**Planning and evaluation outline – Pupil Premium 2016/17**

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| used for:  | **Amount allocated to the intervention / action** **(£)**  | **Is this a new or continued activity/cost centre?**  | **Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale**  | **Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?**  | **How will this activity be monitored, when and by whom? How will success be evidenced?**  | **Actual impact: What did the action or activity actually achieve? Be specific: ‘**As a result of this action…’ **If you plan to repeat this activity, what would you change to improve it next time?**  |
| Ark Teacher | £46,000 | new | specialist teacher to teach pupils identified as at risk of permanent exclusion due to severe emotional and behavioural difficulties | Pupils are reintegrated into their class, are able to function within the normal classroom environment and are ready to transition to high school as successful, mainstream pupils. | Monitored by HT, SLT, Pastoral team and Governors through HT report at governing body meetings. |  |
| Ark assistant | £12,000 | new | Employment of a teaching assistant to support the specialist teacher to teach pupils identified as at risk of permanent exclusion due to severe emotional and behavioural difficulties |  |
| Nurture room leader | £18,475 | continued | To run nurture provision for pupils identified as having emotional/behavioural needs through use of Boxall profiling’. | To provide the children with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress. | Monitored by Pupil Welfare officerReports to HT and Governing body |  |
| Nurture room Assistant | £13,104 | continued | To support and work along side the nurture room leader | To support the nurture room leader To provide the children with a safe, small group, nurturing environment in order to ensure that barriers to learning are removed and pupils make good or better progress. | Monitored by Pupil Welfare officerReports to HT and Governing body |
| Employment of a child therapist for 1 day a week |  £6,200 | Continued | Mental health services and CAHMS were slow to respond to pupil need. We have a significant minority of pupils who have experienced personal trauma and this was presenting barriers to their ongoing happiness, sense of safety and ability to learn within a class room environment. The child therapist works with 4 pupils for 1 to 1 hour sessions through a teacher referral system but also works with pupils who self refer for ‘talk time’ over lunchtime. | To ensure that barriers to learning caused by emotional difficulties are met and pupils make good or better progress | Monitored by HT and annual report to the governing body. |  |
| Employment of a language development worker to provide early intervention in the EYFS | £7,800 | Continued | Language development worker to support pupils raising concern around their communication and language development in nursery and reception. | To ensure early intervention to accelerate progress in language development for pupils in the EYFSTo ensure that pupils are identified and intervention put in place as soon after entry to nursery and reception as possibleTo raise attainment particularly in phonics and writing. | Monitored by HT and annual report to the governing body. |  |
| Pupil premium intervention teaching assistant | £12,000 | continuing | Employment of an additional member of support staff to increase capacity in order to be able to use a member of support staff to deliver teacher planned intervention to pupil premium children in year 5 and 6 who are in danger of not achieving level 4 or not making expected progress in the national tests at the end of key stage 2. | Accelerated attainment and progress for pupil premium pupils in year 5 and 6. | Monitored by HT, governors and class teachers during 6 weekly pupil progress meetings. |  |
| Learning experiences | £4500 | New (learning experiences have taken place but have been restricted in previous years by lack of funding) | To provide first hand learning experiences to give socially disadvantaged pupils a broader range of real life experiences to base their writing on. | Improved standards in writing in all cohorts. | Monitored by HT, governors and class teachers during 6 weekly pupil progress meetings. |  |
| Uniform Vouchers | £2346 | continuing | To provide support to families to ensure that pupils are wearing the correct uniform. | All pupils are able to wear school uniform  | Monitored by pastoral team |  |
| e-merge | £1000 | new | 1 to 1 coaching for pupils experiencing emotional and behavioural difficulties | Pupils are able to access the curriculum | Monitored by pastoral team |  |
| Consultancy support from Pivot Care (3 days per half term) | £8,875 | Continued | Consultancy support to monitor the quality of pastoral provision and to provide CPD to staff working within the Ark. | Pupils are reintegrated into their class, are able to function within the normal classroom environment and are ready to transition to high school as successful, mainstream pupils. | Monitored by HT, SLT, Pastoral team and Governors through HT report at governing body meetings. |  |
| Total spending = £132,000Total Pupil Premium Grant=£ 132,000 |