



Pupil Premium Action Plan 2015/16

St Mary's CE Infant School receives Pupil Premium funding in addition to the schools budget. The Government fund has been established to address inequalities for children in receipt of free school meals or in the looked after care system (including those who have been adopted); in order to narrow the attainment gap for disadvantaged children. In addition to this the school receives funding for children whose parents are serving in the armed forces.

For 2015-16, the school received **£11,880** in Pupil Premium funding for disadvantaged pupils. There were 9 pupils identified to receive the Pupil Premium funding; this was 8% of our pupils across the school. For this academic year there is one child from Serving Forces families in the school.

The school analyses the needs of the children and decides how best to spend this funding in order to have the maximum impact possible.

Allocation/Action	Desired Impact on Learning Outcomes	Impact
Train teachers on guided and shared writing to develop the standard of first wave quality teaching of writing.	<ul style="list-style-type: none"> • Inset training led by Julie Hawkins • Guided and shared writing sessions occurring regularly in class and seen on planning. • Children's progress in writing to accelerate to be inline or above their peers. 	Analysis of progress gap indicates that this approach diminished the difference in Year 1 between Pupil Premium and non-Pupil Premium children during the academic year.
Buy Project X books and other resources Train a TA to run Project X reading intervention	<ul style="list-style-type: none"> • Liaise with OUP to buy resources • Train TA to lead • Identify suitable children • Accelerate children's reading progress and pleasure in reading. • Accelerated progress sin phonics as a result • Children identified to pass phonics re-take in year two 	High Impact: RAISEonline 2016 – Outcome of Year 2 phonics screen check indicate 4/5 children who had not meet the expected level in Year 1 did so in Year 2. Pupil feedback
To provide higher level Phonics Training for Teaching Assistants	<ul style="list-style-type: none"> • Train TAs on higher level phonics teaching • Feedback to all staff • Increase rate of progress of children • Teach Phase 5 sounds sooner and apply to reading and writing 	High Impact: 2016 Inspection Dashboard data identifies Year 1 phonics as a strength. The proportion of Pupil Premium

		children meeting the expected standard was above the national figure.
Recruit, employ and train a new TA to work in Year 2 to cover Precision Teaching	<ul style="list-style-type: none"> To carry out Precision teaching in Year 2 and provide personalised individual teaching in order to accelerate progress in reading, writing and maths and narrow the gap between Pupil Premium children and others. 	Probes records
Employ and train a Teaching Assistant to provide nurture provision for identified children Train TA as an Emotional Literacy Support Assistant (ELSA)	<ul style="list-style-type: none"> Pastoral care to enable pupils to be ready to learn and achieve well. 	Impact of ELSA project measured using QCA Behaviour checklist
Supplement cost of trips and visits	<ul style="list-style-type: none"> First hand experiences stimulate pupils' interests and engagement in topics and related learning. Out of school activities encourage positive relationships with peers and provide opportunities for the development of social and inter-personal skills, communication skills and confidence. 	Pupil and Parental feedback
Additional support for playtimes	<ul style="list-style-type: none"> Increase TA hours at playtimes- to lead to greater pastoral care to enable pupil's to be ready to learn and achieve well in their learning. 	Fewer incidents in the class behaviour log
Contribution to cost of Educational Psychologist	<ul style="list-style-type: none"> More effective planning and teaching to meet the needs of all pupils 	Early identification of pupil's needs. Strategies for support implemented.