

St Andrew's CofE Junior School - Pupil Premium Allocation Plan 2015 - 2016

Allocation 2015 – 2016 = £131,651

Support Strategy	Intervention/Support/Resource	Cost	Impact
Raise the achievement and progress of pupils in English	Literacy Interventions - Intervention by specialist Literacy Teacher to provide accelerated learning to support and challenge Reading, Writing, Spelling, Punctuation and Grammar in Year 6. Intervention by small group and one-to-one teaching. - Specialist Literacy Intervention Teacher to provide small group and one-to-one accelerated learning to support and challenge Reading, Writing, Spelling, Punctuation and Grammar in Years 4 and 5. <i>Read Write Inc</i> Phonics intervention groups in Years 3 and 4 led by HLTA. <i>Read Write Inc</i> Fresh Start intervention groups to support Year 5 and Year 6 pupils led by HLTA.	£29744 £20000 £15000	
Raise the achievement and progress of pupils in Mathematics	Mathematics Interventions Intervention by specialist Mathematics Teacher to provide accelerated learning to support and challenge Mathematics in Year 6. Intervention by small group and one-to-one teaching.	£21182	

	- Mathematics support in small groups in Year 3 by Mathematics Intervention Teacher. - Year 3 Teaching Assistant support for targeted individuals. - Mathematics Intervention Teacher to support and challenge Year 4 and 5 in small group and one-to-one interventions.	£19225	
Mathematics problem solving day	Whole school problem solving day lead by <i>World of Maths</i> .	£1000	
Literacy training	Whole school staff training for intervention programme and resources.	£1500	
Mathematics training	Whole school staff training for intervention programme and resources.	£1500	
Learning to Learn training		£2000	
Learning Mentor	Work with Pupil Premium to raise confidence, self-esteem and support emotional learning	£8500	
School Educational visits	Subsidies for pupil visit costs	£2000	
School Residential visits	Subsidies for Years 3,4,5,6 pupil residential costs	£3000	
Music	Additional music support	£2500	
Theatre and Arts experiences		£1500	
Parenting support and Interventions		£1200	
After school club support		£1800	
	Total	£131,651	

Notes:

- Evaluation of impact will be completed at the end of the academic year 2015 – 2016 to show the impact of the Pupil Premium spending.
- The *EFF* and *Sutton Trust Teaching and Learning Toolkit* (<https://educationendowmentfoundation.org.uk/toolkit/>) identifies a range of teaching and learning strategies to raising achievement. It analyses each strategy and the impact on the learners to determine the most effective and value for money approaches.

We have identified several of the more effective impact strategies identified by the *Sutton Trust* and the Ofsted document '*The Pupil Premium How schools are spending the funding successfully to maximise achievement*'. Our teaching and this action plan use some of these strategies so that we can be confident that we are using interventions and approaches with evidence of success.

The research indicates the impact of each type of strategy:

Small group tuition

- *A qualified teacher is more likely to achieve greater progress and raise attainment.*
- *Intensive tuition in small groups is highly effective*
- *Pupils are grouped according to current levels of attainment or specific needs*

Teaching Assistants

- *Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.*
- *Schools should think carefully about the training and deployment of TAs.*

Research – 1:1 Tuition

- *1:1 tuition in intensive small groups is very effective in helping learners to catch up*
- *Allows effective feedback.*
- *Short periods of intensive sessions tend to have the most impact.*

Research – Feedback to learners

- *Feedback studies tend to show very high effects on learning*
- *Feedback has effects on all types of learning across all age groups*
- *Feedback should be specific accurate and clear*

Meta cognition and self-regulation strategies (Learning to learn)

- *Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential*