

## Pupil Premium Grant Expenditure

**2013 – 2014 (Academic Year September 2013 – August 2014)**

Total number on roll	422		
Total number of pupils eligible for PPG	58		
Amount of PPG per pupil	£900		
Total amount of PPG received	£51,000.00		
Title	Nature of support 2013/2014	Cost per annum approx	Impact  Aim: Overall gap between attainment and progress of FSM and non FSM is narrowed in school
Writing Intervention	Small group of children working with a trained teaching assistant to raise levels of attainment and progress in writing.	£1600	The progress in writing is improved through focused teaching on specific skills. Impact on targeted children in Key Stage 2.
Socially speaking Intervention	Two small focused groups who meet twice weekly for a 20 min session to discuss social skills and interacting with others.	£3200	Children's confidence, self-esteem and communication skills are raised through this intervention both in the classroom and outside which impacts on their progress academically.
Talk Boost Intervention	Two trained teaching assistants provide small group intervention in the Early Years and Key stage 1 intervention to improve communication skills – life skills such as listening, taking turns, improving vocabulary etc. Recommended by speech and language therapists.	£5000	Children's confidence, self esteem and communication skills are raised through this intervention both in the classroom and outside. Vocabulary both in speech and in written form are improved.
Maths Intervention	Short focused 15 mins session 1:1 with a trained teaching assistant focusing on specific gaps in knowledge. The school uses programs such as Catch up and Wave 3	£3500	Key mathematical concepts are secured, which ensures children can progress within the correct attainment level. Levels of progress increase for targeted children within Key Stage 2 and a select number of Key Stage 1.

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Sound Discovery intervention/ Additional Reading	Phonic based assessments which focus on reading and writing with a small group. Invention is reviewed every 6 weeks to monitor impact.	£2000	Improves spelling, reading and writing. Impact is monitored within class – how intervention is transferred into everyday classroom practice.
IT Equipment	Information technology needs to be within classes and freely accessed. The school has invested in removing the traditional ICT suite to having a set of 32 IPADs which can be used as a whole class, small groups, focused intervention work. APPs are currently being purchased to enhance learning, including specific skills. Laptops have also been purchased and based in all corridors to allow access for whole class and small group/individual use. New website which gives ideas to parents of sites and APPs for the children to use at home.	£61000	Children’s interest and engagement is increased within lessons. Access to learning is widened through the use of IT  Children’s skills in IT are increased through regular use.
ITP training for all staff	Improving Teacher/Teaching Assistant Programme – Inset day held with all staff which focused on specific skills of effective teaching and learning.	£900	Impact seen in lesson observations, talking to pupils, looking at books etc.
Achievement For All	Whole school improvement framework which aims to raise the aspirations, access and achievement of children. The programme initially runs for 2 years and cohorts of targeted children are identified by the school. A key part of AFA is the structured conversations teachers have with parents regarding their child and targets are decided and monitored.	£2400	Raise attainment and progress in reading, writing and maths for targeted children. Two cohorts chosen: <ul style="list-style-type: none"> <li>• Raise attainment in writing for high achievers to ensure that good or better progress is made by the time they leave primary school</li> <li>• Raise attainment in reading, writing and maths to ensure that the cohort leaves primary school with a secure level 4 in all areas.</li> </ul>

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	All staff have been trained.		<ul style="list-style-type: none"> <li>100% of cohort are on track to achieve L4 across all subjects.</li> </ul>
Additional TA support	<p>Trained teaching assistants employed on a 1:1 basis due to specific needs.</p> <p>Additional lunchtime and classroom teaching assistants employed to support vulnerable children. This is not a 1:1 model but support which ensures access both academically and socially to all children.</p>	£5000	<p>Enable all children to access the curriculum and make progress so that they achieve their potential.</p> <p>To ensure the safety of all children and staff in school.</p>
Year 5 maths Booster club	<p>Class teachers in consultation with senior leaders have formed a group of children who need targeted support to raise the levels of attainment and progress in maths.</p> <p>The group meet one night after school weekly and focus on key areas the teachers and the children have identified.</p> <p>Fun, engaging and high quality maths is planned by the class teachers.</p> <p>Key skills are also focused on and will be planned to use in context, e.g through a trip to a DIY store.</p>	£600 + (£3000 paid through cluster)	<p>Raise levels of attainment and progress in Maths.</p> <p>Increase engagement within maths and raise the profile of maths within the school/class.</p> <p>80% are on track to achieve Level 4 at the end of Year 6.</p>
Pupil Progress meetings release time	<p>Teachers released to discuss progress of children within their classes.</p> <p>Teachers meet as a year group with a senior member of staff.</p> <p>A pupil progress document is produced termly and in advance of the meeting.</p>	£3400	<p>Whole school awareness of pupil progress within the school.</p> <p>Teachers/senior teachers are aware of where they have come from and where they need to get to.</p> <p>Raise the profile of vulnerable groups, which include SEN but also children who are not making the</p>

