

Plan for Pupil Premium Grant spending by item/project 2016 to 2017 – Evaluation of Impact

Funding Received:

Disadvantaged Pupils	Autumn 2016 & Spring 2017	Summer 2017	
Free School Meals Ever 6	86 = £66,220	Est at 91 = actual 102 £55250	
Looked After Children	7 = £6213	7= £4438	
Post adoption children	2 = £2217	2 = £1583	
Services Children	2 = £350	2 = £250	
Total Funding	£75,000	estimated £56,321 Actual =£61521	Overall Funding: £136,521

End of Year data summary:

Whole group	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved
Reading	54%	67%	72%	65%	69%	72%	73%	71%	73%	57%	70%	60%
Writing	51%	56%	70%	61%	54%	64%	67%	69%	67%	59%	55%	54%
Maths	58%	58%	57%	65%	71%	71%	78%	69%	73%	51%	63%	68%
Pupil Premium	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved
Reading	25%	39%	56%	50%	57%	71%	63%	69%	56%	63%	50%	44%
Writing	25%	15%	56%	50%	43%	64%	44%	50%	44%	56%	38%	22%
Maths	25%	31%	44%	58%	64%	64%	69%	63%	50%	22%	50%	50%
Not Pupil Premium	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved	baseline	achieved
Reading	62%	74%	75%	68%	73%	72%	77%	85%	79%	63%	77%	67%
Writing	57%	66%	73%	64%	58%	64%	74%	76%	72%	61%	60%	66%
Maths	66%	64%	59%	67%	77%	74%	81%	72%	81%	64%	67%	76%

Expenditure Plans:

Year Group	Item/project	Rationale for Intervention	Cost (Annual)	Objective	Desirable Outcome	Monitoring of impact – summary from detailed records about individual children
Y5/6	Two Year 6 classes of 32 are taught Maths (all year) and English (Spr and summer term only) in three mixed ability teaching groups of 21 children.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£18,744 total DS x 92 lessons = £3093 DH x 240 lessons = £8372	Narrow the gap in attainment compared to peers and to non-pupil premium children nationally	Most children make accelerated progress over three terms. (Assessment Data.)	Positive impact for maths. No clear impact for English. Smaller set teaching will not continue in the same way next year.
	Two Year 5 classes of 30 are taught Maths (all year) in three mixed ability teaching groups of 20 children.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit+8)	DS x 92 lessons = £3093 DH x 120 lessons = £4186			Positive impact for English. No clear impact for Maths. Smaller set teaching will not continue in the same way next year.
	x2 after school maths clubs for Y6. 1 after school maths club for Y5. <u>Revised structure-</u> Class teacher to lead group to extend the principles of best practice through Quality First Teaching. N.B. each group will also have +1 TA.	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£5500	Tailor group sessions to match individual pupil misconceptions and provide feedback on the quality of their work and how to make it better.	Increased attainment in Maths (Assessment data)	Positive impact on Maths outcomes in Y6 – 50% of PP children reached ARE;78% of PP not SEND reached ARE Less positive impact on Y5 One pupil declined invitation to participate To continue next year.

	PIXL	Targeted interventions in Y6 English and Maths, based on detailed analysis of gaps in children's learning. Delivered by a teacher for 3 afternoons per week for 14 weeks (intervention found to be highly effective by other schools)	£1800 subscription to PIXL resources DH x 84 lessons = £2930	Address gaps in children's learning identified by detailed assessment programme.	Increased attainment in reading, writing and maths	Very positive impact on Maths and GPS. Continue next year and run for whole academic year.
	Daily Targeted Reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	£7,980	1:1 reading – decoding and comprehension skills on a more personal level; supports child's use of Accelerated reader	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading Moving book bands and book level.	Data from Star Reader assessments shows accelerated progress for individuals: Y5 average 10 months progress in 6 months Continue for key individuals.
	Success @ Arithmetic	Well evidenced intervention programme (Edgehill University)	£1612	1:3 intervention programme for children working below age related expectations in Y5 and 6	Increased attainment and confidence in Maths (Assessment data)	Individuals made steady progress from very low starting points. Attendance was an issue. Next year this will be replaced by PiXL.
	Inference training	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	£500 course costs £1512 for TA time	Teacher and TA attend training then implement with selected children. Focus on reading comprehensions and enjoyment for readers with good decoding skills but not fully reading for meaning.	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading Moving book bands and book level.	Group of 4 children: 5 week intensive intervention led to increase in reading age of average 12 months. To be continued and extended next year.
Y3/4	Teacher led Booster Group daily in Spring term for Maths and English	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£9375	Small group targeted support in maths and English Narrow the gap in attainment compared to peers.	Focus children make accelerated progress. (Assessment Data)	Did not happen due to an extended maternity leave.

