



High Street Primary School Pupil Premium 2016 - 2017

Area of Spend	Description	Outcomes
<p>Intervention: Year 2 and 6 – additional support in and out of the classroom to support the learning of reading, writing and maths</p>	<p>Children’s misconceptions in Literacy and Maths e.g. are targeted through 1:1 teaching, small group and conferencing.</p>	<p>Pupils making progress towards ARE and are able to access the classroom learning. Pupils engaged with curriculum, their understanding of subject content increased.</p>
<p>MAST Intervention: 0.4 Learning Mentor</p> <p>1 x 1.0 Drama Therapist 2x 0.5 Learning Mentor</p>	<p>Qualified Learning Mentors support targeted pupils and their families to build self-esteem and engage with learning in a positive way.</p> <p>Specialist Drama therapy and Learning Mentors to support targeted pupils who have experienced significant trauma</p>	<p>Targeted pupils are more engaged in their learning in class. Targeted pupils make accelerated progress or so that they are on track to make expected progress.</p> <p>Pupils engaging positively in school and increased attendance. Targeted support to address the emotional and behaviour needs of these pupils.</p>
<p>Parent Support Advisor</p>	<p>Additional sessions have been purchased from MAST to provide support targeted/vulnerable families to access school Life and Learning.</p>	<p>Targeted families become more engaged and take on a greater role in their child’s learning. Pupil’s attendance increased. Parents misconceptions are addressed about how to help their children at home.</p>
<p>Educational Psychologist</p>	<p>Targeted pupils, their families and staff gain access to professional guidance and support from an Ed Psych. This guidance and support is aimed at developing individual competencies in teaching/supporting pupils with complex learning needs.</p>	<p>Targeted pupils meet their IEP targets. Targeted pupils make Accelerated progress.</p>
<p>Speech and Language Therapists (Dame Hannah) 1 x 1.0 and 1 x 0.5</p>	<p>All Nursery and Foundation pupils to be screened to assess their starting point. Targeted pupils receive additional speech and language teaching to allow them</p>	<p>Target pupils meet their individual Speech and Language Targets set by Speech Therapist.</p>

	<p>to address areas of difficulty and fully access age related objectives in class.</p> <p>Speech and Language therapists to work with individual pupils and to provide individual activities for pupils to work on throughout the week.</p> <p>Speech and language therapists to train the teachers and the whole school in 'Whole Body Listening.'</p> <p>All staff have been trained in Makaton.</p>	<p>Whole Body Listening supports all pupils but particularly those who find distractions a challenge so the impact of this is that the pupils are able to self-regulate their behaviour.</p>
Horticultural Therapist	<p>Targeted pupils have access to weekly sessions working alongside the Horticultural therapist to support emotional and social well-being; support the learning of new skills and development of existing skills; enjoyment; achievements and freedom from daily pressures.</p>	<p>Each child or young person to recognise their own value, worth, skills and personal potential and engage with other areas of curriculum as a result.</p>
<p>Read Write Inc. development training</p> <p>1:1 Teaching Assistant to target pupils are falling behind with their phonics acquisition and are therefore targeted through daily 1:1 teaching sessions to address gaps in knowledge. Pupils in year 2 are also identified who have not passed the phonics screening to ensure that they too have access to 1:1 phonics support.</p>	<p>Half termly visits from the ReadWriteInc. consultant ensures that all staff are providing the best quality teaching for the pupils. Pupils are screened half termly and intervention groups are implemented.</p> <p>1:1 Phonics</p>	<p>Teaching of phonics is systematic and thorough. All staff have high expectations and are aiming for outstanding progress in phonics and reading.</p>
<p>Cornerstones Curriculum has been introduced to ensure that the pupils of High Street have access to a curriculum that is based on experiential learning which has meaning and is highly engaging.</p>	<p>Pupils are taught through Imaginative Learning Projects which involves them being immersed in a memorable experience to launch the learning project. Activities are planned so that pupils are engaged in experiences that they may not have had the chance to do and so they are then able to talk about and write about them from first hand experiences.</p>	<p>Pupils are engaged in their learning, they can make links between the learning they undertake in different subjects.</p>
<p>Maths Training and Resources - White Rose Maths</p>	<p>All teachers trained in White Rose Maths to tackle concept of teaching pupils to mastery level in mathematics.</p>	<p>Impact on classroom practise and planning means that pupils are being taught through a fluency, problem solving and reasoning curriculum.</p>
<p>Music Tuition and Music Zone</p>	<p>Weekly lessons so that during the course of their KS2 life all pupils will have the opportunity to learn a musical</p>	<p>Pupils learning new skills and attributes that can be used in other areas of the curriculum.</p>

	instrument of their choice. Instruments to be taken home and practised.	
Breakfast Club	Subsidised morning club which ensures that targeted pupils start the day with a healthy breakfast.	Pupils who are at risk of not being fed at home are well fed and able to begin the day well cared for and not hungry.
New Starters packs	All pupils in the Foundation class are supplied with book bag and a story book to share at home.	Pupils will have the resources they need to develop a love of learning and school books are brought to and from home in a suitable way, lessening the damage and loss to books.
Residential Experience for Year 3	All pupils in year 3 will be encouraged to attend the one night sleep out and no child will be disadvantaged by not being able to afford the cost.	Pupils are given the confidence to try new activities and stretch themselves on a personal level.
Residential Experience for Year 5	All year 5 pupils are offered a residential where they take part in team building and co-operation activities. They learn to look after themselves and gives them the opportunity to try different challenges to stretch their potential and self-awareness.	Pupils are given the confidence to try new activities and stretch themselves on a personal level.
Staff Training and Development	Speech and Language Screening Speech and language Chatterpack Theraplay training for EFYS Teaching Assistants Dynamic Assessment Training	Targeted pupils are effectively planned for within classroom as their starting points are known and catered for. Individualised and group activities are supported by trained staff so that pupils can access the support they need to access the curriculum.
Enrichment Activities	The curriculum is enhanced by planned activities to develop pupils own skills which can be transferred to other areas of the curriculum.	These activities will raise pupils' self-esteem and give them a chance to shine through a different learning medium.
Outdoor environment	Targeted pupils have access to outdoor learning environment which is fit for purpose and enables pupils to access the areas of learning in line with Early Learning Goals.	Pupils to engage with learning in the outdoor environment and develop their skills outside. GLD will be raised and children will be able to engage in child initiated and adult led activities.