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	Discussions take place on what is working well, what needs to change/improve, what are the responsibilities (class teacher/senior leader etc)		expected progress based on previous information. As a result of the above – attainment and progress is raised within every class.
Structured conversations with parents/children	Class teachers book in up to 1 hour appointments, three times a year, with targeted children's parents to discuss their child's aspirations, wishes for their child etc. Focused targets are then set with the parent and in some cases the child (KS2). Continued information sharing takes place. Reviewing and monitoring impact.	£500	Raised attainment in focus areas. Progress gap closed rapidly due to heavy focus and parental involvement. Class teachers understand their children better and plan for their needs, both academically and socially.  85% of cohort have actively engaged with the structured conversations. 100% are on track to achieve Level 4 across all subjects.
Teaching assistants training	Professional development opportunities offered to teaching assistants and teachers. Such as: Counselling; Dyslexia; Dyscalculia;	£900	Ensure that teaching in intervention and classroom support is targeted and relevant and that appropriate methods and resources are used. To accelerate progress for vulnerable children. All children have appropriate access to learning – all staff plan for children's needs. Improved knowledge of learning differences by all staff.
Family Support Worker employed across the cluster	Work with vulnerable pupils – referred by staff who work in school, in consultation with senior leaders and parents.	No cost paid through cluster	To give children the strategies to improve their emotional and social awareness so that they have the skills and confidence to access the curriculum and as a result make progress.
Reduced class sizes in Literacy and Maths – Year 6	Two senior leaders within school are supporting year 6 within Maths and Literacy. This involves taking a targeted group for 4 days a week and focusing on addressing specific skills and securing rapid progress.	£12000	All children in Year 6 are impacted due to three classes for Maths and Literacy instead of two. Raised levels of attainment in both Literacy and Maths. Progress gap significantly closed through this model of teaching.  Looking at the three year trend, the in school gap has closed, with only 1% difference in children achieving

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			level 4 in maths, reading and writing.
Attendance lead in school	<p>Attendance lead within school monitors attendance at regular intervals and meets termly with the attendance officer for the cluster.</p> <p>Support and fast track panels are carried out to support the families and address any issues or barriers to accessing school.</p> <p>Letters are also sent out to parents expressing concerns over attendance, including lateness.</p> <p>Whole school awareness is made through celebration assembly (awarding class and personal attendance certificates), tv screen announcing attendance and website.</p>	No cost at present	<p>Improved attendance – securing whole school attendance at above 95% on a weekly/monthly/termly/yearly basis.</p> <p>Increasing awareness of attendance to all stakeholders, ensuring everyone takes responsibility: senior leaders, class teachers, parents, children etc.</p> <p>Improved attendance for vulnerable children where it is impacting significantly on achievement and progress,</p>
Fine motor skills intervention early start	<p>Children who have poor fine motor skills within key stage 1 and 2 have focused intervention – this focuses on forming letters correctly and finding a comfortable style when writing.</p>	£500	<p>Children in the lower years have accurate letter formation which enables them to progress through their primary years and develop further handwriting skills such as joining. This also impacts on spelling.</p> <p>For Key Stage 2 children – the focus is on flow and ensuring their writing can be read.</p>
Extra curricular activities	<p>Clubs to engage children</p> <p>Home Learning club at lunchtime/afterschool</p> <p>Cooking club</p> <p>Afterschool/lunchtime</p>	£1200	<p>Dramatic increase to children taking part in after school clubs. 75% of pupil premium children are accessing extra-curricular activities. This is raising their confidence and self-esteem.</p>

