</p>	
First Review	Review completed. Monitoring shows that this is happening within the classroom.						
Final Review	Monitoring through pupil progress meeting shows the impact of short/ specific/ timely interventions based on AFL data in the Year two classroom. Key Stage One July 2016 data show children achieved inline or above in National data for a new assessment. Data shows that children made rapid progress in Year Two.			<ul style="list-style-type: none"> • Children achieved inline with National Result// above • Aspirational targets remains across the ADMAT for next year with 75-85% to achieve ARE • Key Stage SATs and Teacher Assessment were well matched and a through moderation process took place • A focus on children achieving GDS needs to be achieved in 16-17. 		<p>UNIT COST REVIEW £100</p>	
Key Stage One Tutoring							

G. One to One Tutoring Literacy Focus	<p>1:1 Tutoring with a focus on Literacy.</p> <p>Adult working with small group with a focus on writing and phonics to spell.</p> <p>Adult working with a handwriting/ fine motor skill group.</p>	Children who are working below age relation/ national expectations for phonics level.	<p><u>Year Two Focus Group One</u></p> <p><u>Year Two Focus Group Two</u></p> <p><u>Year Two Focus Group Three</u></p> <p><u>Year Two Handwriting Focus</u></p>	<p>Year Two children working below 1a in Writing and Reading.</p> <p>Children who did not meet the phonics screening check in Year One.</p>	<ul style="list-style-type: none"> Data shows children on track to reach expected age related standard at 85% (Whole Cohort) Attainment levels show that children has made accelerated progress Monitoring of provision over time reflects good/ outstanding teaching and learning opportunities 	Adult £15 per hour = (8 hours) £120	
						Resources: Photocopying/ Materials £100	
First review	Completed Review. Provision changed. Seen section T.					Unit Cost £4,420	
						Cost £0. Realigned Cost. To section T.	
F/ Key Stage One Maths							

H. Close the Gap on Maths Attainment levels in F/ Key Stage One- Numcion Programme	Adult working with small group with a focus on Number.	Children who are working below age related/ national expectations for maths.	<u>Year Two Focus</u>	Year Two children working below 1a in Maths. Year One children who did not meet the ELG (working below 1c/1b). Year F identified from Oct 145.	<ul style="list-style-type: none">• Data shows children on track to reach expected age related standard at 85% (Whole Cohort)• Attainment levels show that children has made accelerated progress• Pupil and parental voice (questionnaires) reflect that the children are confident in Number	Adult £10 per hour (1/half hour) £15 36 wks= £540 Numcion £874.70 Numcion £428..99	
First Review	Review completed. Actions for Maths targeted in the classroom. Links to 1:1 Tutoring input above where relevant. Numcion used in the classroom. Numcion Training by M. Rundle £100 per school in ADMAT.					H. UNIT COST REVIEW £1,403.69	
Final Review	Maths SOL has the most impact on raising Maths attainment data- time spent by Math Leader/ Class teacher. Numcion was used within the classroom in line with new SOL. Staff have been fully trained on Numcion which is impacting beyond intervention programmes.			<ul style="list-style-type: none">• July 2016 data shows that Maths results are line with National Expectations• Data shows that Year 2 made accelerated progress in Maths with approx. 20% gain• A focus on 16-17 on raising attainment at GDS will inform provision mapping for next year• Monitoring evidence shows effect use of Numcion resources/ feedback from pupils about Numcion is very positive		H. UNIT COST REVIEW £1,403.69	
KS2 Maths Interventions							
I. Close the Gap on Maths Attainment levels in Key Stage Two- Timetables	Adult working with individuals and small group focusing on multiplication and division skills.	Children who are working below age related/ national expectations for maths.		Children who are working below age related/ national expectations for maths.	<ul style="list-style-type: none">• Data shows children on track to reach expected age related standard at 85% (Whole Cohort)• Attainment levels show that children has made accelerated progress• Pupil and parental voice (questionnaires) reflect that the children know all timetables to x 12	Adult £10 per hour (5.5 hours) £55 £55 x 36= £1,980 Training Cost: £105 x2 (PH/ HC) effective Feedback and Questioning	

