

Pupil Premium (PP) Spend and Impact Record - Academic Year 2014-15

Funds allocated: £108,300 + £2774 carried forward = £111,074

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	What is the net impact on pupil attainment and progress?
<p>Reception</p> <p>10 children</p>	<p>PP children entering school lower in prime areas of learning (PSED PD C&L) (All PP children 30-50 or less, some as far back as 22-36 months) i.e. poor self-care- little independence, find it difficult to make relationships with other children.</p> <p>Low literacy skills on entry</p> <p>Children finding it difficult to adjust to a large school environment so they need longer to settle. Low engagement in provision as setting can be 'overwhelming' as their first experience</p> <p>Some PP children have low attendance/late and missing sessions.</p> <p>Varying support from home to support learning with homework, home reading etc and sometimes low expectations.</p> <p>Children with specific social emotional and behaviour needs. Child in need plan in place.</p> <p>Children with a baseline close to age related expectations to exceed.</p>	<p>Children need adult support and have key workers to develop prime areas. TA's develop pre-reading/writing skills TA's supporting speech and language. Teaching self-care.</p> <p>Children split into phased phonics groups. Focus on early reading, writing and speaking skills. Activities planned to meet learning needs. Pupil premium interventions delivered in small groups to give extra support</p> <p>Experiences needed to stimulate engagement. Activities needed to draw children in and develop concentration. Adults to model and support learning behaviours</p> <p>TA's to 'mop up' missed work. Working with parents to catch up.</p> <p>TA's reading with children in school to bridge the gap. Spending more time with PP children as a 'focus' in provision</p> <p>Targeted behavioural support from TA's.</p> <p>Interventions planned with TA's to target GLD and then exceeding ELGs.</p>	<p>Reading-overall 100% of PP pupils reached the expected level of development compared to 72% of NPP children.</p> <p>Writing-overall 70% of PP pupils reached the expected level of development compared to 68% of NPP children.</p> <p>Managing feelings and behaviour-Despite some PP children exhibiting challenging behaviour, 90% of PP children reached the expected level of development and made an average of 6.5 steps progress compared to 84% of NPP children who made an average of 5.9 steps progress.</p> <p>On-entry all pupil premium children displayed low self-confidence and self-awareness being assessed at the below expected level of 30-50 beg/dev. By the end of the year 80% of PP children achieved the expected level of development making an average of 6.3 steps progress-compared to the NPP children 76% of whom achieved the expected level of development making an average of 6.1 steps progress.</p> <p>Overall 70% of PP children achieved the expected level in all areas compared to 68% of NPP children.</p>

