

## **Pupil Premium Vision and Action Plan 2016 – 2017**

Allocation for 2016 – 17 £38860 (Financial year 4\16 – 3\17)

**As well as the interventions below we can also contribute financially to clubs, clothing, equipment and resources, residential and other school trips as necessary on an individual basis.**

Intervention is planned specifically for each child with individual or a small group focus with both parents and children.

We aim to actively involve parents supporting their child's learning in school through frequent communication and activities in School for groups of parents and/or individual support. This includes programmes focussed on parents and their skills. We use general approaches to encourage parents to support their children to read or to practise mathematics skills in real situations. Greater support is offered to parents in crisis via our Parents Support Advisor (PSA), Inclusion Manager or our Emotional Literacy Support Assistants (ELSA).

### **Phonics**

Phonics is an approach to teaching reading and some aspects of writing by developing a learner's phonemic awareness. This involves the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to teach learners the relationship between sounds and the written patterns or graphemes which represent them. Phonics emphasises the skills in decoding new words by sounding out and combining or blending the sound – spelling patterns. Where a child is experiencing difficulties children are given extra support in School and parents supported in helping them at home.

### **Literacy and Numeracy College**

Children work in small groups in the College to develop and extend their reading, writing and maths. The teaching is designed to support the work in the class lessons and is delivered by two very experienced and outstanding teachers. These lessons are outside the Literacy and Numeracy lessons in class and parents are kept fully informed and involved. The lessons are fortnightly and usually for two terms although this is dependent on need and circumstances

### **One to one tuition**

One to one tuition is where an individual pupil is removed from their class and given intensive tuition. It may also be undertaken outside normal lessons.

### **Small group tuition**

Intensive tuition in small groups is usually provided to support learners by extending learning, improving confidence or to close gaps in learning, though it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills. This may be individual or small group and for a single circumstance or a short series of lessons. However other approaches to provide for intensive support are possible for specific circumstances.

### **Behaviour interventions**

Behaviour intervention seeks to improve attainment by reducing challenging behaviour including aggression, violence, bullying and anti-social activities.

Three broad categories of behaviour intervention can be identified.

1. Universal programmes which seek to improve behaviour and generally take place in the classroom
2. More specialised programmes which are targeted at children with either behavioural issues or behaviour and academic problems.
3. School level approaches to developing a positive school ethos and improving discipline which also aims to support greater engagement in learning.

Strategies such as parental involvement or ELSA involvement will be used to support this approach.

### **Language Support**

Some children are fortunate in speaking one or more additional languages. For these children speaking and listening support improves and extends vocabulary, broadening their experience of English. The School has a specialist EAL (English as an Additional Language) teacher. Language support is provided throughout the School both individually and in small groups

## **Collaborative Learning**

Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can either be a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shares task where group members work together throughout the activity. Some collaborative learning approaches also get mixed ability teams to work in competition with each other, in order to drive more effective collaboration. There is a very wide range of approaches to collaborative and co-operative learning involving different kinds of organisation and tasks. The impact of collaborative learning is consistently positive. Effective collaborative learning requires much more than just sitting children together, structured approaches, with well-designed tasks lead to the greatest learning gains.

## **Arts Participation**

Arts participation is involvement in terms of performance and creation in artistic and creative extracurricular activities, such as dance, drama, music, painting and sculpture. Participation may be organised as regular weekly or monthly activities or more intensive programmes such as summer schools or residential courses.

## **Digital Technology**

Approaches to the use of digital technologies to support learning are very varied, but a simple split can be made between 1) programmes for students, where learners use technology in problem solving or more open ended learning and 2) Technology for pupils such as the use of an i-pad or for teachers such as interactive whiteboards or learning platforms.

## **Feedback**

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in children's learning. Feedback redirects and re-focuses either the teacher's or the learner's actions to

achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the child's management of their learning or self-regulation about them as individuals. The feedback can be verbal, written or can be given through tests or by means of ICT. It can come from a teacher or someone taking a teaching role or from peers.