	<p>x2 after school maths clubs for Y3.</p> <p>1 after school maths club for Y4.</p> <p><u>Revised structure-</u> Class teacher to lead group to extend the principles of best practice through Quality First Teaching. N.B. each group will also have +1 TA.</p>	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£5500	See Y5/6 objectives.	All children progress over three terms. (Assessment Data)	<p>Good outcomes for most children.</p> <p>100% of Y3 (7/7) from Aut/Spr group achieved ARE</p> <p>66% of Y4 (2/3) from Aut/Spr and 50%Summ (2/4) achieved ARE</p> <p>Continue to run next year.</p> <p>One pupil declined invitation to participate</p>
	Phase 3 Phonics and Precision Spelling	Precision teaching is a well evidenced intervention to support fluency in reading and spelling	£5,600	To complete specific blocks relating to end of phase phonic blends (including tricky words).	Increase reading and writing pre-intervention assessment score by at least 5+ marks.	<p>Data tracking shows very good impact for individuals with clear accelerated progress.</p> <p>To continue.</p>
	<p>Firstclass@writing for Y3 and for Y4</p> <p>x4 sessions per week for 40mins. Led by 1 TA (lead Teacher to oversee). Duration-18weeks.</p>	Well evidenced intervention programme (Edgehill University)	£5040	To improve written accuracy and confidence.	Increased attainment and confidence in writing (Assessment data and classroom observation/ book scrutiny).	<p>Overall outcomes for PP children in reading and writing show accelerated progress.</p> <p>Y4 Individual pupil outcomes were at or close to ARE with one exception (8 children).</p> <p>Y3 less impact – 2 out of 4 children finished close to ARE</p>
	Daily Targeted reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EEF Toolkit +5)	£7980	1:1 reading – decoding and comprehension skills on a more personal level	<p>Confidence in reading</p> <p>Developed understanding of texts</p> <p>Increased reading ages</p> <p>Pleasure in reading</p>	<p>Y3 PP children increased from 57% to 71% at ARE</p> <p>Y4 PP children increased from 63% to 69%</p>

	First Class@Number sessions	Well evidenced intervention programme (Edgehill University)	£3124	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	By end of Spr term, 3 out of 4 children had made more than 12 months progress.
Yr 1/2	Phase 3 Phonics and Precision Spelling	Well evidenced intervention to support fluency in reading and spelling	£5,600	See Y3/4 objective.	Increase reading and writing pre-intervention assessment score by at least 5+ marks.	Y1 – typical range of marks improved: +5, +7, +22, +26 Y2 – focus was more on writing, 90% of children improved from 25% to 100% Needs re-planning next year.
	Sensory Skills	Programme developed by physiotherapists with good evidence for impact on gross motor skills	£1465	Gross motor skills programme, focusing on three areas; balance, ball skills and co-ordination. Which all have three levels of development	Develop gross motor skills.	Staff report positive impact on children's ability to settle at the start of the school day and improved concentration. To continue
	Maths Pre teaching	Strategy recommended by Education Psychology service to build confidence, fluency and retention.	£1050	To develop confidence in maths	More understanding in concepts. Increase confidence	PP children made accelerated progress in Maths To be continued
	Write from the start handwriting programme.	Perceptuo-motor handwriting programme recommended by Occupational Therapy Service	£1365	To develop fine motor skills to help with handwriting and presentation	More pencil control Outcomes – neater and easier to read. Confidence.	8 pupils – clear progress seen through book scrutiny To be continued
	Daily targeted reading	Build fluency and confidence for children who do not benefit from reading at home.	£7,980	1:1 reading – decoding and comprehension skills on a more personal level	Confidence in reading Developed understanding of texts Increased reading ages Pleasure in reading	Good progress noted through Salford scores. To be continued
	First Class@Number sessions	Well evidenced intervention programme (Edgehill University)	£3,024	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	Exceptional progress in Sandwell scores PP children in Y2 increased from 44% to 58% at ARE

