

# Pupil Premium Spend and Impact Record - Academic Year 2013-14

## Total Funding Received £71,475

Year Group	Objective What is it we want to change?	Initiative What action are we taking to effect this change, using PP funding?	Cost How much PP funding is used?	Outcome and Impact What is the net impact on pupil attainment and progress?
<b>Reception</b>  <b>1 x TA3 FT</b>  <b>1 x TA2 FT</b>	<p>PP children entering school Lower in prime areas of learning (PSED PD C&amp;L) (All PP children 30-50 or less, some as far back as 22-36 months) i.e. issues with self-care, challenging behaviour and low communication and language.</p> <p>Very Little pre-school experience (starting school is the first setting) so pupils need longer to settle.</p> <p>Low engagement in provision as setting can be 'overwhelming' as their first experience</p> <p>Low literacy skills on entry.</p> <p>Some PP children have low attendance/ Late and missing sessions</p> <p>Top up deficit in parental engagement with homework, home reading etc</p>	<p>Children need adult support- key workers to develop prime areas. Planning for pre-reading/writing skills</p> <p>TA's supporting toilet training and speech and language</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>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>TA's to 'mop up' missed work. Sending work home.</p> <p>TA's reading with children in school to bridge the gap. Spending more time with them as a 'focus' in provision</p>	<p>TA support Speech and language therapy / SEN support</p> <p>Resources TA support</p> <p>TA's to run phonics groups</p>	<p>100% of PP children attained Early Learning Goals in self-care, self-awareness and physical development.</p> <p>80% of PP attained the ELG in Listening and attention</p> <p>PP children attainment: Reading: 40% Writing: 30% All PP children made expected or more progress</p>

<p><b>Year 1</b> <b>1 x 0.6</b> <b>TA2</b> <b>1 x TA3</b> <b>FT</b></p>	<p>Not all children get the opportunity to read to an adult at home.</p>	<p>TA reads with children who don't read at home. TA leads target based intervention in the following areas: Reading, Writing, phonics, letter formation and social skills</p>		<p>R PP gain 2.9 (non PP 4.8) W PP gain 3.9 (non PP 5.2) M PP gain 3.4 (non PP 5.1)</p>
<p><b>Year 2</b> <b>1 x 0.6</b> <b>TA2</b> <b>1 x TA3</b> <b>FT</b></p>	<p>To close the gap between PP and non-PP children raising standards of attainment and better progress for PP children.</p>	<p>1:1 reading for PP children from Teaching Assistant. Talk 4 writing groups PP children only. TA used as a Learning Mentor for one PP child TA used to secure L2 and 3 with PP children. IPads used to reward and support learning gains made by PP children. Writing and Numeracy booster classes before school. SHINE therapy support to develop social and emotional skills in PP children.</p>		<p>We have minimised lost learning time with TA as the learning mentor, helping to change behaviour and promote learning.</p> <p>R PP gain 5.1 (non PP 6.1) W PP gain 5.1 (non PP 5.8) M PP gain 5.7 (non PP 6.4)</p>
<p><b>Year 3</b> <b>2 x 0.6</b> <b>TA2</b></p>	<p>Not all PP children get to read to an adult at home.</p> <p>Attitudes to learning of some PP children based on a lack of confidence.</p>	<p>TA carries out daily 1:1 reading. TA acts as a learning mentor and has 1:1 chat about learning with PP child daily. PP child uses iPad as a reward. Playworkers engage two PP children at lunchtime who have difficulty in making friends and playing collaboratively.</p>		<p>PP child engaged with learning as TA mentors positive attitudes towards learning.</p> <p>R PP gain 3.7 (non PP 4.7) W PP gain 3.5 (non PP 3.3) M PP gain 2.6 (non PP 3.3)</p>
<p><b>Year 4</b> <b>2 x 0.6</b> <b>TA2</b></p>	<p>Not all PP children receive support for learning at home.</p> <p>IBP support in raising aspirations towards learning.</p> <p>Improve attendance of poor attenders.</p> <p>Improve reading standards of PP children.</p>	<p>TA carries out afternoon interventions in reading, writing, phonics and spelling and grammar and in maths in number, calculation and application until end of April.</p> <p>1:1 sessions with PP child regarding development of social and emotional skills.</p> <p>Booster sessions with poor attenders</p> <p>TA carries out 1:1 reading with PP children.</p>		<p>All PP children made good and better than nationally expected progress.</p> <p>R PP gain 3.7 (non PP 4.4) W PP gain 3.7 (non PP 4.4) M PP gain 3.7 (non PP 4.8)</p> <p>Attendance improved for some of these children..</p> <p>Reading gain APS shows positive impact of reading strategy.</p>

