**Newport Junior School – Pupil Premium 2015/2016**

|  |  |  |  |
| --- | --- | --- | --- |
| 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 progress  Work support by OT, offering Brain Gym activities | To provide additional support for vulnerable groups through intervention programmes e.g Booster sessions for year 6 children  Letters and sounds/phonics Years ¾  Cool Kids  Toe by Toe  PLT- whole school | To be monitored by class teacher and SLT to monitor the effectiveness of the intervention programmes, also through the provision maps  **£23, 765** | * End of key stage and internal attainment results are above National. * Internal tracking shows majority of children making very good progress. * Books show at least good progress in monitoring. * Progress evident against the targets set on Provision Maps and in Pupil Premium Plans. |
| 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 BST  Behaviour Policy Review  CPD for lunchtimes Supervisors  Training for Autism  Peer Group  1:1 sessions  Mentors | Identify specific barriers to learning  Monitor behaviour  To be monitored by class teacher and SLT also Governor for Safeguarding  **BESD £2150** | * All staff have the subject knowledge to support autistic learners – actions in place including for example increased use of visual timetables. * Behaviour support sessions used to support pupils in making progress against provision map/pupil premium plan targets. |
| Identifies progress and attainment and also identifies children with a specific special educational need. | 5 LSAT sessions purchased  Works 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** | * LSAT reports impacted on classroom provision for individuals. * Evidence available in provision maps and pupil premium plans. |
| To support vulnerable pupils  Identifying 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  Structured conversations with parents to formulate targets with the child. | Children’s progress monitored through SLT.  Assertive mentoring  Internal assessments  **£17,500** | * Booster teacher worked in the Spring Term to support vulnerable off target pupils – attainment at End of Key Stage was above National. * Evidence in the books of Year 6 pupils working with the booster teacher shows accelerated progress and misconceptions addressed. |
| To support vulnerable pupils  Identifying the gaps.  Effective management of vulnerable groups across the school.  SALT, OT  Also to help pupils build their confidence. | Nurture group with Nurture TA  Support for EAL | Monitored through SENCO and planning with a member of SLT  EAL **£2550**  **£360** | * Nurture group held once weekly to deliver Socially Speaking materials and a local pilot scheme. Pupil well being developed as a result. |
| 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  **£1125** | * Attendance %’s above National. * Attendance closely monitored to ensure it does not become a barrier to progress. * Examples of disadvantaged pupils whose attendance improved as a result of EWO intervention. |
| Offering emotional and wellbeing support for pupil and family. | Bought in services e.g Relateen, family support | Feedback from services involved to HT  **£500** | * Relateen support impacted on well being of individual pupils. |
| 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 programmes  Lego Build sets  Social skills and circle time books  Phonic books and Toe by Toe resource  Booster  Additional reading resources | Support staff feedback to classteacher and follow up from SENCO  **£935** | * Resources purchased are impacting upon pupil attainment. |
| Identifying the gaps  Effective management of targeted interventions.  Effective feedback to classteachers | Release time of 0.1 for SENCO  To monitor vulnerable pupils, intervention programmes in place | Monitored through assertive mentoring sessions  **£3550** |  |
| To ensure that all children have equal access to all additional experiences to enhance the curriculum | Subsidies for school visits, residentials  Emergency transport for 2 Y6 children  Employ lifeguard to enable vulnerable and emotional children to have confidence in the water | Monitoring of each trip and residential  **£1700**  **Approx £1080**  **Swimming instructor**  **£700** | * Learners are able to enjoy the range of opportunities offered by school with high %’s of pupils taking part. This impacted upon self esteem and skills for the future. * Small group swimming sessions developed confidence and water safety skills. |