Reception	Extra Mile Project	DCSF researched EY project to support learning for children from deprived areas.	£1,680	To develop speaking and listening skills through small group activities.	Develop turn taking skills. Confidence building. All pupils to make at least 5 jumps + progress over 3 terms.	Data tracking shows good impact. To be continued
Whole School	SALT sessions	Recommended by speech therapy service for individual children. Delivered by TA with ELKAN training	£5,600	Targeted speech and language support and educational assessments from specialist.	Clear strategies provided for better ways to support individual children (observations).	Very good impact for individual pupils. To be continued
	EAL sessions	School's past experience that input from TA with some additional training accelerates language acquisition for children new to English.	£2,800	Support children's transition into school where English is an additional language.	Increase basic language skills as a way to communicate with others. Build confidence and enjoyment of school.	Tracked through reading ages, which show some small acceleration. To continue next year but with new planning and resources (PiXL)
	Lego Groups	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1,400	Develop speaking and listening skills through peer-coaching lego building activities.	Develop ability to follow two/three-step instructions (classroom observations).	Impact varies according to individual children's needs. Need to improve our methods of tracking and support with additional resources.
	Social Skills groups	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1,400	Opportunities to explore a range of social scenarios.	Increase self-confidence. Provide a 'safe place' to communicate feelings.	
	Music Tuition	Some evidence that playing an instrument increases attainment, linked to developing regular practice habits	Y3 = 1 pupil Y4 = 3 pupils Y5 = 3 pupils Y6 = 1 pupil Total- 8 PP children receiving funding £1920	Provide opportunity for all children to learn woodwind/ brass instrument. Benefit from sense of belonging and wider school participation.	Increase concentration and self confidence	High participation levels and growing confidence and self esteem. See music reports.
	Subsidy of school trips	Outdoor education has moderate impact on learning (EEF toolkit +3)	£5,000	Children offered residential place in multi-activity centre and day trips related to curriculum	Increase self-confidence Greater independence Better team-working, collaborative skills.	High participation levels and growing confidence and self esteem.

	Play therapist	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£3420 based on three pupils per week	Individual needs addressed	Increase in emotional well being and readiness to learn. SDQs completed before and after by school and parents.	Very positive feedback from children and parents.
	Extended School places at Breakfast club	Research evidence for impact on learning after children have received breakfast, also a calm transition into the school day.	£9,000	Places provided in Breakfast club.	Children have a good start to the school day with a healthy breakfast (discussion/ observations)	To be continued 62% of 'ever attended' are PP
	Nurture group at playtimes	Reduces behaviour issues and allows for children with emotional needs to spend break times in a safe space.	£4873	Identified children who are struggling with play times for a variety of reasons stay inside at Games Club. Social interactions improved in a structured environment where adult models sharing, turn taking etc	Children take part in a range of enrichment activities and have safe, happy break times.	Successful for individual children
	Family Support Work	Research shows parental involvement has a significant effect on children's achievement. (Desforges 2003)	£11,922	Targeted family work to support families in overcoming barriers to attendance and barriers to the children's learning.	Improved attendance (Attendance analysis) Children of targeted families to make progress over three terms (Assessment data).	attendance figures: Whole school: 95.23% PP: 93.04% LAC: 96.17%
Total expenditure to support disadvantaged pupils			£136,521 Actual spend			