<p>Year 1</p> <p>10 children</p>	<p>We aim to close the gap in attainment between PP and non PP children. We want to improve social skills of PP children.</p> <p>We want to give PP children additional support that isn't available at home with basic skills.</p>	<p>Planned interventions through TA in numeracy, literacy, letter formation, phonics and social skills for PP children.</p> <p>1:1 reading from TA.</p>	<p>In Reading and writing 4/11 chn achieved age related or above. 36% In Numeracy 8/11 chn achieved age related or above. 72%</p> <p>Those chn who didn't achieve age related still made good progress in all areas and many were just below age related for year 1 achieving D1+ in Reading, writing and Numeracy.</p> <p>Intervention groups by TA's and Teachers have worked well as has extra support during lessons.</p> <p>Extra reading and guided reading groups helped to support the LA as they are the chn who often lack home support.</p> <p>Social skills sessions with TA have helped to improve behaviour and relationships with other pupils in terms of turn taking and listening skills.</p>												
<p>Year 2</p> <p>9 children</p>	<p>We aim to close the gap between PP and non PP children over the course of the year in reading, writing and phonics.</p>	<p>Targeted PP interventions for reading, writing, talk 4 writing/ handwriting, phonics. Afternoon time Wave3 support for PP children working well below in Literacy. PP children targeted for support in class.</p>	<table border="1" data-bbox="1444 813 2078 957"> <thead> <tr> <th></th> <th>Pupil Premium</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Reading gains (APS)</td> <td>6.7</td> <td>5.7</td> </tr> <tr> <td>Writing gains (APS)</td> <td>4.3</td> <td>4.6</td> </tr> <tr> <td>Maths gains (APS)</td> <td>3.7</td> <td>4.1</td> </tr> </tbody> </table> <p>PP children in Y2 achieved an average of 14.5 APS across Reading, Writing and Maths during their time in KS1. Chn additionally received emotional and social support through TA and Family Support Worker intervention – this had a positive impact on engagement with school and learning. TA time was used within lessons to target PP chn to support their next steps in learning Also, we ran interventions in the afternoons for writing, reading and Maths to support PP chn with good outcomes (see data) Further intervention required for PP boys especially in Maths</p>		Pupil Premium	Non PP	Reading gains (APS)	6.7	5.7	Writing gains (APS)	4.3	4.6	Maths gains (APS)	3.7	4.1
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<p>Year 3</p> <p>12 children</p>	<p>Several PP children in Year 3 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>9 3DT 3 3JG</p>	<p>All PP children to receive 1:1 reading from TA. TA to run reward system with stickers and reward charts for PP children as incentives. Some PP children will be accessing playworkers and Family Support Worker support and will liaise back with TA. TA's to lead Wave 3 interventions for reading, writing and numeracy.</p>	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Reading gains in points</td> <td>5.6</td> <td>5.9</td> </tr> <tr> <td>Maths gains in points</td> <td>5.3</td> <td>6.1</td> </tr> <tr> <td>Writing gains in points</td> <td>6.0</td> <td>6.7</td> </tr> </tbody> </table> <p>Although the progress made by the PP children was slightly below that made by the non-PP children, they still made more than expected progress in reading, writing and maths. This was extremely successful given the cognitive learning difficulties that some of the PP children have.</p> <p>The 1:1 reading had a significant impact because many of the PP children did not read frequently at home. This gave them an opportunity to practise and develop comprehension skills. They developed a greater level of confidence.</p> <p>Some less well developed attitudes to learning were a barrier at the beginning of the year. Following the use of reward charts, we saw an increase in the desire to learn. This meant the children were more open to learning and therefore made more progress.</p> <p>The TA 'Wave 3' interventions worked brilliantly as they targeted specific learning gaps. The children gained confidence when working in a smaller group situation.</p>		PP	NPP	Reading gains in points	5.6	5.9	Maths gains in points	5.3	6.1	Writing gains in points	6.0	6.7
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<p>Year 4</p> <p>13 children</p>	<p>We want to eradicate gaps between PP children and non PP children in numeracy, writing, spelling punctuation and grammar (SPAG).</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>Regular TA time for PP children for Easimaths, Lexia and Times Tables practise.</p> <p>Intervention groups for reading, writing and maths to meet the needs of all PP children including the more able.</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p>	<table border="1"> <thead> <tr> <th></th> <th>PP</th> <th>NPP</th> </tr> </thead> <tbody> <tr> <td>Writing gains in points</td> <td>6.6</td> <td>5.6</td> </tr> <tr> <td>Maths gains in points</td> <td>7.2</td> <td>6.7</td> </tr> </tbody> </table> <p>The in-class morning TA time was extremely effective in helping PP chn make very good progress (and more progress than their NPP peers). This helped to close a gap that had grown in the previous school year. During teachers' morning PPA time, it was possible to run intervention groups for PP chn which also had a positive impact on progress. Good communication/relationships with parents also</p>		PP	NPP	Writing gains in points	6.6	5.6	Maths gains in points	7.2	6.7			
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			contributed to the good progress of all PP chn. In the final half term, support from an additional TA had some impact (although this was diminished by school trips and out-of-school activities).												
Year 5 15 children	<p>To develop reading, writing and phonics skills in our PP children.</p> <p>To support PP children who aren't heard read regularly at home and who don't get support with homework.</p> <p>To improve behaviour of PP children and their attitudes to learning.</p> <p>To improve the attendance of PP children.</p>	<p>Daily PP intervention sessions for writing, reading and phonic development.</p> <p>Lunchtime homework club on Wednesday lunchtime.</p> <p>TA to run reward system for PP children to reward regular attendance of PP children. One to one behaviour support time</p>	<table border="0"> <tr> <td></td> <td>PP</td> <td>NPP</td> </tr> <tr> <td>Reading gains in points</td> <td>9.1</td> <td>8.3</td> </tr> <tr> <td>Writing gains in points</td> <td>10.1</td> <td>10.1</td> </tr> </table> <p>The PP intervention during worship with TA's had a significant impact on the reading and writing levels across year 5. We saw a vast improvement in the length of concentration time with the PP children and their confidence improved when talking about a text or their writing.</p> <p>High quality teaching played a key role in the improvement of reading and writing attainment across the year group, provided by the teachers and teaching assistants who worked with these children on a daily basis.</p> <p>Having a parent in to listen to the children read on a 1 to 1 basis was crucial in helping build the children's self-confidence and their ability to 'talk' about the books they were reading. This in turn had a knock on effect on their writing with the children using a wider range of vocabulary and grammar.</p>		PP	NPP	Reading gains in points	9.1	8.3	Writing gains in points	10.1	10.1			
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Year 6 14 children	<p>To ensure that all PP children leave primary school with good speech and language skills.</p> <p>To ensure PP children are supported with homework if this isn't available at home.</p> <p>To support PP children who have social and emotional needs so that they don't become barriers to learning.</p> <p>To ensure that all PP children make the</p>	<p>To support one PP child with his speech development. 20 minutes per day.</p> <p>Homework club run in school at lunchtime.</p> <p>TA 1 to 1 support for these pupils. Also FSW available.</p> <p>TA's run 1 to 1 and small group sessions supporting</p>	<p>Progress measures</p> <p>All PP children made 2LP in reading, writing and maths.</p> <p>More than expected progress</p> <table border="0"> <tr> <td></td> <td>PP</td> <td>Non PP</td> </tr> <tr> <td>Reading</td> <td>62%</td> <td>55%</td> </tr> <tr> <td>Writing</td> <td>54%</td> <td>55%</td> </tr> <tr> <td>Maths</td> <td>57%</td> <td>55%</td> </tr> </table>		PP	Non PP	Reading	62%	55%	Writing	54%	55%	Maths	57%	55%
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	most progress possible.	PP children in class and at break times where necessary in reading, writing and maths.	(source LA/DfE data)	
Total class based TA spend: 2 days per week TA3 FT x 4, TA2 FT x 1, TA2 0.6 x 9				
Total TA support for Pupil Premium children = £77,000				
Whole School Initiative	Needs analysis identified many PP children not attending school often enough or being punctual enough.	Appoint family support worker who can ensure that children are in school and learning.	Mid year appointment 4 hrs /day £3,800	Family support worker having huge impact working with parents and improving the attendance of PP children. Also working at lunchtime to develop sharing and turn taking behaviours with PP chn which has improved behaviour at lunchtimes.
Whole school initiative	Based on a needs analysis of PP children, support with social and emotional aspects of play especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating.	Create team of playworkers to support the development of social and emotional skills of PP children at lunchtimes.	£7740	Play workers are part of the strategy to keep PP children with behaviour difficulties employed with productive activities outside. This has made lunchtimes much more structured and improved behaviour, which has led to maximisation of learning time in class.
Whole school initiative	We need to track the performance of PP children more closely as a discrete group so that we can keep regular checks on progress.	Purchase of tracking system allows us to monitor the progress of PP children closely.	£600	Tracking system allowing the school to measure the impact of strategies and ensure funds are spent with impact. Improvement in PP outcomes bear this out.
Whole school initiative	We need to track and monitor the progress of PP children in Reception class.	Purchase tracking software from 2Simple to monitor and record progress and attainment in Reception.	£1200	This tracking software means that we were able to closely monitor the progress of PP children meaning that provision was tweaked to ensure that a greater % of PP children made a GLD than Non PP children and both were above national average.
Whole school initiative	To improve quality first teaching for Pupil Premium children.	Freeing assistant headteacher to act as a coach to all staff to help each member of staff to be the best teacher they can be and make the most possible progress with Pupil Premium children.	£8,000	Quality first teaching is key for all pupils and especially PP children. Improved outcomes across the school bear out the benefit of this approach.

