



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 (£)
Identify children for additional interventions to boost progress and raise 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. Teachers oversee interventions to link classroom learning with booster groups.	Targeted individual and small group teaching	Daily	Fisher Family Trust (FFT) Talk Boost Speech & Language (Sp&L) intervention teacher	Detailed records show that FFT, Talk Boost, Sp&L and maths interventions close skills gaps and enable children to take a more confident, independent part in class lessons. 5/5 children in FFT group on track for end of Yr1 targets. Yr2 maths interventions: av progress 11 months in autumn term 2014.	33279
Continue and develop provision for social skills, nurture groups, play therapy.	Children develop social skills and self confidence to become successful, independent learners. Social and emotional barriers to learning are addressed through consistent plan. Basic skills for reading, writing and maths reinforced through play.	Individual and small group support	Daily	Learning mentor Learning support Play leader	Learning mentor takes strong lead in Behaviour programmes, liaison with parents, establishing and delivering 1-1 and group social skills interventions.	15051
Improve and strengthen parent partnerships to support children's learning. Embed Structured Conversations	Parents engage as partners in their child's learning. Targets to close learning gaps are agreed between home/ school and review date set.	Staff release time	April 2014>>	Structured Conversations	8 Families supported through Structured Conversations. Parental engagement has increased.	Within staff hours

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Timetable pupil progress meetings half termly, Continue termly 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	Release for SEN Review Meetings	Senior Leadership team and subject leaders have clear picture of attainment and progress. Actions agreed, individual targets shared with TAs.	273
Programme of professional development continues including externally led training, whole staff training, lesson study,	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	Through-out year	Staff training: Achievement for All What Lies Beneath Happy to be Me & Kit FFT Intervention HT Pupil Premium Talking Maths & Kit Level 3 Supporting Autism From Marker to Writer Include Me In x 2	“Happy to be me” group set up for 12 children in Yr1. FFT training updated skills for staff & improved assessment. ABC Mark Making has led to improvements in Early Years (EY) provision for writers. 11/13 FS children at or above expectation for writing. 7/9 Yr1 children on track in reading and writing.	3037
Purchase resources to support learning at school and home learning, intervention programmes, “take home” packs.	Home learning supports children to learn key maths facts. All children make at least expected progress in maths.	Resources	Nov, March		Maths take home packs well received, positive feedback. In Yr2 18/18 on track L2+ 5/18 on track L3.	554
Early morning clubs.	Disadvantaged children access e-learning to build sight vocabulary, spelling and key maths facts. Children start day successfully. School builds daily contact with parents/ carers.	TA hours to set up/ run club	3 times a week	Sunrise Surfers Gym trail	50% PP group attend Sunrise Club. Calm & purposeful start school day. Interface with families enables school to have conversations about learning, progress, support.	1906
Workshops and activities.	Parents/ carers have information and confidence to support their child’s learning. Children make at least expected progress from starting points.	Group support for parent & child	6 weeks each term	Hands on workshop	Highly positive feedback from families. Follow up/ re-union sessions well attended.	20 (& within Learning Mentor hours)
School trips. After school clubs.	Children have access to exciting learning experiences. Children motivated to learn.		As required	Educational visits Football, tennis & gym clubs Tennis coach	Attendance at sports clubs by PP children is good, coaching valued by parents and children.	331 1210 23

Actions	Success criteria	How?	When?	Initiative	Impact	Cost (£)
School Milk	Healthy drink offered daily.		From Sept 2014		7 PP children have milk daily.	170
School Uniform Voucher	Children have smart school sweatshirt with logo, feel part of school community.				School Uniform voucher incentive for parents to register for PP funding for their child.	140
School Learning Profile Screening	Teachers and TAs have tools to close learning gaps for identified children and ensure they make accelerated progress towards end of year expectations. Pupils achieve L2C in reading and writing and L2B in maths at the end of KS1. Pupils have confidence, skills and motivation to work independently on most classroom tasks. Teachers well informed about catch up sessions so that skills are applied in classwork.	1-1 assessment 1-1 teaching Support and advice for staff	From Dec 2014	Dyslexia Specialist working 1-1 with Yr2 children not on track to achieve L2 in Reading, Writing and Maths at the end of KS1. Fresh approach, tiny steps, take home pack, follow up activities to enable children to work independently in class.	Specialist Teacher assessment identifies learning gaps; tailored programme of activities in place. Children making better than expected progress from Yr2 starting points.	1,190
Fees & Subscriptions: Fisher Family Trust	FFT: Leadership Team and Governors have access to data dashboard- benchmark school attainment and progress of groups including PP group against other schools.	Online data package	From Nov 2014	Software enables Senior Leaders to identify gaps and set targets for individual children.	FFT login provides SLT with additional attainment and progress data. Challenging targets set for PP group in Yr2.	80
Total as of 31.03.2015						57,264