

Paganel Primary School - Pupil Premium planning and evaluation –2015-2016

Allocated amount of Pupil premium funding = £217,640 (162 pupils at £1,320 + 2pupils (post LAC) at £1,900)

Pupil Premium 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?
Pastoral manager	£30,348	continued	Supports the pastoral needs of all children and families, particularly disadvantaged/vulnerable, on a daily basis. This includes being the deputy designated person for safeguarding.	This is a vital role which serves to ensure children are in an emotionally more stable and more ready to learn and achieve their potential.	Pastoral manager is part of inclusion team - ongoing monitoring by inclusion leader (performance manger) and DSP/headteacher. Success evidenced by outcomes.	As a result of this action, disadvantaged/vulnerable pupils are effectively supported resulting in them being emotionally more stable, more ready to learn and better equipped to achieve their potential. Attainment of these pupils as they go through the school is improved and they make relatively good progress with a closing of the attainment gap between other pupils in school.
Senior learning mentor	£28,968	continued	Compliments the work the work of the pastoral manager, supporting disadvantaged &/or vulnerable pupils to help remove any barriers to learning. Responsible for managing the lunchtime supervisors.	(as above)	This role is part of the inclusion team, monitored by the pastoral manger and performance managed by the inclusion leader. Success evidenced by outcomes.	As above – plus: the role of lunchtime supervisors is effectively linked to performance management resulting in the children's lunchtime experience generally being a positive one. However, there is still room for further improvement here.
F/T Teaching Assistant	£25,591	continued	Provide targeted intervention support to individuals and groups who are making slow progress.	Targeted pupils make accelerated progress to close the attainment gap.	Role is part of inclusion team; linked to performance management – inclusion leader. Success evidenced by outcomes of	Unfortunately this staff member was off on long term sickness from January 2015, did not return in September and was dismissed in January

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					individual pupils.	2016.
F/T PE/Sports Instructor and Teaching Assistant	£16,836	continued	Lead person for PE and sport provision throughout the school; to also provide some additional support and assistance in various classes throughout the school.	High quality PE/sport provision is delivered to all pupils. Classes receive some additional assistance.	Class teachers and phase leaders monitor effectiveness of role, e.g. lesson observation and planning scrutiny...; impact is measured through the performance management process.	The quality of provision both in school-time and with extra-curricular activities in this area has greatly improved. The school was awarded the Sainsbury's Bronze Award for high quality PE and sports provision in 2016.
Y6 maths targeted intervention support	£1,600	New to replace previous 1:1 tuition	Y6 pupils who are underachieving in maths receive targeted support for 6 afternoons prior to SATs. External specialist maths teacher to provide the tuition (A Howells; Education Central)	To help accelerate progress of targeted individuals and close any gaps in attainment in the area of maths - ensuring each pupil achieves national age related expectation.	Planning and evaluations for each session submitted by adviser. Maths subject leader and class teacher monitors and evaluates pupil progress after each session; headteacher monitors overall effectiveness.	This action made a significant contribution in helping to improve maths outcomes at the end of KS2 in 2016. Outcomes were improved from 59% (L4+ in 2015) to 87% (at ARE) – significantly above national maths outcomes at 70%.
Engage services of external provider -Big Community	£9,000	Continuation of support	Attendance worker helps the school to improve attendance and punctuality; family support to include workshops, parent drop-in service and 1:1 support; provide speech and language support.	To improve attendance and punctuality and close the gap between national standards; effectively support vulnerable families through outreach support; develop speech, language and communication skills of targeted pupils.	Ongoing monitoring by pastoral manager and headteacher to ensure effectiveness. To be evaluated before end of March re. value for money and decide if to be continued.	The quality of provision provided by Big Community has had limited impact (in terms of 'best value' criteria) and so has been brought in to question this year. The school will not be continuing with this external support in future.
External providers and creative practitioners, incl. Schools' Music Service	£9,500 PA	continued	Provide curriculum enrichment activities, e.g. Growing Gains - fortnightly healthy living programme (Y3 - £4,000); weekly ukulele lessons for Y4 class plus Y5 & Y6 elective players: Life Education Centre to	To enrich the curriculum and make learning more engaging for all pupils thus developing their love of learning and school serving to positively impact on standards of achievement.	Class teachers and phase leaders to monitor and evaluate each activity/provider to ensure effectiveness.	Ukulele/music lessons provided by the Music Service continue to go from strength-to-strength. As well as playing in termly school concerts some children performed at Symphony Hall.