						Unit Cost £2,190	
<i>First Review</i>	Continued as above. Regular half termly review completed.					£1563 TA Training Cost: £105 x2 (PH/ HC) effective Feedback and Questioning	
<i>Final Review</i>	Times Tables challenge continued throughout the year to support/ accelerate progress of children achieving timetables. Monitoring evidence of intervention programme. Tracking half termly in impact.			<ul style="list-style-type: none"> To be reviewed inline with Maths SOL- developing new approach through Rock Star Maths- Timed challenged in 16-17 to still link to Round the World Challenge Learning Certificates in Assembly on Friday have focused on BLP and achievement in Round the Word Challenges 		I UNIT COST REVIEW £1,773	
KS2 Maths Interventions							
J. Close the Gap in Maths Attainment levels in Lower Key Stage Two- Numcion Programme	Adult working with individuals and small group focusing on multiplication and division skills.	Children who are working below age related/ national expectations for maths.	: Year Four Focus	Year Four children working below 3c attainment in maths.	<ul style="list-style-type: none"> Data shows Year 3 /4 children on track to reach expected age related standard at 85% (Whole Cohort) Attainment levels show that children has made accelerated progress Pupil (questionnaires) reflect that the children are confident in Number 	Adult £10 per hour 5x 30mins (150mins) (2 ½ hour) £25 x 36= £900 Numcion Cost as KS1 included.	
						Unit Cost £1200	
<i>First Review</i>	Being lead for specific children in Year 3/4/5.	Children who are working below age related/ national expectations for maths.	Names given by KS2 teachers.	Children who are working below age related/ national expectations for maths.	<ul style="list-style-type: none"> Data shows Year 3 /4 children on track to reach expected age related standard at 85% (Whole Cohort) Attainment levels show that children has made accelerated progress 	TA Cost Reviewed- Overall Cost.	

					<ul style="list-style-type: none">Pupil (questionnaires) reflect that the children are confident in Number	J UNIT COST REVIEW £1,513.50	
<i>Third Review</i>	<ul style="list-style-type: none">Children are more confident with Number based on pupil voiceData for Year ¾ still shows children not achieving as highly as expect at 75-85% EXS.A focus on Maths teaching in the classroom through new Maths SOL and Maths leader Mastery ProgrammeA focus on develop teacher subject knowledge of Mastery			<ul style="list-style-type: none">Procedures for preview developing in 16-17. All interventions to be focused on 6 weeks. A starting point test and the same one completed afterwards to show effect size- impact of interventionItrack data half termly to inform interventions for next half termPupils feedback shows that children enjoy small focused group teaching using Numcion programme		J UNIT COST REVIEW £1,513.50	
KS2 Literacy							
K. Fresh Start Intervention Programme	Adult working with individuals and small group focusing on Fresh Start.	Children who are working below age related/ national expectations for reading.	<u>Group One Target 2c/b</u> <u>Group Two Target 2a+</u>	Children working at 2c/b in Year 4 and 5. Children working below 2a in Year 4 and 5.	<ul style="list-style-type: none">Data children on track to reach expected age related standard at 85% (Whole Cohort)Children progress through the directed programme within the 33 weeks or lessAttainment levels show that children has made accelerated progressPupil (questionnaires) reflect that the children has an increased desire to readClass teacher case studies reflect a motivation to read	Adult £10 per hour (225mins) 3.75 hr= £37.50 £37.50 x 36= £1,350 Fresh Start Training x1 Adults £230 Resources Unit Cost £1,580	
<i>First Review</i>	Programme continues for two groups of children morning and afternoon. Monitoring shows that provision is effective.	Children who are working below age related/ national expectations for reading.	Children have been reviewed by Fresh Start leader and KS2 Teachers.	Children who are working below age related/ national expectations for reading.	<ul style="list-style-type: none">Data children on track to reach expected age related standard at 85% (Whole Cohort)Children progress through the directed programme within the 33 weeks or lessAttainment levels show that children has made accelerated	TA Cost review £1,513.50 Fresh Start Training x1 Adults £230 K UNIT COST	

