

## Impact of Pupil Premium Spending<sup>i</sup>

Pupil Premium used for:	Is this a new or continued activity?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?
<b>Reading Recovery Teacher</b>	Cont.	Daily half hour sessions with specially trained teacher for six-year-olds who are in the bottom 20% of their class in terms of reading.	Close the gap in reading attainment between targeted pupils and their peers in Year 1.	Targeted children will make accelerated progress and catch up with their peers as evidenced by half termly data.	On average, pupils made 5.5 points of progress in Reading and 5.3 points of progress in writing and caught up with their peers in both subjects.
<b>Parent support liaison</b>	Cont.	Works in conjunction with AWA, ISAAP (Improving Schools Attendance and Attainment Profile) and pupil services manager to drive up attendance (half termly meetings); leads coffee mornings with parents; coordinates parent workshops and meetings; works with vulnerable families.	Support disadvantaged families to best help their children at school and at home and to raise attendance of disadvantaged pupils.	Half termly Parent Engagement Report outlining enrolments will show an increase in enrolments of parents of disadvantaged pupils. Termly attendance report will outline improved attendance outcomes for disadvantaged pupils.	In 2013-2014 the Parent support liaison ran approximately 17 parent courses/trainings over the course of the year. 45% of enrolments were PP families though this varied greatly by programme. The PSP worked with 28 targeted pupils regarding poor attendance, 14 of whom were disadvantaged. Of those targeted families, 75% of pupils' attendance improved.
<b>Additional core subject teachers in Years 2, 4, 5 and 6</b>	Cont.	Targeted daily small group instruction in reading, writing and maths for pupils falling behind their peers.	Close the gap in attainment in the core subject areas between disadvantaged pupils and their peers in each year group.	Targeted children will make accelerated progress and catch up with their peers as evidenced by half termly data.	In 2014, overall gaps in attainment between disadvantaged pupils and their peers in these year groups narrowed or closed when compared to end of year data from these year groups in 2012-2013.
<b>Year 6 support- Early Birds, Easter School, Extension reading and maths teachers</b>	Cont.	Daily 45 minute morning literacy-focused sessions with a strong focus on English, Spelling, Punctuation and Grammar.	Close the gap in attainment between disadvantaged pupils and their peers across subjects; To accelerate the progress of disadvantaged pupils and their peers.	Half termly school-wide data will reflect that the attainment gap between disadvantaged pupils and their peers in Year 6 has closed.	In 2014, 84% of disadvantaged pupils achieved level 4+ in SPAG compared to 64% in 2013. In 2014, 60% of disadvantaged pupils achieved level 5+ in GPS compared to 31% in 2013.
<b>Closing the Gap Leader</b>	Cont.	Ensure that the pupil premium funding is used effectively to:	Close the gap in attainment of disadvantaged pupils and their peers in the core subject areas	Half termly school-wide data will show that attainment gaps have	By the end of Key Stage 2, the proportion of disadvantaged pupils attaining level 4 increased on the

		Close the gap in attainment, improve the attendance of and improve parental engagement of pupils from vulnerable groups. Ensure that catch up programmes and interventions are of a high quality and accelerate the progress of pupils.	through teacher and TA led interventions. Close the gap in attendance between disadvantaged pupils and their peers through work with Parent support liaison and attendance team.	closed across the school, attendance outcomes have improved and that parents of disadvantaged pupils are more engaged as evidenced by half termly data, parent engagement report and attendance report.	previous year in all subjects and APSs have increased in all subjects since last year and the gap in pupils attaining a level 5+ narrowed significantly (see data pack). In year 2, the gap in APS between disadvantaged pupils and their peers narrowed significantly from 2013. In 2014, a higher percentage of disadvantaged pupils achieved a level 2b+ in all subjects than non-disadvantaged pupils.
<b>Training and resources Maths intervention 1stClass@Number (KS1) &amp; 1stClass@Number 2</b>	Cont.	10-12 week maths intervention programmes in which children receive an extra maths lesson led by a trained TA three times per week in the afternoon. Topics include work on counting, place value, addition and subtraction or multiplication and division.	Raise the achievement of younger pupils in maths; to close the attainment gap in maths between disadvantaged pupils and their peers.	Half termly school-wide data will show that attainment gaps in maths have closed in year groups targeted for this interventions (mainly Years 2-4).	On average, pupils in 1stClass@Number made 5 points of progress over the course of the year. On average, pupils in 1stClass@Number2 made 4 points of progress over the course of the year.
<b>Early Words</b>		Daily high frequency word intervention.	Raise the Reading achievement of pupils with low starting points in Year 1.	Assessment will reflect that pupils will have learned their high frequency words.	On average, pupils in Early Words learned 17 new high frequency words over the course of the programme.
<b>Business Partners</b>	Cont.	Individual reading or maths session held weekly with a volunteer who works in a professional field.	Raise the achievement and confidence of children who need a boost in their reading and/or maths.	Half termly school data will show that pupils with business partners make accelerated progress in their reading. Feedback from class teachers regarding the confidence of children/	On average, pupils with Business Partners made 4.3 points progress in Reading and 3.2 points progress in maths over the course of the year. (It should be noted that the overwhelming majority of the Business Partner support was in reading.)
<b>Cookery Club</b>	New (Spring Term)	Cooking club held weekly for specifically targeted families with an aim to develop healthier eating habits.	Increase healthy eating habits amongst families of targeted pupils.	Regular feedback from Midday meal supervisors about the change in eating habits of pupils in the club; case study	Overall, 12 families participated in the project last year. An improvement was seen in the eating habits (school dinners or packed lunches) of all children.
<b>Technology-Bug Club/Sumdog</b>	Cont.	Daily 45 minute sessions held before school with a TA with an aim to increase use of Reading and Maths IT programmes.	Increase access to engaging IT programmes for disadvantaged pupils.	Registers to be kept will reflect a high percentage of disadvantaged pupils attending the club in which the programmes are used.	On average, 13 pupils attended daily across the year groups and there was an increase in the use of these programmes across the school.

<b>Breakfast Club</b>	Cont.	Daily beginning at 7.45 am with 4 TAs with an aim to provide healthy breakfast meals.	Increase the number of pupils eating a healthy breakfast.	Daily registers will reflect a high level of attendance and participation.	89 pupils were on roll in Breakfast Club across year groups. An improvement was seen in the behaviour, eating habits and punctuality of the pupils attending.
-----------------------	-------	---	---	--	---

Total: **£214,538**

---

<sup>i</sup> Please note that costs include on-costs