Whole school initiative	Emotional trauma suffered by PP children prevents them from fully accessing the curriculum and maximising their potential.	Counselling sessions, to help children to access learning and make maximum progress.	£222	Pupils engaged with learning and not missing days due to stress.
Whole school initiative	Major gaps in attainment between PP and non PP groups in Reception on entry.	Provide additional TA support to allow the gaps from last year to be closed this year.	Initial 3 months to yr end £4,032	Additional support has ensured that PP children in Reception have made good progress. Such that GLD for PP children was 2% greater than Non PP children.
Whole School Initiative	We want to provide opportunities for PP children to see a world beyond Blackpool and develop cultural capital.	Train fares, entry fees and overtime for TA staff for extended trips and visits such as London, England and Man Utd football, theatre for identified PP children.	£3480	Funding has allowed some PP children who wouldn't have been able to attend various trips and events to attend with their peers.
Year 1 15/1/15	Identified Y1 PP children at risk of not achieving Phonics Screening check standard. (Jan 15)	Additional 4 x 20 minute phonics sessions from TA 4 times per week.	£300	Poor performance of PP children in phonics screening suggests that this strategy will need reviewing.
Year 6 15/1/15	To ensure that all Y6 PP children make the most progress possible.	Easter school run by teachers for 14 children to maximise progress.	£1800	All PP children made 2 levels progress in reading, writing and maths. More than expected progress: PP children equalled or exceeded the performance of non PP children in reading, writing and maths.
Total Spend			£108,174	Funds remaining: £2900