					<ul style="list-style-type: none">progressPupil (questionnaires) reflect that the children has an increased desire to readClass teacher case studies reflect a motivation to read	<u>REVIEW</u> <u>£1,743.50</u>	
Final Review	Staff and pupils reported progress being made through Fresh Start intervention programme. Developments in Spelling programme in classroom meant all children were being taught at ARE and then staff were supporting children with gaps in knowledge.			<ul style="list-style-type: none">A review for 16-17- LSAs will be used to support spelling teaching in the classroomEffective use of strategies such as prevision teach to support children with gaps in knowledgeTeachers tracking more closely absence to ensure children are provided with the curriculum coverage effectivelyChange in Key Stage One practice has ensured that children do not have gaps in knowledge which then enters Key Stage twoVL focus on 16-17 shows more impact on interventions in early years- this will be a focus on 16-17 provision map		<u>K UNIT COST</u> <u>REVIEW</u> <u>£1,743.50</u>	
KS2 Literacy							
L. Key Stage Two Literacy Support	Children identified for learning support in writing.	Children who are working below age related/ national expectations for writing.	<u>Year Four Writing</u> <u>Year 4 Handwriting</u>	Children working at below 2a/3c APS 18.	<ul style="list-style-type: none">Data children on track to reach expected age related standard at 85% (Whole Cohort)Children progress through the directed programme within the 33 weeks or lessAttainment levels show that children has made accelerated progressPupil (questionnaires) reflect that the children has an increased desire to readClass teacher case studies reflect a motivation to read	Adult £10 per hour 5x 30mins (150mins) (2 ½ hour) £25 x 36= £900 £108 Effective Classroom Support 2 days (KB/ SB)	
						<u>Unit Cost</u> <u>£1,116</u>	
First Review	Review completed. 3 x 15mins for individual children handwriting Focus. Year 4.	Children who are working below age related/ national expectations for writing.		Children working at below 2a/3c APS 18.	<ul style="list-style-type: none">Data children on track to reach expected age related standard at 85% (Whole Cohort)Children progress through the directed programme within the 33 weeks or lessAttainment levels show that	COST REVIEW £108 Effective Classroom Support 2 days (KB/ SB) TA Cost £8,649	

					<div>children has made accelerated progress</div> <ul style="list-style-type: none">Pupil (questionnaires) reflect that the children has an increased desire to readClass teacher case studies reflect a motivation to read	TA Cost £8,153	
						<div>L UNIT COST REVIEW</div> <div>£17,018</div>	
Final Review	<div>Change of personal. Use of Learning Support Tutor for pupil response to marking time in Year ¾ with JCD for 2 hours a week</div> <div>Development of learning support tutor RB with Year 5/6 for pupil respond to marking time.</div> <div>VL research shows feedback has to be immediate to have the most impact.</div> <div>Development of PPG leader role- development of PPG marking stickers linked to response to childrens learning policy (marking)</div>			<ul style="list-style-type: none">Pupil voice shows they response well to 1:1 instructionEvidence from monitoring/ books shows impact of response to marking time with adults/ use of purple penPupil voice shows evidence of children developing BLP skills linked to impact of self assessment/ toolkits to use purple pen for markingHalf termly review evidence and PPG leader recording evidence also shows impact through use of leaven scale to show evaluation of impact	<div>L UNIT COST REVIEW</div> <div>£17,018</div>		
Key Stage Two Tutoring							
M. One to One Tutoring in Year Six	<div>Children identified for learning support in Year Six in Maths.</div> <div>Programme will involve regular review and a combination of in class and small group intervention support.</div> <div>1 hour for each child once a week.</div>	<div>Children who are working below age related/ national expectations for maths.</div>		<div>Children working below 3a/4c APS 24 in Year Six.</div>	<ul style="list-style-type: none">Children to meet expected age related standards at 85% in SATs and Teacher AssessmentAttainment levels show that children has made accelerated progress	<div>Teacher £25 per hour</div> <div>3 days (5 hours)</div> <div>15 hours</div> <div>£375x 36 weeks</div> <div>Unit Cost</div> <div>£13,500</div>	
First Review	<div>Review completed.</div> <div>Programme will continue for 3 afternoons.</div>	<div>Children who are working below age related/ national expectations for maths.</div>		<div>Children who are working below age related/ national expectations for maths.</div>	<ul style="list-style-type: none">Children to meet expected age related standards at 85% in SATs and Teacher AssessmentAttainment levels show that children has made accelerated progress	<div>Teacher £25 per hour</div> <div>3 afternoons (6 hours)</div> <div>£150 x 36 weeks</div> <div>M UNIT COST</div>	

