

Record of Pupil Premium Grant spending by item/project 2015-2016

Funding Received:

Disadvantaged Pupils	Autumn 2015 & Spring 2016	Summer 2016	
Free School Meals Ever 6	77	76	
Looked After Children	5	7	
Post adoption children	2	2	
Services Children	2	2	
Total Funding	£62,872	£45,342	Overall Funding: £108,214

Subject	% PP children reaching expected standard	% Non PP children reaching expected standard	% children who are PP but not SEND reaching expected standard
Y6 reading	36%	66%	42%
Y6 maths	27%	63%	43%
Y6 writing	55%	69%	71%
Y6 GPS	36%	71%	57%
Y2 reading	57%	73%	73%
Y2 maths	64%	77%	64%
Y2 writing	43%	58%	55%
Y1 phonics	60%	80%	75%
Rec GLD	25%	68%	38%

Expenditure Plans:

Year Group	Item/project	Rationale for Intervention	Cost (Annual)	Objective	Desirable Outcome	Impact – to be evaluated in July 16
Y5/6	Two small low/middle ability maths sets in Y5 with Q.T. and TA in each set.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£10,800	Small group targeted support in maths/English. Narrow the gap in attainment compared to peers.	Most children make accelerated progress over three terms. (Assessment Data)	<u>Yr. 5 –</u> PP – 50% met age expectations. Non PP – 67% met age expectations.
	Two small low/middle ability maths sets in Y6 with Q.T. and TA in each set.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit+8)	£10,800			<u>Yr. 6 –</u> PP – 27% met age expectations. Non PP – 63% met age expectations.
	One small ability Literacy set in Y5 with Q.T and x2 TAs.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit+8)	£10,800			<u>Yr. 5 –</u> PP – 38% met age expectations in writing. Non PP – 60%met age expectations in writing. <u>Yr. 5 –</u> PP – 50% met age expectations in reading. Non PP – 77% met age expectations in reading.
	x3 after school maths clubs (one Y5 and two Y6)	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£9,600	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)	<u>Yr. 5 -</u> % increase of age related outcome achieved 2 children = 27% 5 children = 29% 2 children = 31% 3 children = 35% 1 child = 66%

						Yr. 6 - (Data taken from Y6 Tracking Grids Maths) 15/17 pupils made progress. 5/17 made over 20% progress.
	Daily Targeted Reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EFF Toolkit +5)	£3,822	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.	Yr. 5 - 70% of children achieved Working at or above in reading.
	Success @ Arithmetic (Spring and Summer)	Well evidenced intervention programme (Edgehill University)	£725 training +£550 supply + £900 TA time	1:3 intervention programme for children working below age related expectations in Y5 and 6	Increased attainment and confidence in Maths (Assessment data)	100% pupil attendance. The programme started later in Spring term so suggested total no. of sessions not achieved (6/10 completed). All girl group- single gender group seemed to aid development of confidence (observed in class by Numeracy Co ordinator). On average 4-5months progress achieved by all pupils in group over 2 months.
Y3/4	Two small low/ middle ability maths sets in Y4 with Q.T. and TA in each set.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£10,800	Small group targeted support in maths. Narrow the gap in attainment compared to peers.	All children progress over three terms. (Assessment Data)	Yr. 4 – PP – 50% met age expectations. Non PP – 81% met age expectations.

	x3 after school maths clubs (one Y3 and one Y4)	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£6,400	See Y5/6 objectives.	All children progress over three terms. (Assessment Data)	Yr. 3 - Confidence gained with more active participants in Maths lessons. Specific children who took part 8/11 met age expectations. 3/11 declined the opportunity.
	One small ability Literacy set in Y4 with Q.T and x1 TA.	Reduced size of teaching group enables better feedback to pupils (see EEF Toolkit +8)	£10,800		All children progress over three terms. (Assessment Data)	<u>Yr. 4 –</u> PP – 44% met age expectations in writing. Non PP – 72%met age expectations in writing. <u>Yr. 4 –</u> PP – 56% met age expectations in reading. Non PP – 79% met age expectations in reading.
	Direct 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.	Intervention finished. Will continue to have specialised spellings and resources available in class. Increase in reading score +2 Increase in writing score +9
	Daily Targeted reading	Reading comprehension strategies and use of Accelerated Reader have moderate impact (EEF Toolkit +5)	£3,822	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	Comprehension improved for most. Range of vocabulary being demonstrated in written work more frequently.
	First Class@Number sessions (From Spring Term)	Well evidenced intervention programme (Edgehill University)	£1,680	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	<u>Yr. 3</u> - 50% of children increased mathematical age by 12 months + in 2 terms. 50% of children made between 8 and 10 months progress in 2

