



Pupil Premium Spending Plan 2014/15

Financial year	Amount of Pupil Premium funding
2011-12	£15,050
2012-13	£27,800
2013-14	£41,400
2014-15	£53,500

	2012-13	2013-14	2014-15
Percentage of FSM pupils	22.7% (nat 26.2%)	21.7% (nat 26.7%)	19.7%
No. of FSM pupils eligible for PP	49 @ £623 = £30,527	38 @ £953 = £36,216	41 @ £1,300 = £53,300
No. of looked after pupils eligible for PP	1 @ £623 = £623	0	0
Total	£27,800	£41,400	£53,300

Focus	Budgeted Cost	Actual Cost	Evidence-base	Specific, intended outcomes	Monitoring Impact – Spring
Literacy Intervention	£500 + £4,000	£4,500	Advice from Laurence Haines	Four children to make accelerated progress in reading and writing	Intervention stopped as no evidence of accelerated progress. Worked alongside Laurence Haines to develop intervention
Counselling Service	£1,500	£3090.00	Success demonstrated in previous year – in school evidence Pupil Premium in Hertfordshire: Use and Impact (2014)	Six children to be supported with emotional needs	Impact enabled children to manage emotional difficulties resulting in increased focus in class learning – see individual case studies
WOPPS alto horn/samba percussion lessons	£500	£439.84	Success demonstrated in previous year – in school evidence Pupil Premium in Hertfordshire: Use and Impact (2014)	All children in Y4 to benefit from specialist music teacher. Children develop self-esteem and confidence	Pupil voice suggests that the children have developed confidence and determination in learning to play and perform (Autumn 2 2014)
Visits and visitors	£1,000	£826.26	Pupil Premium in Hertfordshire: Use and Impact (2014)	All children to experience at least one visit or visitor per term To provide disadvantaged children with enrichment opportunities resulting in greater language opportunities, opportunities to develop confidence, opportunities to experience 'learning new learning'. Children develop self-esteem and confidence.	Children all able to attend visits
Clubs	£500	£793.00	Pupil Premium in Hertfordshire: Use and Impact (2014)	To provide children with opportunities outside of the National Curriculum aimed at enabling them to develop confidence in new areas of learning or specialise in a specific skill 100% of children receiving PP to attend at least once club over the academic year	76% of children receiving PP attending clubs in the Spring Term. Pupil voice from Y5 indicates that the children who do not attend are not interested in the clubs available.
To improve the quality of teaching and learning	£18,500	£18,500	EEF	Quality first teaching for all children Develop quality of teaching and learning through TLDP in: <ul style="list-style-type: none"> • Collaboration • Self-regulation • Peer Tutoring Develop quality of teaching and learning by improving quality of feedback and marking Develop quality of teaching and learning by	Nursery – increased levels of talk over Spring term; next steps responding Reception – increased levels of engagement in reading; next steps link to ALT Y1 – improved social skills which are now being used to enhance learning (feedback from HAFLS); next steps

				<p>engaging all TAs in professional learning opportunities</p> <p>Develop quality of teaching through collaborative practice</p>	<p>apply skills in a range of learning contexts</p> <p>Y3 – improved quality of discussions between children as they are able to express themselves in an improved way; next steps to develop perseverance and resilience</p> <p>Y4 – increased engagement in reading; new project being developed to enhance talk</p> <p>Y5 – increased engagement with learning; next steps managing own learning emotions and taking responsibility</p> <p>Y6 - increased engagement in reading</p>
To develop family links; engage parents in school life; continue to develop an inclusive and welcoming culture	£8,000	£8,000	The Pupil Premium: How Schools are Spending the Funding Successfully to Maximise Achievement (OfSTED 2013)	<p>Trained member of staff to support families needing support via a Common Assessment Framework</p> <p>Target families with poor attendance</p> <p>Improved parent relationships result in improved attendance, home learning and home support</p> <p>Children from disadvantaged backgrounds attending school at least 95% of the school year</p>	See individual case studies. Parents requested support with: mental health issues; learning to speak English; family learning; attendance; uniform
To create enrichment and opportunity	£1,000	£1,000	Pupil Premium in Hertfordshire: Use and Impact (2014)	<p>Children develop language for social engagement and self-esteem through a sense that they can positively influence what happens around them</p> <p>Example strategies:</p> <ul style="list-style-type: none"> In the news (newspaper) Resources to enhance Learning-led assemblies 	Language of learning throughout the school. Children talking about learning.
Additional TA support in Y6 and Y2 to provide additional learning support in maths and literacy	£6,000	£6,000	Pupil Premium in Hertfordshire: Use and Impact (2014)	<p>To narrow the broad gap between PP and non-PP children where the gap is at its widest. Progress for all children receiving PP to be accelerated</p> <p>Disadvantaged children making academic progress in line with their peers</p>	High impact in Y6 – see attached PPM
To support children with emotional and	£4,000	£4,000	Pupil Premium in Hertfordshire: Use and Impact (2014)	Trained TA to support learning of all disadvantaged children with behaviour and emotional difficulties	Ongoing

behavioural challenges				Children supported and enabled to manage emotions which may be preventing them from being ready to learn. Behaviour SDQ scores to improve.	
Professional Learning for all TAs	£2,000	TBC	The Pupil Premium: How Schools are Spending the Funding Successfully to Maximise Achievement (Ofsted 2013)	All TAs involved in whole-school developments in teaching and learning leading to a greater understanding of what pupils need to do to improve their achievement Professional learning opportunities led by the Inclusion Leader and Deputy Head	High impact on professional learning through shared case study approach and through Laurence Haines Maths. Yet to measure impact on learning.
Specific, tailored provision based on arising needs of the children	£6,000	£2,000 Learning pods £3,904	Marc Rowlands	Good knowledge of the children to match high-quality provision identify individual need	See individual case studies
	£53,500				

All strategies underpinned by:

Effective monitoring and evaluation of the impact of spending, including: a change in strategy arising from good quality evaluation; collective responsibility for monitoring the progress of all children; good knowledge of the children to match high-quality provision identify individual need; a fully involved governing body

Tools to measure impact:

Attendance records **Behaviour questionnaires** **Progress towards individual targets** **Pupil voice**
Parental engagement **Academic achievement** **Observable measures**