						REVIEW £5,400	
Final Review	Increased role of tutoring- increased to 4 afternoons and some morning support with a focus on writing.			Core Stats data show progress of children against Non PPG children as a direct result of tutoring programme.		M UNIT COST REVIEW £5,400	
Key Stage Two Tutoring Jan 2016 Reviewed now Key Stage One Tutoring							
N. Teacher to work in Year Five. 3 mornings. Reading/ Writing/ Maths.	Children identified for learning support in Year Five in Reading/ Writing and Maths. Programme will involve regular review and a combination of in class and small group intervention support.	Children who are working below age related/ national expectations for reading/ writing and maths.	<u>Maths</u> <u>Writing</u> <u>Handwriting</u> <u>Reading in class</u> <u>Reading in class</u>	Children working below 3b in Year Five.	<ul style="list-style-type: none"> Children to meet expected age related standards at 85% in Teacher Assessment Attainment levels show that children has made accelerated progress Monitoring of provision over time reflects good/ outstanding teaching and learning opportunities 	Teacher £25 per hour (9 hours) £225 per week x 36 weeks Unit Cost £8,100	
First Review	Review completed. Autumn Two Children in Year Four. Spring Term Children in Year Two.	Children who are working below age related/ national expectations for reading/ writing and maths.		Children who are working below age related/ national expectations for reading/ writing and maths.	<ul style="list-style-type: none"> Children to meet expected age related standards at 85% in Teacher Assessment Attainment levels show that children has made accelerated progress Monitoring of provision over time reflects good/ outstanding teaching and learning opportunities 	Teacher £13,004 N UNIT COST REVIEW £13,004	
Final Review	Review data showed the need for PPG adult in Year 2 for 3x mornings so action was taken and this remained for the year. In Summer Two the PPG adult was used to target and support children within Year One based on data.			<ul style="list-style-type: none"> Children in Year Two met National Expectations or were about at ARE A focus for 16-17 with be on achieving GDS Children in Year two made accelerated progress on Year One data- evidence in school monitoring Monitoring of provision show impact- evidence in PPG leader file 		N UNIT COST REVIEW £13,004	
Whole School PSA							
O. School Parent Advisor	Role of PSA to work with families to enhance children's learning behaviours and school engagement.	Referral from staff school and requests from parents.	Referral from staff school and requests from parents.	Referral from staff school and requests from parents.	<ul style="list-style-type: none"> Parent feedback through questionnaires show parents are able to access school provision Good Attendance at parent meetings 	£10 per hour (8 hours a week) £80 x 36 weeks	

					<ul style="list-style-type: none"> Case studies of children show that parental engagement reflects in children 'readiness to learn' 'learning powers' and progress and attainment data. 	Unit Cost £2,880	
<i>First Review</i>	Continued Provision. Parental feedback positive. Positive impact on children in the classroom.					O UNIT COST REVIEW Included in TB COST. £0.	
<i>Final Review</i>	Role of PSA remained throughout the year. Time was increased through reduction of HLTA role as demand showed a need in the mornings and towards the end of the day. Role of PSA has developed as PSA now completed agency referrals and support parental meetings with agency. See actions at the beginning.			<ul style="list-style-type: none"> Staff and parental voice remains positive about role of PSA Job description from PSA has been reviewed and linked to appraisal. Evidence in PSA appraisal shows impact of role Pastoral team has been further developed for 16-17 		O UNIT COST REVIEW Included in TB COST. £0.	
Whole School RWI Training Staff							
P. Update on Read Write In Training for Staff to deliver effective phonics teaching	7 Adults Trained throughout Key Stage One and Two in Autumn 2015.	Staff are updated in RWI training to ensure that key performance indicators are met and achieved.	Whole School PPG	N/A	<ul style="list-style-type: none"> Raise standard in Year 1 Phonics Screening Check June 2016 (to achieve 85%+ PPG/ Whole Cohort) All children to meet Year Two Screening Check retake June 2016 Year F Children assessment shows all children confidently reading and spelling words with Set 1 and Set 2 sounds (RWI programme) 	2 x supply £180 Course £2,500** 2 x spelling Training instead (1 place not used)	
						Unit Cost £2,680	
<i>First Review</i>	2 Adults Trained for RWI Spelling in January 2016.	Staff are updated in Spelling training to ensure that key performance indicators are met and achieved.	Whole School PPG		<ul style="list-style-type: none"> All children to meet Year Two Screening Check retake June 2016 Children in Year Two meet Key Stage One English Assessment expectations Children in Year Two meet age related expectations in English at 85% Children in Year 3 and 4 meet age related expectations for Literacy at 85% 	P UNIT COST REVIEW £2,250	
<i>Final Review</i>	All staff have been trained with phonics.			<ul style="list-style-type: none"> Children in Year One achieved 70% -- National 81% but 		P UNIT COST	

