

# **Charlestown Community Primary School**

## **PUPIL PREMIUM INITIATIVE 2015 - 2016**





**To:-** Develop more effective teaching and learning in Year 1 to enhance transition from EYFS to Year 1  
To develop speech and language interventions in EYFS to improve the oral language of children coming into the setting

**By:-** Providing revised structure to teaching and layout of classroom and use of adults within the class  
Speech and Language Therapist employed within school to work primarily in EYFS and Year1






**Key Performance Indicators by which we will measure our success:**

- Year 1 teachers to observe outstanding practice at another school (NQT to spend four weeks of NQT time at the other school)
- TA's to observe above practice
- Purchase of external consultant to develop practice in Year 1
- Purchase of furniture and resources to enable the revised method of teaching and learning to be carried out
- Commitment from Governing Body to fund two full time TA's in Year 1
- Tracking data from baselines and throughout the year for EYFS speech and language






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ACTION REQUIRED	BY WHOM	TIMESCALE	HOURS, EQUIPMENT OR OTHER RESOURCES NEEDED TO FULFIL OBJECTIVE	OUTCOME REVIEW AT TERMLY REPORT STAGE	RED AMBER GREEN STATUS
1. Visits to outstanding setting for teachers and TA's to observe revised method of teaching in action to be arranged and carried out	Head teacher	Summer term 2015 and Autumn term 2015	Year 1 teacher / HT / AHT half day to observe practice at other school	Visit completed and clearer understanding of how the revised method works in practice within a year one classroom TA's developed greater understanding of how the revised method works and felt more able to support in class and had clearer idea of their role	
2. NQT to spend four weeks of NQT time working in the outstanding setting to develop own knowledge and understanding of revised method	Head teacher	Autumn term 2015	NQT spent four half days working in the outstanding classroom	Visits completed and NQT developed greater understanding of the revised method of teaching in year 1. Positive feedback from NQT (See attached report)	
3. Resources and furniture purchased for both year 1 classes	Head teacher	Summer 2015 / Autumn 2015	Governors to approve funding spend and staff time to plan for purchasing orders	New furniture and resources purchased which has meant that the revised method of teaching in year 1 has been able to be carried out effectively	
4. To support teaching and learning though coaching and mentoring	Deputy Head teacher	All year round	DH to use time to observe and support around the all classes	Observations regularly carried out and support given where needed	





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5. To coach and mentor other staff	Assistant Head teacher	All year round	AHT to use time to observe and support around the all classes	Observations regularly carried out and support given where needed. Problems addressed more consistently as identified quicker.	
6. To deliver Reading Recovery Programme	SENCo	All year round	SENCo to you 0.5 of time to deliver reading recovery to year1/2 children- 4x children 1:1. Purchase of training and material needed	Reading recovery not always completed due to wider role of SENCo. Children have improved basic reading skills. Will continue programme with next cohort of children	
7. To reduce class size and avoid mixed year 5 / 6 class (Sept 2015 – March 2016)	Additional year 6 teacher	September 2015	Additional year 6 teacher salary will ensure class sizes are reduced	Teacher employed and in place. Class sizes much reduced	
8. To support Year 6 classes and carryout interventions in Literacy and Maths	Additional TAs	September 2015	Additional HLTAs to support in delivery of lessons and interventions in year 6	HLTAs very effective in being able to complete interventions and support with first class teaching within the classroom	
9. To delivery of First Class Number Intervention	HLTAs	All year round	2x TA to give 0.3 of time to deliver after training that will have to be purchased	Training completed and intervention being consistently delivered on time and correctly	






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10. To undertake Lesson Study activities to observe children's learning	Head teacher to organise supply	Beginning of each half term	Supply will be purchased to allow staff release time to complete observations	Lesson studies being carried out and work completed where needed to improve	
11. To deliver SaLT (Speech and Language sessions each week)	TA	All year round	TA to deliver speech and language sessions to children throughout the school 0.5 of their time	TA is completing sessions and providing teachers with resources where needed for the children. SaLT TA is going to complete competencies to be able to continuing work within the school as a SaLT	
12. To deliver Project X code reading intervention	TA	All year round	TA to delivery intervention- 0.4 of time	TA completing intervention to a high standard and children are making consistent progress with the intervention aims and objectives	
13. New learning Mentor to deliver Nurture	Head teacher to appoint	All year round	Learning mentor employed to	Learning mentor employed and in place. Completing fulltime timetable of working with vulnerable children	
14. Subsidise year 6 and year 5 residential	Head teacher	Autumn/Sprig term 2015-2016	Subsidise the cost of the two residential- 1x year5, 1x year6 to reduce cost for parents	Residential completed and a high majority of children went on them with great success	




