



## Support, Challenge, Inspire

### PUPIL PREMIUM July 2015

Pupil premium is additional funding to help schools narrow the gap between children from low-income/other disadvantaged families and their peers. It is for children in R-Y11 who are eligible for free school meals FSM. Pupil Premium now includes 'Ever 6' which means any child registered for FSM in the last 6 years, will be entitled to Pupil Premium. It also includes LAC (looked after children) and Service children (families in the armed forces). The entitlement per child based on FSM is £1300. Below is a summary of what has been spent for 2014-15.

Pupil Premium allocation 2014-15      £140,200

#### Staffing 89%

We have used PP money to fund staffing costs. This includes % of the attendance mentor and Pupil Premium Lead's salary. Staff that work with PP intervention groups have also been funded from this.

Total                                      £124,685

#### Enrichment 0.5%

Holiday Club	£167
Robinwood trip for LAC	£75
After school clubs	£165
Chester Zoo	£108
Total	<u>£515</u>

#### Achievement 10%

Reading books KS1	£2338
EYFS	£2568
KS1 resources	£7650
Handwriting scheme 49%	£780
Resource costs for new curriculum	£543
Numicon training/resources	£515
Total	<u>£14,394</u>

#### Pastoral 0.5%

Pastoral resources	£515
Uniform	£91
Total	<u>£606</u>

Total                                      £140,200



## Support, Challenge, Inspire

Here is a breakdown of the PP spending for 2014/15 and where possible a measured impact.

Pupil Premium allocation 2014-15      £140,200

Here is a chart to show how many children are eligible for PP in each year group.

	Total in class	No of PP in class	%	PP Boys	PP Girls
Reception	30	12	40%	8	4
Y1A	26	12	46%	3	9
Y1L	25	16	64%	7	9
Y2	32	14	44%	10	4
Y3	31	19	61%	10	9
Y4	30	14	47%	6	8
Y5	26	10	38%	5	5
Y6	27	18	67%	9	9
Whole school	227	107	47%	47	57



## Support, Challenge, Inspire

### Y2 Attainment data July 2015

	All 2b	PP 2b	Non PP 2b
Reading	84%	79%	89%
Writing	78%	71%	83%
Maths	78%	64%	84%

### Y2 Progress data July 2015

Average aps score Sept-July 2015.

	All	PP	Non PP
Reading	6.43	6.46	6.41
Writing	5.37	5.38	5.35
Maths	5	5.23	4.82

On average both groups have made outstanding progress this year.

### Expected progress Y2 July 2015

	Expected progress 5aps	Expected progress 5aps	Better than expected progress 6aps	Better than expected progress 6aps
	PP	Non PP	PP	Non PP
Reading	77%	82%	54%	65%
Writing	69%	88%	38%	47%
Maths	69%	59%	54%	24%

### Y6 Attainment data July 2015

	PP L4 + SAT's	Non PP L4+ SAT's	PP L4+ Teacher assessment	Non PP L4+ Teacher assessment
Reading	61%	78%	89%	89%
Writing	—	—	83%	89%
Maths	83%	89%	83%	89%

### Y6 Progress data July 2015

Average aps score Sept-July 2015.

	All	PP	Non PP
Reading	5.19	5.44	4.67
Writing	5.15	5.61	4.22
Maths	4.69	4.65	4.78

On average, both groups have made outstanding progress this year. PP children have made slightly better progress in Reading and Writing than Non PP children.

### Y2-Y6 Progress data. % achieving 2 levels progress.

	PP Teacher assessment	Non PP Teacher assessment
Reading	100%	89%
Writing	100%	89%
Maths	87%	89%



## Support, Challenge, Inspire

### **Pastoral support**

We have a TA dedicated to providing PSE/behaviour/pastoral support to PP children across the school. She has provided support for pupils with challenging behaviour. Kim spent the first part of the Autumn term supporting 3 Pupil Premium children in Y1L with behaviour needs. She developed good strategies with the class teacher and TA and there was a marked difference in their behaviour as a result.