	Adaption to phonics teaching at SSCA has shown progress on previous data with RWI. Internal CPD for phonics continues. Monitoring completed by HoS and KS Leader.			was accelerated on previous year at 50% <ul style="list-style-type: none"> Change of teaching personal for Year One for 16-17 will also raise impact levels Year Two data shows progress- case studies for Year Two cohort based on SEN levels 		REVIEW £2,250	
Whole School Assessment Itrack							
Q. Staff Training to closely monitor and track pupils progress and attainment on a half termly basis	Whole School Staff INSET on use of itrack assessment package to closing monitor and track individual children.	Use of itrack package to identify progress of individual PPG children.	Whole School PPG	Teachers to use itrack data to identify progress measurements half termly.	<ul style="list-style-type: none"> Staff using half termly assessment to track progress and attainment of PPG children Assessment package used by staff to analyse PPG children's progress in detail Staff to use assessment information at pupil progress meeting with Head of School Assessment information/ reports to be shared at parents meetings and feed into yearly written report to parents Head of School/ Core Subject leaders to monitor and track progress and attainment of PPG children half termly to report to SLT and Governors 	ADMAT £3,449.50 + VAT.	
						Unit Cost £1,724.75 for SSCA	
<i>First Review</i>	Continued use of itrack track assessment package to track progress and attainment of children.					Q UNIT COST REVIEW COST THE SAME £1,724.75	
<i>Final Review</i>	All teachers using itrack to report end of half term judgements Key Stage Leaders using data to analysis and review their key stages for half termly leader reports H of S using data to tracking school progress/ report to governors and SALT			<ul style="list-style-type: none"> Itrack data used to inform evidence/ data at pupil progress meetings on a half termly basis Assessment information used to report to parents in Spring Half term 2 and Summer Term 2 SALT team have had regular itrack updates from the itrack team- ADMAT team have request many updates to the itrack system that leaders needed that was not originally provided 		Q UNIT COST REVIEW COST THE SAME £1,724.75	
Whole School Access to Enrichments							
R. Access enrichments- School	Funding to access wider learning opportunities such as after school clubs, residential.	Referral from school staff. Request from parent.	Whole School PPG	Identified as PPG	<ul style="list-style-type: none"> Ensuring all children are able to participate in residential/ daily visits and provision such as Swimming 		
						Unit Cost £1,000	