						terms.
Yr 1/2	Direct Phonics and Precision Spelling Yr 1 – Phase 3 Floppy's phonics.	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.	<p>Yr. 1 - All children have made progress with reading this term with all improving on their previous phonics screening score. All children have moved up at least 1 book band this term. They are able to consistently recognise taught sounds in their reading books and in the classroom. 76% of children in Yr1 passed the phonics screening test. This score increased by 19% on 2015 results.</p> <p>Yr. 2 - 50% of children have now passed the Phonics screening check, in others confidence has improved and are making individual progress with their reading.</p>
	Fizzy Skills	Programme developed by physiotherapists with good evidence for impact on gross motor skills	£1365	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.	All 3 children now enter the classroom in a much more settled manner and are ready to undertake the first task of the day. They are now able to sit for longer periods and can complete a task with adult guidance.
	Maths Pre teaching	Strategy recommended by Education Psychology service to build confidence, fluency and retention.	£950	To develop confidence in maths	More understanding in concepts. Increase confidence	Class/group observations show specific children have increased confidence and retention of Maths skills.

	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.	Book Scrutiny show improvements in handwriting with specific group of children.
	Daily targeted reading	Build fluency and confidence for children who do not benefit from reading at home.	£3,822	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	Yr. 2 - 72% of children are now working at the expected standard for year 2, support will continue until children are reading regularly at home.
	First Class@Number sessions (Spring Term)	Well evidenced intervention programme (Edgehill University)	£1,680	To identify and overcome barriers to mathematical learning.	All pupils to increase mathematical age by at least 12 months. (Sandwell Assessment)	All pupils made progress. 2/4 pupils achieved 12month target. 1 pupil premium child made 1yr 5 months progress over 8 sessions.
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.	PSE scores – 3 children achieved Emerging in this area. 5 children made the expected progress.
Years 3,4,5 &6	Afterschool writing challenge club	Small group tuition has moderate impact based on research (EEF Toolkit +5)	£6,400	To develop confidence and social skills. To develop and progress writing skills through school projects. E.g. A school magazine.	Improved writing skills - spelling, sentence structure, ideas and team work.	Through observations and class teacher meetings, specific children have shown more confidence to writing projects. They have shown more awareness when checking and editing writing.
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).	Class observations show sessions are supporting individual children towards their targets.
	EAL sessions	School's past experience that input from TA with some	£2,800	Support children's transition into school	Increase basic language skills as a way to	All children are much more involved in carpet/class

		additional training accelerates language acquisition for children new to English.		where English is an additional language.	communicate with others. Build confidence and enjoyment of school.	discussions and can read and understand their reading books and information displayed on the IWB.
	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).	Inclusion and progress supported by counselling has led to progress outcomes for specific children.
	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.	Inclusion and progress supported by counselling has led to progress outcomes for specific children. Observations show that Classroom and playground behaviour has improved. Improvement made with peer interaction and appropriate responses to situations.
	Music Tuition	Some evidence that playing an instrument increases attainment, linked to developing regular practice habits	£750	Provide opportunity for all children to learn woodwind/ brass instrument. Benefit from from sense of belonging and wider school participation.	Increase concentration and self confidence	Ensured children not disadvantaged in curriculum activity by family circumstances.
	Subsidy of school trips	Outdoor education has moderate impact on learning (EEF toolkit +3)	£4,000	Children offered residential place in multi-activity centre and day trips related to curriculum	Increase self-confidence Greater independence Better team-working, collaborative skills.	Ensured children not disadvantaged in curriculum activity by family circumstances.
	Play therapist	Social and Emotional interventions have moderate impact (EEF Toolkit +4)	£1800	Individual needs addressed	Increase in emotional well being and readiness to learn. SDQs completed before and after by school	Inclusion and progress supported by counselling which led to more than expected progress outcomes

					and parents.	for specific children.
	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.	£3,360	Places provided in Breakfast club.	Children have a good start to the school day with a healthy breakfast (discussion/ observations)	School has seen an improvement in attendance and incidents of inappropriate behaviour has been reduced.
	Nurture group at playtimes	Reduces behaviour issues and allows for children with emotional needs to spend break times in a safe space.	£3325	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.	Incidents of inappropriate behaviour have been reduced. The Nurture group leader has worked hard to help specific children to socialise with peers on the playground.
	Family Support Work	Research shows parental involvement has a significant effect on children's achievement. (Desforges 2003)	£18,092	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).	Helped improve pupils' attendance and has worked closely with parents to encourage them to become more involved in their children's education. Attendance up to 6 th July is 95.2%, which remains a small increase on last year's final figure which was 94.8%. The gap between attendances of pupil premium v. non pupil premium has narrowed from 1% at end of 2015 to 0.6% now.
Total expenditure to support disadvantaged pupils			£150,800	£42,594 from school's general formula funding is adding to pupil premium grant to enable all interventions to take place. This reflects the way that some activities such as role of family worker and use of smaller teaching groups has an impact for all children who need support not just those meeting the criteria for pupil premium funding.		