



At Galleywood Infant School, pupil premium funding is used to raise levels of achievement for children in vulnerable groups to ensure that learning and attainment is maximised for all our children. The table below shows the actions we have taken and how we evaluate the effectiveness of those measures to ensure that we are using the funding to achieve the maximum impact.

Actions	Success criteria	How?	When?	Initiative	Impact	Cost (£)
Engage with Achievement for All Programme (AfA).	All staff are clear about their role in raising aspiration and attainment for children in vulnerable groups.	Whole school initiative, materials, training	Sept 2012 2-year programme	Achievement for All	All staff aware of roles. School has videos and materials as future resource.	1,000
Improve and strengthen parent partnerships to support children's learning. Establish protocol for Structured Conversations	Teachers develop skills to carry out successful and productive structured conversations with parents. Parents engage as partners in their child's learning.	Staff release time	From Nov 2012 ongoing	Achievement for All	Teachers & HLTAs trained to lead structured conversations Parental engagement for target groups in Yr1 and Yr2 improved: Full engagement from 9/22 in Oct to 15/22 in May 2014.	
Timetable pupil progress meetings half termly, report data to AfA termly Continue SEN review meetings.	Progress and attainment of all children is closely monitored and action taken promptly to address areas of underachievement/difficulty. Parents are well informed about progress and next steps in learning.	Support for parents Staff release time	Half termly Termly		Pupil Progress meetings engage whole staff team in designing/ adjusting provision. SENCo has highly positive feedback re reviews (survey)	
Identify children for additional interventions to boost progress and attainment.	Children not on track for expected attainment or expected progress receive individual or small group support to close learning gap. Entry/exit assessments measure impact.	Targeted individual and small group teaching	Daily	Fisher Family Trust Talk Boost Numicon Speech & Language Intervention teachers	PP group in Yr2 made 11.8 pts progress in KS1 compared with 11 pts for cohort.	17,529

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Programme of professional development continues including externally led training, whole staff training, lesson study, work with AfA coach.	Teachers and teaching assistants (TAs) acquire additional skills and knowledge to improve quality first teaching and personalise learning for children in vulnerable groups. Teachers and TAs trained to deliver appropriate intervention programmes.	Training	Ongoing	Staff training	Basic Skills Quality Mark assessment July 2014 highly positive about impact and skills of TAs to support learning. TA survey and audit has given development points for 2014-2015 School Development Plan.	580
Continue and develop provision for social skills, nurture groups, play therapy.	Children receive support for emotional wellbeing and the development of social skills.	Individual and small group support	Daily	Learning mentor Learning support Playleader	Learning Mentor and Support Teacher critical roles in school team, raising attainment. See case studies.	8540
Purchase resources to support learning at school and home learning, intervention programmes, "take home" packs.	Children have appropriate, engaging resources to support learning at home and at school. Children to enjoy outdoor learning. Basic skills reinforced through play. Successful playtimes build friendships and enable prompt start to lessons.	Resources	Spring & Summer 2014	Smart board IT equipment Playground markings Playground games Various resources to support learning	Top up phonics- 88% children met Yr1 std, 87% PP children Planning shows all yr groups using number track & games to develop basic skills.	2,500 5,000 3,000 600 1,725
Early morning clubs.	Children start day successfully. School builds daily contact with parents. Disadvantaged children access e-learning including home learning.		3 times a week	Sunrise Surfers Gym trail	Attendance 16-20 children. Parental engagement improved for 2 children. Gym trail- fine and gross motor targets met for individual children.	1,200 100
Workshops and activities.	Develops parenting skills & confidence. Children gain confidence & self esteem.		6 weeks each term	Hands on workshop Pasta making Tuba day Maths puzzle day	Highly positive feedback to Learning Mentor. Impact on parental engagement for 3 children.	600 70 300 300
School trips. After school clubs.	Children have access to exciting learning experiences. Children motivated to learn.		As required	Educational visits Football, tennis & gym clubs	90% children stay for full course of after school club.	500 2,200
				Total		45,744