First Review	Continued Provision.					R UNIT COST REVIEW COST THE SAME £1,000	
Final Review	A thorough review has happened of good practice this year to inform 16-17. Access to breakfast club to be widen Access to visits etc to be widen and tracked. Attendance in after school clubs to be tracked. Development of a Breakfast Club for Year 6 children with Learning to be actioned.					R UNIT COST REVIEW COST THE SAME £1,000	
ARB PPG Provision							
S. Access enrichments ARB	Funding to access wider learning opportunities such as wider areas visits, coach and entrance costs, enrichments to wider opportunities in the classroom Additional Staff and training to support children with specific needs.	Referral from school staff. Request from parent.	ARB PPG	Identified as PPG	<ul style="list-style-type: none"> Ensuring all children are able to participate in daily visits Ensuring children can access activities such as cooking Ensuring that all children can reach their own personal targets Ensuring effective adult support 	TA Hours HLTA Training £850 Unit Cost £7,117	
First Review December 2015	Provision Remains as above. Full time TA rather than part time for spring due to being at full capacity with 10 children.	Referral from school staff. Request from parent.	ARB PPG	Identified as PPG	<ul style="list-style-type: none"> Ensuring all children are able to participate in daily visits Ensuring children can access activities such as cooking Ensuring that all children can reach their own personal targets Ensuring effective adult support 	ARB Leader £1762 TA 8,774 Provision Costs £1930 HLTA £4,952 ARB Provision Costs £1238 S UNIT COST REVIEW £18,656	
Third Review	ARB children have engaged in a variety of wider learning opportunity this year. A full review of the ARB curriculum took place in Summer Term with HofS and ARB leader. A pre formal/ semi formal and formal curriculum was created based on extensive research and visits to other settings.			<ul style="list-style-type: none"> Feedback from staff/ parents/ children show enjoyment in visits Children continued to have access to Wild Tribe/ Cooking experiences ARB pupil progress meeting introduce to monitor progress of children New tracking measures for progress measures in ARB based on personal target setting Induced of 2 simple assessment to gather evidence against P scales- with the removal of previous 		S UNIT COST REVIEW £18,656	

				assessments based on external advice/ internal intelligence			
Whole School Effective Feedback							
T. Effective Feedback Time for Teachers to provide effective feedback on marking in Writing/ Reading/ Maths	Teachers are given time to meet with children 1:1 and in small groups to provide quality feedback on marking.	Class Teachers use planning/ assessment information to inform which children.	PPG Children in Class. See Monthly PPG children update.	Identified as PPG	<ul style="list-style-type: none"> Ensure children are making accelerated progress Ensure children have clear knowledge of their strengths in learning and are knowledgeable about their next steps Ensure gaps in learning are addressed 	Teacher £25 per hour (12 hours a week for 2 hour per class a week) £300 x 36 weeks Unit Cost £10,800	
First Review	Provision Established in Spring Term. J CD 7 hours. 2 hours in Year 1, 3 hours Year Two, 2 hours Year Three and two hours Year Four. RB 2 hours Year 5 and 2 hours Year Six.	Children working below age related expectations in Writing/ Reading and Maths.	Class teacher identify PPG children following morning teaching. PPG Leader/ 1:1 tutors keep individual records of the children that they are working with for monitoring.	Identified as PPG.	<ul style="list-style-type: none"> Children achieve age related expectations 	4 hours RB £25 x 4 hours £100 x 36 wks £3,600 JCD £4,420 T UNIT COST REVIEW £8,020	
Final Review	VL research shows feedback has to be immediate to have the most impact. Development of PPG leader role- development of PPG marking stickers linked to response to childrens learning policy (marking)			<ul style="list-style-type: none"> Pupil voice shows they response well to 1:1 instruction Evidence from monitoring/ books shows impact of response to marking time with adults/ use of purple pen Pupil voice shows evidence of children developing BLP skills linked to impact of self assessment/ toolkits to use purple pen for marking Half termly review evidence and PPG leader recording evidence also shows impact through use of leaven scale to show evaluation of impact 		T UNIT COST REVIEW £8,020	
Senior Leader Training							
U. To ensure Senior Leaders are keep abreast of current research	Senior Leaders to attend Still No Excuses! Raising the achievement of disadvantaged pupils: the next steps for Cornish Schools	Senior Leaders	N/A.	Whole School PPG.	<ul style="list-style-type: none"> Ensure senior leaders are monitoring effective use of PPG expenditure Ensure Senior leaders are reviewing the impact of PPG expenditure Ensure Senior leaders are keep abreast of current research of effective use of PPG money 	Training Cost £175 Unit Cost £175	

