



Support, Challenge, Inspire

Subject Leader's Report

PUPIL PREMIUM April 2016

Here is a breakdown of the PP spending for 2015/16 and where possible a measured impact.

Pupil Premium allocation 2015-16	£141,240
Reading HLTA	£26,126
Intervention teacher – from Sept	£34,090
PP lead 47%	£14,018
Pastoral Support TA	£12,340
Intervention TA2	£10,614
Attendance Mentor 47%	£10,160
Pastoral Support TA	£11,374
One to One support	£ 6,405
Speech Bubble	£12,600
Robinwood	£ 120
Breakfast Club	£ 5,850
Maths Club	£ 4,212

Reading HLTA £26,126

The main role for this TA has been to deliver speech and language interventions to children across the school. This involves ensuring that children who have NHS Speech and Language Therapy (SALT) receive input on their target and children receive interventions via The Speech Bubble. Children accessing speech and language interventions are receiving crucial input to enhance their communication skills.

Intervention Teacher £34,090

Impact for this teacher has been yet again difficult to measure. This is due to the amount of time that he has been covering classes since Sept 15. Teachers have reported little impact because interventions have not been consistent and therefore not effective. This was a very high cost with very little impact. As a result this support will not continue next year.

PP lead 49% £14,018

One of the PP lead's role is to ensure that PP children make progress. This is achieved by carrying out data analysis and having regular pupil progress meetings with staff. These meetings are invaluable and provide the opportunity for quality discussion and challenge re PP children and their outcomes.



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Pastoral Support	£12,340	£11,374
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The pastoral team provides interventions for children with social and emotional needs. Feedback from teachers is that they are not always seeing a huge impact back in class on a wider scale. This needs addressing in order to make a greater impact.

Intervention TA2	£10,614
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The TA works 3 days a week with Y6 children. She delivers a range of support sessions. She has had a positive impact on both the children's confidence/attitudes and academic abilities.

Attendance mentor 49%	£10,160
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The attendance mentor (AM) follows robust procedures for attendance in the school and keeps detailed records of all her meetings and letters etc. She provides me with regular attendance data for each year group. We have been focussing on the ch who are >95% attendance. From this we can identify individuals who are >95% and compare PP/Non PP attendance figures. The AM is aware of vulnerable children and when the registers are complete, she makes a call as a priority. If needed the AM and another member of staff will pick them up and bring them into school. Specific children have rewards/stickers etc when they're in on time and for being in every day that week. We have CAF meetings and INSPIRE working with some families. She invites parents in to chat about their child's attendance and if they don't attend meetings then the AM will continue to follow this up with home visits. Letters are sent out to parents outlining procedures about illness etc. Where necessary, the AM makes contact with siblings' high school to notice patterns etc and use this information in conversations with parents. In some cases where parents are separated, she informs the other parent too of attendance issues.

1-1 Support	£6,405
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1-1 support was provided for a child in Y1 in order to ease transition from Reception and to enable school to meet his needs. The child has been able to access the curriculum and he is making progress as a result.

The Speech Bubble	£12,600
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This has been a great benefit to the school this year. The Speech Bubble team have provided teachers and TA's with training on teaching vocabulary and support on how to



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teach children with speech, language and communication needs (SLCN). Teachers are noticing an impact on the children's communication and language skills and I am working with The Speech Bubble team to create a more comprehensive analysis of their input.

Robinwood trip £120

This was spent to cover the cost of a trip. The children who attend had a positive experience and provided them with opportunities not accessible to them.

Breakfast club £5,850

As a result of conversations with the learning mentor, we provide breakfast club for PP children who had concerns over their attendance.

The majority of families that were invited took up the offer and they attend breakfast club most days. The AM and I are looking at who we can target/invite next as a means of improving attendance and punctuality further.

Maths Club £4,212

Children attend a before school maths club and receive breakfast too.

Improvements in scores/levels*



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Further ideas for 2016-17

From the Sutton Trust toolkit, research suggests that feedback, peer tutoring and meta-cognition all have a big impact on PP children's attainment and progress. I have suggested to SLT that we look into whole school training on **feedback**.

Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. Training and resources would be required for this and research indicates that this would cost on average £200 per pupil and therefore is defined as a low cost strategy. Target specific ch from KS2 to tutor KS1 ch. Build in.

Meta-cognition (sometimes known as 'learning to learn') and self-regulation approaches aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities. As a school we used to deliver the Assertive Mentoring programme. We could re-introduce the Assertive Mentoring with our PP children as a way of setting goals and targets and motivating them. Jane is looking into developing work on 'Growth Mindset'. Warren and I covered this a few years back when we attended Assessment for Learning training. I think this will be beneficial for staff and children.

Training and support for TA's so that they deliver quality interventions with a focus on pre-teaching.

After school interventions for PP and LAC. We need to look at what we offer other than sports based clubs.

Enrichment As part of enrichment I would like each class to have regular opportunities for extra curricular activities, eg going to the cinema, bowling, eating out. I feel that our children have limited experiences at home and I would propose that we use PP money to fund these experiences.