**Newport Junior School – Pupil Premium 2014/2015**

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| Intended Outcome | Action | Monitoring | Impact |
| To close the gap in attainment and accelerate children’s progress.To run effective intervention programmes throughout the day.Keeping a log of intervention and pupil’s progressWork support by OT, offering Brain Gym activities | To provide additional support for vulnerable groups through intervention programmes e.g Booster sessions for year 6 childrenSpringboard maths – across the whole school.Letters and sounds/phonics Years ¾Cool KidsToe by ToeWave 3- whole school | To be monitored by class teacher and SLT to monitor the effectiveness of the intervention programmes, also through the provision maps**£21,640** | Year 3The gap in progress between disadvantaged and other has closed in Writing and Maths. They make more progress than other pupils. The attainment gap at Level 4 in Writing and Maths closed so disadvantaged and other children attain equally well.Year 4The gap in progress between disadvantaged and other has closed in Reading, Writing and Maths. They make more progress than other pupils in writing and Maths. The attainment gap at Level 4 in Reading closed so disadvantaged and other children attain equally well.Year 5The gap in progress between disadvantaged and other has closed in Reading, Writing and Maths. They make more progress than other pupils in Reading, Writing and Maths. The attainment gap at Level 4 in Reading closed so disadvantaged and other children attain equally well.Year 6The gap in attainment and progress between disadvantaged and other pupils closed over the academic year. RAISE online notes a strength that disadvantaged pupils perform broadly in line with National. |
| Support within the classroom environment to assist with their learning to offer interventions for staff, parents and pupils.To provide training for support staff to offer support and guidance.To also offer advice through the CAF and TAC process | 10 Behaviour Support sessions purchased from BSTBehaviour Policy ReviewCPD for lunchtimes SupervisorsTraining for AutismPeer Group1:1 sessions | Identify specific barriers to learningMonitor behaviourTo be monitored by class teacher and SLT also Governor for Safeguarding**BESD £2050** | No exclusions during the 2014-2015 academic year.Local Authority monitoring reflects that learning behaviour in school is at a very high standard. SLT monitoring of the behaviour logs ensures disadvantaged pupils behaviour is addressed as a matter of urgency where any issues do occur. |
| Identifies progress and attainment and also identifies children with a specific special educational need. | 5 LSAT sessions purchasedWorks with children, speak to parents and report back to classteacher and offer advice and recommendations for implementation for helping to support the children | This to be monitored through the provision maps, showing clear targets and support and the impact upon their progress, to be monitored by SENCO**£975** | Where pupils are SEND and disadvantaged the SENCO monitors to ensure the IEP contains smart targets and these are feedback to parents. |
| To support vulnerable pupilsIdentifying the gaps.Effective management of vulnerable groups across the school. | 1 additional teacher to work 0.5 specifically to work with maths booster children across the school specifically using the Matheletics programme, working 1:1 and in small groups with vulnerable children | Children’s progress monitored through SLT.Assertive mentoringInternal assessments**£17,000** | See above attainment and progress data for Year 6 for the impact of the additional booster teacher: ‘The gap in attainment and progress between disadvantaged and other pupils closed over the academic year. RAISE online notes a strength that disadvantaged pupils perform broadly in line with National.’ |
| To support vulnerable pupilsIdentifying the gaps.Effective management of vulnerable groups across the school.SALT, OTAlso to help pupils build their confidence. | Nurture group with Nurture TA | Monitored through SENCO and planning with a member of SLT**£350** | Achievement for All has helped us to identify our most vulnerable learners with low self esteem. A TA ran a nurture group for some pupils and the AFA coach ran a motivation group. Later questionnaires showed self esteem had improved. |
| To improve attendance of all pupils | An appointed EWO through the Cluster. Meets with the school once a month to monitor attendance, attendance at TAC meetings.Home visit to parents should it be required to ensure good attendance | Monitored through monthly meetings to review attendance and any issues which may occur.Targets agreed with governors**£1035** | School attendance end of July 2014 96.97%Pupil Premium attendance 98.12% |
| Offering emotional and wellbeing support for pupil and family. | Bought in services e.g Relateen, family support | Feedback from services involved to HT**£500** | See individual case documentation. |
| Encourages children to be more outgoing with regards to emotional and wellbeing and support their learning .Encourages more reading at home | Resources to help support staff to carry out intervention and support programmesLego Build setsSocial skills and circle time booksPhonic books and Toe by Toe resourceSpringboard, BoosterAdditional reading resources | Support staff feedback to classteacher and follow up from SENCO**£676** | TA reports through TAC provides positive impact on children involved in Lego build. |
| Identifying the gapsEffective management of targeted interventions.Effective feedback to classteachers | Release time of 0.1 for SENCOTo monitor vulnerable pupils, intervention programmes in place | Monitored through assertive mentoring sessions**£350** | SENCO has an overview of the most vulnerable learners, monitors attainment and progress and oversees intervention. |
| To ensure that all children have equal access to all additional experiences to enhance the curriculum | Subsidies for school visits, residentials | Monitoring of each trip and residential**Approx £1080** | Support for year 4 children in residential May 2015 and London Trip 2015 – as a result FSM children have committed to go.  |