First Review	Continued Provision.					U SAME COST REMAINS £175	
Final Review	Leadership team has developed over the year. New Acting KS1 leader for Sept 16- NPQSL Acting Assistant Head- Maths Hub SENDICO_ SEN Training 15-16 H of S – NPQH				<ul style="list-style-type: none"> Senior leadership team has developed over year Monitoring of PPG spenditure has takne place through monitoring in different leadership roles Senior leader are reporting to governors producing termly impact reports and analysis of their key Stage Data A through review of data was carried out in July 2016 to inform leaders of their roles in Key Stage leadership Leaders are kept updates through TES/ materials Leaders attended training and were requires to feedback to SLT and wider staff 	U SAME COST REMAINS £175	
Whole School Training							
V. To ensure teachers are using their LSAs in the most effective way to ensure impact on pupil progress	Training by the learning Institute. A facilitated staff meeting on Making the best use of Teaching Assistants. Guidance Report Spring 2015.	Whole School Teaching Staff.	N/A.	Whole School PPG.	<ul style="list-style-type: none"> Effective use of LSA deployment to ensure closing the gaps in children learning Effective leadership of LSAs Effective use of LSAs to ensure impact of LSA costing 	£150 for 30 delegates. Joint MATT staff meeting Spring 2015. TA £1,042 Effective Learning Displays TA Provision £9,571 <u>Unit Cost £75</u>	
First Review	Continued Provision.					V UNIT COST REVIEW £10,763	
Final Review	SLT have used the above materials to inform monitoring and feedback to staff. This information has been shared with staff/ LSA team.				<ul style="list-style-type: none"> Monitoring data shows review of impact of LSA LSA appraisal so a focus on their role New Regular CPD Meetings for LSA/ update meetings have inform LSA about the effectiveness of their role 	V UNIT COST REVIEW £10,763	
Whole School SEN Provision							
W. To ensure children/ staff and families have access to specialist SEN provision and agencies	Class teachers work with SENDICO to access additional support and provisions.	Whole School Teaching Staff.		Whole School PPG	<ul style="list-style-type: none"> Class teachers are knowledgeable about how to support children with SEN Children have access to 	SENDICO for ARB £16,778 SEN TA £5,775	

					additional support and provision with the school and wider external agencies	SEN Provision Costs £1,271 SEN TA £3,460	
						W. UNIT COST £27,284	
First Review	Continued Provision.						
Final Review	SENDICO provided CPD staff meetings SENDICO listen to staff voice in updating formats for passports/ provision maps etc		<ul style="list-style-type: none"> 16-17 All teachers have a morning release for SEN to ensure the impact of paperwork on raising children attainment and achievement of personal targets Teacher have a wider knowledge of SEN children and how to support them Children have access to additional support and provision with the school/ other agencies through the development of the pastoral team 			W. UNIT COST £27,284	

Pupil Premium Grant Income:	Pupil Premium Grant Costs Overview:	Pupil Premium Grant Unallocated:
£114,400 approx. based on Sept 2015 numbers	<u>Sept 2015 projected Spend: £76,308.75</u> December 2015 Projected Spend: £138,672.32 (due to staffing updates from Central Team)	September 2015: £38,091.25

Pupil premium unallocated spend is being used for summer 2015. The pupil premium grant will be reviewed termly for impact. All interventions are closely monitored and any LSAs will have performance management and monitoring to ensure impact of spending. Effectiveness of resources and training are also monitored through a regular programme of review.

Appendix A - OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> Carefully ring fenced funding so that they always spent it on the target group of pupils Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels Thoroughly analysed which pupils were underachieving particularly in English and maths and why Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement Understood the importance of ensuring that all day to day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good 	<ul style="list-style-type: none"> Had a lack of clarity about the intended impact of the spending Spent the funding indiscriminately on teaching assistants with little impact Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective Did not have good performance management system for teaching assistants and other support staff Did not have a clear audit trail for where the funding had been spent Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved Planned their PP spending in isolation so their other planning e.g. improvement planning

<ol style="list-style-type: none"> 6. Allocated their best teachers to teach intervention groups to improve mathematics and English 7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked 8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve 9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it 10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress 11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils 12. Had a clear policy on spending the PP agreed by governors and publicised on the school website 13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning 14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings 15. Thoroughly involved governors in the decision making and evaluation process 16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	<ul style="list-style-type: none"> • Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority
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