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Year 6 afterschool maths booster club	Targeted children have been identified by class teachers and senior leaders where progress and attainment is below expected. Weekly hour sessions after school with two senior members of staff focusing on specific skills and vulnerable groups: Target potential level 5 Target at risk level 4 girls	£75	Each group achieved their target attainment level: 100% of level 5 group achieved a level 5 100% of level 4 girls achieved a level 4
<b>Total expenditure</b>	£103,775		

We recognise that pupil premium funds must be used to raise attainment and progress for all regardless of starting points. This includes children with special educational needs and potential high achievers. Therefore, children receiving support and intervention are reviewed on a regular basis to ensure that the appropriate support and intervention is in place, ensuring an accelerated level of progress.

2012 – 2014 – Intervention is constantly reviewed, revised and carefully restructured so that it is delivered in a far more effective way. Children now attend intervention sessions for shorter more focussed periods. This reduces the amount of time that children are away from class. Therefore, they continue to have access to higher order thinking and challenging learning and **quality first teaching**.

The impact:

Year 6 Pupil Premium cohort 2013/2014 (7 children) (\*compared with peers)

	Maths	Reading	Writing	Reading, Writing and Maths
<b>Level 4+</b>	86% (*85%)	86% (*87%)	86% (*87%)	86% (78%)

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<b>Level 5+</b>	0%	14%	43%	0%
<b>Expected Progress</b>	86% (*81%)	86% (*91%)	86% (*98%)	
<b>More than expected progress</b>	0%	50%	25%	
<b>APS</b>	26.1 pts (*29pts)	27.9 pts (*29.9 pts)	26.1 pts (*28.6 pts)	26.6 pts (*28.9 pts)

Children achieved well in gaining a level 4 across all three subjects when compared with their peers. They also achieved well when compared with pupil premium children nationally across all subjects, both combined and individually.

Year 5 Pupil Premium outcomes: (8 children) (\*compared with peers)

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>	<b>Reading, Writing and Maths</b>
<b>Level 3a+</b>	62.5%	62.5%	62.5%	75% on track to achieve L4 across
<b>Level 4b+</b>	37.5%	50%	0%	0%
<b>Expected Progress (2 sub levels+ in one year)</b>	50%	62.5%	50%	
<b>More than expected progress (whole level progress in one year or more)</b>	12.5%	0%	0%	
<b>On track to achieve 2 levels progress at end of KS2</b>	100%	87.5%	100%	
<b>On track to achieve more than 2 levels progress at end of KS2</b>	37.5%	12.5%	12.5%	
<b>APS</b>	20.3 pts (*22.2 pts)	21.4 pts (*22.9 pts)	19.4 pts (*20.6 pts)	

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Year 4 Pupil Premium outcomes (14 children) (\*compared with their peers)

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>Level 3b+</b>	50%	64%	57%
<b>Level 4c+</b>	7%	21%	0%
<b>Expected Progress (2 sub levels+ in one year)</b>	43%	29%	43%
<b>More than expected progress (whole level progress in one year or more)</b>	0%	7%	0%
<b>On track to achieve 2 levels progress at end of KS2</b>	64%	79%	86%
<b>APS</b>	20.3 pts (*22.2 pts)	21.4 pts (*22.9 pts)	19.4 pts (*20.6 pts)

Year 3 Pupil Premium outcomes (9 children) (\*compared to peers)

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>Level 2a+</b>	33%	55%	33%
<b>Level 3b+</b>	0%	0%	0%
<b>Expected Progress (2 sub levels+ in one year)</b>	25%	44%	22%
<b>APS</b>	15 pts (*19 pts)	15.4 pts (*19.6 pts)	14.3 pts (*18.7 pts)

Year 2 Pupil Premium outcomes (10 children) (\*compared to peers)

	<b>Maths</b>	<b>Reading</b>	<b>Writing</b>
<b>Level 2+</b>	80%	90%	80%
<b>Level 3+</b>	0%	10%	0%
<b>APS</b>	14.2 pts (*16.6 pts)	15.4 pts (*17.5 pts)	13.6 pts (*16.2 pts)