



Pupil Premium Spending Plan 2015/16

Focus	Cost	Evidence-base	Specific, intended outcomes	Monitoring Impact
Counselling Service	£5,000	Success demonstrated in previous year – in school evidence Pupil Premium in Hertfordshire: Use and Impact (2015)	Twelve older children to be supported with emotional needs	
Play therapy	£2,400	Success demonstrated in previous year – in school evidence Pupil Premium in Hertfordshire: Use and Impact (2015)	Six younger children to be supported with emotional needs	
Professional Learning on Attachment and Behaviour	£2,000	Supporting those children with emotional and behavioural difficulties	All children are responded to by all adults in a consistent approach. All adults gain an understanding behind children with emotional or attachment issues. Children develop self-esteem and confidence.	
Visits and visitors	£1,000	Pupil Premium in Hertfordshire: Use and Impact (2015)	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.	
Clubs	£1,000	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	Lego club - £200; six children attending in autumn term
To improve children's engagement in writing through reading	£1,000 (each teacher, £25 per half term following guidance in PLM on 16.09.15)	In school trial	Quality first teaching for all children Children inspired and engaged through text	
To improve the quality of teaching and learning through lesson study and	£4,000 (used for teacher release time)	EEF	Continue to develop quality of teaching and learning through TLDP in: <ul style="list-style-type: none"> Collaboration 	

TLDP			<ul style="list-style-type: none"> • <i>Self-regulation</i> • <i>Peer Tutoring</i> <p>Develop quality of teaching and learning by improving quality of feedback and marking Develop quality of teaching and learning by engaging all TAs in professional learning opportunities Develop quality of teaching through collaborative practice</p>	
To develop family links; engage parents in school life; continue to develop an inclusive and welcoming culture	£19,470	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 Target families with poor attendance Improved parent relationships result in improved attendance, home learning and home support Children from disadvantaged backgrounds attending school at least 95% of the school year</p>	
To create enrichment and opportunity through outdoor learning	£7,000	Pupil Premium in Hertfordshire: Use and Impact (2014)	Children develop language for social engagement and self-esteem through a sense that they can positively influence what happens around them	
Additional TA support in Y6 to provide additional learning support in maths and literacy	£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 Disadvantaged children making academic progress in line with their peers</p>	
Professional Learning for all TAs	£2,000	The Pupil Premium: How Schools are Spending the Funding Successfully to Maximise Achievement (OfSTED 2013)	<p>All LSAs 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</p>	
Specific, tailored provision based on arising needs of the children	£6,000	Marc Rowlands	Good knowledge of the children to match high-quality provision identify individual need including incentives to improve attendance, wear uniform to develop a sense of belonging (see case studies from last year)	
Develop and monitor range of effective strategies for improving outcomes for disadvantaged children	£2,640	RANGe project with HfL	Effective evaluation of strategies ensures that all disadvantaged children have good outcomes.	
	£56,760			

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