	Improve access to learning for those children with poor speech and language skills.	SHINE therapy for AE, LG.		Progress shown in good reading and writing gains and anecdotally, these children are able to better articulate their thoughts.
<b>Year 5 2 x 0.6 TA2</b>	To improve pupil behaviour with a few PP children, and develop self-confidence with tasks in class.  Not all PP children are well supported with homework and reading.	TA's facilitated in class opportunities for reading and homework including RM Easimaths access online in school. Teacher and TA mentoring and relationship building to cut down on incidents of poor behaviour/choices.  Pupil Premium children also supported by Teacher and TA with chats about homework activities to ensure they are clear about what they need to do at home, to ensure that they access homework activities at home.		R PP gain 3.9 (non PP 4.6) W PP gain 2.2 (non PP 3.7) M PP gain 3.7 (non PP 4.6)  PP Children now completing homework and reading in the home.
<b>Year 6 1 x 0.6 TA2  1 x TA3 FT</b>	One particular PP child needs supporting with his behaviour and speech.  Not all PP children are heard read by an adult at home, or receive assistance with homework.	Teaching assistant works with this child to ensure he is able to keep his behaviour in check.  This child is also supported by playworkers outside.  In terms of speech and language therapy one child received support from SHINE therapists.  TA delivers 1-1 reading with PP children.  TA and teacher deliver homework clubs.		R PP gain 4.0 (non PP 2.8) W PP gain 4.6 (non PP 3.6) M PP gain 4.5 (non PP 6.0)
<b>Overall TA costs: 4 x TA3 FT, 1 x TA2 FT, 9 x TA2 0.6 x one day /week</b>				<b>£38,581</b>
<b>Whole school initiative</b>	Based on a needs analysis of PP children, support with social and emotional aspects of play	Create team of playworkers to support the development of social and emotional skills of PP children at lunchtimes.	£7740	Fewer incidents of poor behaviour and fall outs between children at lunchtime.

	especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating.			
<b>Whole school initiative</b>	PP children with SEND need to have their attainment raised and progress improved.	Many of our PP children also have SEN's and freeing the SENCo from class teaching has allows him to plan and secure interventions for these children.	£10,000	Pupil with SEND made better than national progress in reading and writing and nationally expected progress in maths.
<b>Whole school initiative</b>	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	Disadvantaged children made progress in excess of non-disadvantaged pupils nationally because we were able to make regular checks on progress and compare their performance with "other" children in the class.
<b>Whole school initiative</b>	We need training to support our teachers in quality first teaching to make outstanding progress with PP children.	Trainer brought in from outside CPD company to take teaching from good to outstanding.	£1700	% of good and outstanding lessons have increased which has had positive impact on outcomes for PP children.
<b>Whole school initiative</b>	Disengaged PP learners need to engage with the curriculum to make progress across the curriculum.	To purchase a set of Ipads which will help our reluctant PP learners to engage with the curriculum.	£8880	All PP learners now engaged with learning and making better than nationally expected value added progress.
<b>Whole school initiative</b>	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 has helped to identify the progress made by PP children which means progress can be kept under review every half term and interventions put in place if progress is not sufficient.
				<b>Monies remaining unspent</b>
<b>Total spent</b>			£68,701	£2774