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15. Subsidise Bury FC Sporting Activities	Head teacher	All year round	To purchase Bury Fc to complete sporting activities before school and at lunchtimes for all children in KS2	Bury FC have reduced the amount of incidents in the mornings and at lunchtime as they are providing activities for children to do at 'hot spot' times of the day	
16. To purchase new IPC Curriculum for KS1 and KS2 to enhance children's learning	Head teacher	September 2015	IPC curriculum purchased and training received. The curriculum will be delivered throughout KS1 and KS2	IPC curriculum is in place and being embedded throughout the KS1 and KS2 classes. Teachers are becoming more confident with the curriculum. Some areas need to be looked at to ensure topics are relevant and are being taught appropriately	
17. To purchase Drama Therapy x 1 day per week	Head teacher (outside agency)	All year round	Drama therapist will be in school 1 day per week and work with some of our most vulnerable children 1:1	Upto 5 children are being seen each week. Children are assessed using the SDQ scores. Although we are not seeing a huge decrease in their scores the children are the most vulnerable in our school and all look forward to going and feel it is a safe space to discuss their problems.	
18. To purchase ½ day per week SpLD teacher	Head teacher (outside agency)	All year round	SpLD teacher will work with children throughout KS1 and KS2 1:1 on literacy	SpLD is continuing to work with our children. Some good improvements are being made. Objectives given by her are being carried out within the classes.	

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19. To ensure 3 <sup>rd</sup> Space learning Maths 1:1 tuition of children	Assistant head teacher (maths co-ordinator)	All year round	TA time 0.2 to deliver 3 <sup>rd</sup> Space learning for children in KS2	Children gained in confidence in maths and most showed improved outcomes at the end of the year.	
20. To purchase of Speech Therapist 1 day per week	Head teacher (outside agency)	All year round	SaLT will be purchased from outside agency for 1 day per week all year round- (£9795)	SaLT has left the company a new SaLT will be starting in September. We will wait until new therapist is in place to decide whether we continue to use the company.	
21. To purchase consultancy support EY2P, to develop Year 1 model of teaching and learning	Outside agency	Autumn term 2015	Consultant to work with staff after school during staff meeting time	More effective methods of teaching in year 1. Improved outcomes for children.	
22. To purchase consultancy support, to develop Phonics teaching	Outside agency	Autumn term 2015	Consultant to work with staff delivering phonics to enhance knowledge and skills after school	Improved phonics teaching. Outcomes in year 1 and year 2 phonics improved in 2016. Year 1 improved from 49% to 73% in 2016.	
23. To extend wider opportunities in Music	Head teacher (outside agency)	All year round	2x music teachers to work with children both ½ day per week. TA to support during sessions. Children from KS2	Children are having the opportunity to learn a musical instrument and have completed performances at events throughout the year in school	

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24. To purchase N Gage PSE support for groups of children	Head teacher (outside agency)	Spring and summer terms 2015-2016	Agency to come in 1 day per week to work with children at risk from exclusion and social and emotional needs. Learning mentor to support ½ day	Some children made some improvements to their social and emotional well-being but it is felt that this is not an intervention we will continue to have	
25. To purchase Kagan Co-operative Learning Training	Head teacher (outside agency)	September 2015	1 day on INSET day to complete training	Staff have had a refresher of Kagan techniques and new staff have now been trained. The techniques still need to be embedded throughout the school and in some classes further assistance maybe required.	
26. To Develop Philosophy 4 Children	PSHE co-ordinator	All year round	Release time for teacher to observe lessons. Training completed 2 days at beginning of September	All classes throughout the school are completing P4C session, particularly in UKS2. However, it still needs embedding in the school to be most effective.	
27. To purchase iPads for KS1	Head teacher	September 2015	Cost of 30 iPads and trolley to secure at the end of the day.	iPads have been purchased and their effectiveness continues to improve.	