



Boothferry spending plan 2018-2019 PPG total £125,400

Resource	Intended impact / Success Criteria	Cost
<p>Attendance and Punctuality Clarify roles and responsibilities</p> <ul style="list-style-type: none"> • Administrative support staff to challenge first day absence and maintain spreadsheet, keep up to date data, liaise with Attendance Lead – 1 hour per day (£2500) • Attendance lead – 1.5 days per fortnight (£6500) • End of term / year awards for attendance (£250) • Publicity campaign with parents on impact of absence from school • Attendance focus weeks – in school competitions • Look at removal from roll for period of absence 	<ul style="list-style-type: none"> • Attendance of disadvantaged children closer to NA and in line with peers nationally • Punctuality improved – before and after close of registration • PA below NA 	<p>£9250</p>
<p>Support the development of speech and language across EYFS and KS1 Use of evidence based research to inform intervention, specifically:</p> <ul style="list-style-type: none"> • Language and communication intervention (MM EW) • Self-regulation intervention (MM EW) (£4695) • Parental engagement led by class teacher particular focus on disadvantaged • Development of self-esteem / confidence – release of class teachers (LH AR) (£5865) • Employment of speech and language specialist (£250 per day x 1.5 days per week) (£7000) 	<ul style="list-style-type: none"> • At the end of FS1 the gap between disadvantaged and others remains minimal. • At the end of FS2 the gap between disadvantaged and others is smaller than that nationally 	<p>£17,500</p>
<p>Accelerate progress of disadvantaged pupils across Key Stage 1</p> <ul style="list-style-type: none"> • Use of formative assessment to inform same day intervention – delivered by class teachers and TAs for reading, writing and mathematics 0.2 (£3395.5) • Consistent practice in implementation of RWI across KS1 –RWI programme • CPD for support staff – mathematics, reading and writing • Making use of evidence based research for intervention: 	<ul style="list-style-type: none"> • At the end of KS1 Gap between disadvantaged pupils and others closes. 	



<ul style="list-style-type: none"> • Mastery in mathematics • Reading for meaning – collaborative based research project (Release of senior leaders SC, EW and RP for 0.1 each per week) (£42930.78) 		£46306.28
<p>Secure more disadvantaged children working at greater depth / higher scores across the school</p> <ul style="list-style-type: none"> • Identify children across school who have capacity to achieve greater depth / higher score <ul style="list-style-type: none"> • Map provision in terms of: <ul style="list-style-type: none"> • Mastery in mathematics • Reading for meaning • Accelerated reader (£2000) • Staff development for teaching staff for accelerated reader • Staff development for teaching and support staff in mastery in mathematics and reading for meaning • Identified staff to deliver specific interventions – SC RP LD £16546.32 	<ul style="list-style-type: none"> • The % of disadvantaged children who achieve greater depth / higher score is closer to others nationally in reading and mathematics 	£18546.32
<p>Support children whose emotional well-being or behaviour impacts on their attainment and progress:</p> <ul style="list-style-type: none"> • 1:1 SENCo support for identified children in anger management (RE) (£1291) • Nurture support – weekly for identified children where expectations at home differ from those in school – 3 members of staff (RE SP JJ)(£876) • Drop in support for children exiting nurture support and transitioning back to class (SP) (£1291) • Daily support for small group (pm) – social and emotional support programme YR to Y6 (SP 0.5) (£227) • Communication skills ('socially speaking') programme delivered to identified children (JG) (£227) • Small group of children x 3 sessions per week ELSA support (SA) (£227 x 2 = £554) • CPD for staff to deliver above (£839) • Lunch time provision, circle time, nurture groups. (£6000) 		£11202



<p>Ensure that the inability to pay does not exclude any disadvantaged child from taking part in activities within or beyond the school day :</p> <ul style="list-style-type: none"> • Visits which take place predominantly out of school time • Peripatetic music lessons • Out of school activities / clubs • Equipment / clothing to access activities • Transport costs 	<ul style="list-style-type: none"> • All children have same opportunity to experience wide range of activities offered by Boothferry PS and have the appropriate clothing. • All children are able to travel to activities • Children experience activities which are new experiences 	<p>£14,737</p>
<p>Develop quality first teaching across the school</p> <ul style="list-style-type: none"> • Release of senior leaders to support those new to the profession or school –(£4176) • Release time for staff to engage in mentoring program support within school and across the cluster.(£2306.40) 		<p>£6462.40</p>
<p>Give real life experience of speaking for an audience</p> <ul style="list-style-type: none"> • Training on equipment–(£347) • Purchase of 'Radio Boothferry' podcast station, software and hardware.(£672) • Release time for JA to work in small groups weekly (£227) • Minister FM/K.C. FM workshop with presenter. (£150) 	<ul style="list-style-type: none"> • All children have opportunity to work on Radio station, thus enhancing communication skills. 	<p>£1396</p>