

Use of the Pupil Premium 2014/2015

<u>Pupils on Roll</u>	<u>Pupils eligible for Pupil Premium Funding</u>	<u>Pupil Premium Funding Received</u>
308	37 (12% of pupils)	£48,100

During 2014/2015 the amount of money that we received for each disadvantaged pupil was set at £1300.

This academic year we have closely monitored the gap between disadvantaged pupils and non-disadvantaged pupils. We have done this through teachers having a good awareness of which children are potentially disadvantaged in their classes, by tracking the progress and attainment of pupils and groups of pupils using our new system of assessment and through pupil progress meetings between teachers and the leadership team on a termly basis.

We decided how the funding was going to be deployed this year based on these termly reports and based on the impact of these interventions as the year progressed. In addition, when considering how to best spend the premium, we have looked at research into the most effective uses of the money – including from the Education Endowment Foundation.

<u>Intervention</u>	<u>Cost</u>	<u>Cohort of Disadvantaged Pupils</u>	<u>Desired outcome</u>	<u>Impact</u>
1. Small group tuition for writing skills – including more effective and individualised feedback	£1,347	SEND/less able writers in Year 1	To develop basic skills to access writing curriculum in Year 1	There has been an increase in 57% of the disadvantaged pupils in this cohort achieving Age Related Expectations (ARE) from last year.
2. Accelerread, Accelewrite tablet software and staff deployment	£610	SEND/less able readers and writers in Key Stage 2	To close the attainment gap of pupils in Key Stage 2	The pupils who have accessed this have made on average greater progress than their peers.
3. Target Tracker Software and training	£1,642.20	Whole school	To increase the link between attainment and planning, to improve the feedback given to disadvantaged pupils and to track progress of target groups	It is much easier for teachers and the leadership team to track the progress of disadvantaged pupils and many programmes of intervention have been based on the objectives identified using this software.
4. Small group tuition	£269	Academically more able readers in Year 4	To ensure that more able disadvantaged pupils fulfil their potential.	All pupils in this cohort achieved ARE than at the end of Year 3. This demonstrated an increase of 7% since last year.
5. Achieving 'Secure' writing small group tuition	£269	Year 4	To enable disadvantaged pupils to achieve Age Related Expectations	Disadvantaged pupils made less progress than non-disadvantaged pupils in writing.
6. One to One reading tuition	£22,000	Whole school less able/SEND readers	To close the attainment gap in reading skills	In EYFS and Years 2 and 4, although there are gaps between the reading attainment of disadvantaged pupils and non-disadvantaged pupils, children in receipt of the Pupil Premium made better progress than their peers these year groups. Success in other year groups was not apparent other than through reported improvements in confidence and unsubstantiated reading development.

<u>Intervention</u>	<u>Cost</u>	<u>Cohort of Disadvantaged Pupils</u>	<u>Desired outcome</u>	<u>Impact</u>
7. Hornet Literacy Primer and Word Wasp and staff deployment	£2412	Stage 2 pupils with reading and writing needs in Years 1 to 4	To support pupils with additional reading and writing needs to close the attainment gap	The disadvantaged pupils accessing this support have all made good progress in their reading and spelling as a result of this intervention. This can be shown through assessing the pupils against SEND Levels and also through their written work. One of the children has moved from Stage 2 to 1 and one other is currently undergoing a referral to external agencies as a result of weaknesses being identified through the programme.
8. Payment for snacks/milk during the morning	£512.14	Whole school – disadvantaged pupils	To improve the concentration of disadvantaged pupils in school. (A Theory of Human Motivation: Abraham Maslow, 1943)	Attainment as a result of this intervention is difficult to demonstrate but soft data from teachers reflects research which shows that children are readier for learning when not hungry.
9. Peripatetic music lessons	£278.70	Year 4	To provide experiences for disadvantaged pupils that they may not receive at home. To develop readiness to learn, confidence and ambition. To provide cultural capital. (Creating Cultural Capital: Lee Elliot Major – The Sutton Trust, 2015)	Again, the academic impact of this intervention is difficult to attribute directly to the use of the pupil premium but research suggests that this type of spending is rewarded in the longer term. However the disadvantaged accessing this support have made better progress in their reading and writing than the average of the cohort.
10. Funding support for PGL residential educational visit	£2145	Year 4	To provide experiences for disadvantaged pupils that they may not receive at home. To develop readiness to learn, confidence and ambition.	Information from teachers has shown that children who have accessed this visit showed greater engagement in school and the curriculum upon return. Improved relationships between pupils and between staff and pupils were also reported to have improved.
11. Phonics catch-up intervention programme	£613.80	Year 1	To support those on the border of the pass mark in Year 1 to ensure a pass mark.	The disadvantaged pupils who this group was set up for did not attain a pass mark in their Phonics Screening Check.
12. Maths catch-up intervention programme	£613.80	Year 1	To support those slightly below Age Related Expectations in Year 1 to attain ARE in Year 2	Due to the nature of this intervention group, the success of this programme will be best evaluated next year.
13. Course fee and cover for 'Meeting the Needs of More Able Pupils' training	£206.35	Whole school	To support the more able disadvantaged pupils make accelerated progress	Due to this course being delivered in the second half of the summer term, the impact of this spending will be able to be evaluated as the strategies are disseminated and training is given to the whole staff by the attendee.
14. Course fee and cover for teachers to attend Pie Corbett Training for delivering the English curriculum – especially writing	£669.70	Whole school	To improve the writing standards of disadvantaged pupils through the school – training was disseminated to all staff	This course was also attended in the summer term and the impact of this training is currently being monitored by the literacy coordinator. The main priority will be to ensure that the strategies taught are employed by teachers across the school.