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			deliver drugs awareness day to KS2, Loudmouth Theatre – sex education day (Y6), the Night Zoo keeper, Animal Man...			Life Education and Loudmouth Theatre both beneficial for PSHE. Although enjoyable, the Y3 Growing Gains project takes a lot of time out of the timetable and so is not to be continued next year.
Provide cover to give teachers, phase leaders and subject leaders' non-contact time.	£11,000 PA (55 sessions at £200 each)	continued	Additional release time for teachers, phase leaders and subject leaders to plan, assess and monitor the quality of teaching and learning in their phase or subject.	To improve the quality of provision throughout the school impacting on the standards of learner's achievement.	Quality of provision is monitored through the performance management process and reflected in pupil outcomes.	Providing this essential cover has been invaluable, particularly with the new curriculum/assessment and with the introduction of a new assessment tracking system (Target Tracker).
Continuing professional development	£13,000	continued	The main focus is maths development with support and guidance provided by N Scott (Ed Central); external support and guidance for NQTs and post-NQT (through Education Central); staff to attend external CPD opportunities/moderation meetings...external advisers and specialists provide in-house professional development; all senior and middle leaders provided support in school through TSA challenge adviser (A Saunders).	To increase and develop the professional competence and effectiveness of leaders and teachers which should impact on raising the quality of learning and overall effectiveness.	(as above)	This funding has been essential in order to be able to fund staff members with appropriate support, guidance and CPD. A Saunders (TSA) has provided challenge and support to senior and other leaders, incl. governors. The main subject focus this year has been maths development and the end of year outcomes reflect a significant impact.
Subsidise visits, trips, events, incl. Year 5, 5 day residential	£9,000	continued	Provide curriculum enrichment activities for all children throughout the school	To enrich the curriculum and make learning more engaging for all pupils thus developing their love of learning and school serving to positively impact on standards of achievement.	Class teachers and phase leaders to monitor and evaluate each activity/provider to ensure effectiveness.	All related activities served to enrich the curriculum and make learning more engaging for all pupils thus developing their love of learning/school and positively impacting on

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						achievement.
Providing resources	£38,097	continued and new	Providing resources, e.g. updating electronic whiteboards/monitors in classes, Chrome books, iPads, EYFS outdoor learning resources, playtime equipment, rewards/awards (e.g. for attendance and behaviour (Golden Tickets)...	High quality resource provision adds to quality of teaching and children's learning experiences and positively impacts on standards.	Class teachers, subject leaders, phase team and senior leaders monitor effectiveness of provision and value for money.	This vital funding has ensured that all of resources indicated have been provided and serving to improve the quality of teaching and learning. Outdoor learning, particularly in EYFS, is still an area for further improvement in future.
Senneley's Schools Learning (SSLA) Alliance fee	£3,000	continued	Paganel is one of 6 local schools working collaboratively with Education Central (Wolverhampton Uni) and providing school-to-school support. This includes headteachers, deputies and subject leaders' networks.	All schools in SSLA share the same vision of striving to improve overall effectiveness and be outstanding.	The headteacher and SLT are to monitor the impact this has on the school's overall effectiveness.	The SSLA continues to go from strength-to-strength. It has provided opportunities for staff development at all levels, including senior leaders, subject leaders (moderation), and opportunities for inter-school events e.g. sporting competitions. In the summer term headteachers carried out reviews of all six schools, making a valuable contribution to the school improvement process.
Daily morning toast	£4, 100	new	Provide every child (from R to Y6) with a daily slice of brown toast (replace previous HERB)	Every child will be provided with a morning snack to provide some sustenance and impacting on levels of concentration/application	Class teachers and support staff to report to phase team leaders then evaluated by SLT.	Providing a morning snack is beneficial to children's alertness/health but due to increasing numbers, and time constraints, toast has now stopped being provided.
Lunch Sports Coaches	£7,600	new	2 sport coaches provide support at lunchtimes including leading physical activities/games	The lunchtime experience for all children is improved with children being more actively involved and	Senior learning mentor to monitor on a daily basis and feedback to senior	As a result of this action, the lunchtime experience for all children has greatly improved

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			available to all children	positively impacting on behaviour and health.	leaders.	with children being more actively involved. This has positively impacted on both behaviour and children's health.
Swimming	£5,000	new	To provide a wider range of curriculum opportunities and/or to ensure that money is not a barrier to equality of access to an enhanced curriculum	All KS2 and Y2 children are provided with the opportunity to attend swimming lessons with the intention of being able to swim unaided at least 25m by the end of Y6.	Class teachers to report to PE/Sports coach – senior/phase team leaders to monitor quality of provision.	All KS2 and Y2 children have benefitted from the opportunity to attend swimming lessons and developing this important life-skill.
Maths Advisor	£5,000	new	Maths advisor (N Scott, Education Central) employed on one year contract to visit on at least half-termly basis to support maths subject leader and provide staff guidance and support	The quality of maths teaching and learning is improved throughout the school for all pupils with a significant improvement in achievement, resulting in a closing of the attainment gap between national standards	Deputy headteacher/subject leader to monitor and report to Headteacher/SLT. Governors to be kept updated on at least a termly basis.	As a result of this action the quality of maths teaching and learning has greatly improved throughout the school. Consequently, there has been a significant improvement in achievement, resulting in a closing of the attainment gap between national standards.
Total PP predicted expenditure:	£217,640					