There has been a lot of support/intervention in Y1L this year. Feedback from teacher reviews across the school are that, "she has improved her self-confidence", "he is working more independently", "big improvement in attainment", "more able to cope with life".

### **Reading TA**

This TA has been based across the school to support and deliver SALT, BRP, Guided Reading and 1-1 reading support. She delivers the SALT programmes to specific children. Regular feedback from Gillian is positive from the SALT sessions. She has noticed a big improvement in their confidence and attitudes during her sessions. This is beginning to filter into class sessions.

The TA has been supporting guided reading groups in KS2 and more recently in Y1. The use of the reading boxes in KS2 has proved beneficial and children are more equipped to read and answer questions independently. She has noticed improvements in the children's confidence and attitudes when they are faced with comprehension reading tasks. Feedback from class teachers from the groups she supports has also been positive.

### **Intervention Teacher**

The impact data for his sessions were very encouraging. With children in a half term making at least 1aps points progress. However due to unforeseen circumstances the teacher has been required to teach full time from Summer 1 and he has been unable to carry out the intervention sessions.

### **PP lead**

The PP lead has been able to monitor and track PP children's attainment and progress every half term. Through data analysis staff are made aware of who and which subjects to target in order to make accelerated progress and close the gap.

### **Intervention TA**

This TA works 3 days a week with Y6 children. She has a range of support sessions including x tables and spellings. She has had a positive impact on both the children's confidence/attitudes and academic abilities. She worked with a group of children on L6 Maths. 4 children achieved the level 6 and two of these were PP.

### **Attendance mentor**

The attendance mentor and Pupil Premium lead work closely together to monitor and improve attendance of our PP children/families.

### **Books**

KS1 were in need of new Reading books. We decided to fund 49% of the bill from Pupil Premium money. Reading has been a big focus in KS1 and across the school and there has been a noticeable improvement in KS1 reading attainment and progress.

See tables above for data.

### **BRP**

BRP is still continuing in school and is having a marked impact on the children's reading levels and ages. Two TA's carry out this intervention with 3 children, 3x week for a 10week session.

BRP progress data \*\*



## Support, Challenge, Inspire

### **Handwriting scheme 49%**

As a school, we decided that handwriting and presentation was an area for improvement and as a result we bought a new handwriting scheme which has been implemented by all. Feedback from monitoring books, is that handwriting and presentation is improving. More children are achieving their pen licence too.

### **Robinwood trip for LAC**

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.

### **Afterschool clubs**

3 LAC to attend after school clubs.

2 children attended Maths after school club with TA. Both children have improved their basic skills scores from an average of 3 to at least 8/9 each week. 1 child achieved a 2b on the SAT's test too. Both children said they enjoyed the sessions and they are better at answering their basic skills questions as a result.

### **EYFS**

We agreed to fund the development of the EYFS with some PP money. The focus was on Speaking & Listening/ Communication resources to support our PP children in Reception.

Feedback from staff in the unit has been very positive and the children have access to a variety of stimulus for talking and playing.

\*\* EYFS data

### **KS1 resources**

We identified a need in KS1 for more resources to provide children with better opportunities for speaking and listening, communication and understanding. As a result we ordered small world toys, role play, construction sets, talking tins (voice recorder) and specific games for developing speaking and listening. This will enhance the children's learning and provide many of our children, especially our PP children with the opportunities to play, talk and develop their understanding. These resources have only arrived Summer term and we are yet to see the impact, but I am confident it will enhance the children's learning with a focus on speaking and listening.

### **Story Starter Lego**

To further enhance our speaking and listening and improve writing across the school, we have invested in a Lego scheme, called Story Starter. It is a hands on tool that gives children the experience of creating and telling stories, developing language and comprehension skills. The plan is also to use these as an additional intervention/club during lunchtimes with our PP children who struggle with creating and writing stories.