<u>Intervention</u>	<u>Cost</u>	<u>Cohort of Disadvantaged Pupils</u>	<u>Desired outcome</u>	<u>Impact</u>
15. Small group writing tuition	£286	Year 2 pupils targeted for reaching level 3	To close the gap in progress between disadvantaged and non-disadvantaged pupils in writing	One out of the three pupils who accessed this tuition converted this to a level 3 at the end of the year. We feel as though this is insufficient impact.
16. Mandala art therapy	£175	Year 3 pupils with EWB needs	To increase pupils' emotional wellbeing (EWB) and consequently readiness for learning.	Teachers have reported that all of the children targeted for this support (four) have demonstrated improvements in EWB and attitudes to learning.
17. One to one maths and English tuition	£250	Year 4	To accelerate the progress of target children in reading, writing and maths.	As this has been a summer term intervention strategy, this will be evaluated in the final assessments made in the last week of term.
18. Level 3 maths small group tuition	£837.90	Year 2	To accelerate the progress of the more able pupils	80% of pupils made greater than average progress and achieved a level 3 in their maths
19. More able maths small group tuition	£192.80	Year 3	To accelerate the progress of middle ability pupils to achieve above Age Related Expectations (ARE)	Pupils accessing this tuition made greater than average progress and achieved above ARE
20. Small group tuition before school for homework	£1958.40	Years R to 2 and Years 3&4	For pupils to be readier for learning at the start time of school. To enable children to access homework tasks and consequently reinforce and build upon learning in class.	Pupils who were not accessing the homework tasks are now completing these more consistently and more effectively through the intervention and guidance of the teachers running these clubs. Class teachers also report that certain targeted children (4 in total) are calmer on these days upon entry to class.
21. Small group tuition for less able mathematicians	£192.80	Year 3	Children make greater than average progress in maths	According to tracking data, pupils did not make greater than average progress in maths. However, there are questions over the reliability of the baseline data so the intervention cannot be reliably evaluated against this. Children did make progress in individual objectives of the curriculum.
22. Small group maths tuition	£411.60	Year 4 SEND/LA pupils in maths	To close the attainment gap in maths.	Disadvantaged pupils made less than average progress in maths in Year 4.
23. Sports club involvement	£118	Year 3	To improve emotional security and engagement with school.	The attainment of pupils who accessed this club made better than average progress in reading and writing. Class teachers also report that targeted children are calmer on these days upon entry to class.
24. Small group tuition in reading and writing	£4,554	Year 4	To accelerate the progress of pupils in reading and writing.	Disadvantaged pupils made better than average progress in reading and less than average progress in writing.
25. Phonics Play online learning resource	£120	EYFS and Year 1	To raise the attainment of disadvantaged pupils in phonics, reading and spelling	As this resource was purchased in the summer term, not enough time has elapsed to measure the impact of this spend.
26. Mathletics online learning resource	£565.25	Key Stage 2	To increase parental involvement and children's attainment in maths.	Attainment across Key Stage 2 has not reflected the impact of this intervention. In evaluation, staff expressed that increased direction from teachers would have had a greater impact on the children's attainment as a result of this resource.

<u>Intervention</u>	<u>Cost</u>	<u>Cohort of Disadvantaged Pupils</u>	<u>Desired outcome</u>	<u>Impact</u>
27. Numicon maths resources and training	£2,657.62	Whole school	To increase attainment in maths. To develop concrete images for children to apply in their calculations.	Although this resource was new in summer and there has been insufficient time to evaluate its impact, initial reports from teachers and TAs indicate that this has been useful in teaching maths to all children – including less able children.
28. Dyscalculia screener and guidance book	£129.60	Years 2 and 3 pupils at the border of Stage 2 needs	To diagnose underlying difficulties which may present as barriers to learning in maths.	So far one disadvantaged child has accessed this screener. The result of this was that specific areas of need were identified and other avenues of support have subsequently been explored. As a resource for many disadvantaged children, the impact has yet to be evaluated.
29. Extra midday supervisors to run lunchtime clubs	£3,904	Whole school	To develop EWB of disadvantaged pupils with art therapy. To reduce number of conflicts on playground at lunchtime between disadvantaged pupils with behaviour difficulties and other children.	Number of incidents reported by lunchtime supervisors has reduced and pupils with emotional difficulties have formed relationships with their peers and adults during board game sessions.
Total spent:	£49,942			

Positive impact
No significant impact
Still to be evaluated

Implications for next year

- Repeat successful intervention strategies with the new cohorts in the appropriate year groups.
- Consider other experiences and closing the cultural/parental gap as well as supporting core subject academic attainment. This will be planned in liaison with the governor responsible for Pupil Premium funding and the leadership team.
- More regular pupil progress meetings (half-termly) to keep track of the progress made by disadvantaged pupils.
- Change in provision for converting 1w to 1s assessments in writing in Year 4 – due to this year’s provision not having the desired outcome.
- Change in provision for disadvantaged children who are close to pass rate in phonics check in Year 1 – due to this year’s provision not having the desired outcome.
- Monitor reading attainment of disadvantaged pupils in Year 2 – put in place strategies to ensure success at the Phonics Screening Recheck.
- Consider new programmes of intervention to better reflect the objectives of the new National Curriculum.