



Pupil premium and impact 2013-2014

At Southville Primary we believe that high quality teaching in lessons and an awareness of a child's well-being is the most important factor in a child's progress in learning and in social and emotional development.

However some children benefit from the support of another adult (Learning Support Assistant) working alongside the teacher to help fill gaps in learning, maintaining a focus in class and making sure progress is made. Sometimes the LSA prepares a child for the lesson ahead to enable them to build on their prior learning and access the work in the next lesson more effectively. Our team of support assistants are extremely effective, as they work closely with teachers in classes, parents and senior leaders. The impact on progress where LSAs have been involved has been good to outstanding in the last 2 years.

Children all have the entitlement to participate in core subject lessons delivered by the teacher, however where applicable some children spend a short time in the afternoons receiving extra support as necessary. In some cases !! and small group tuition is delivered by a teacher. In all cases the class teacher, LSA and additional tuition teachers work closely together.

The Sutton Trust Toolkit has been used in planning for children eligible for pupil premium and we aim to use a wide range of strategies in considering provision for all pupils and for allocating Pupil Premium funding.

All teachers meet with the Headteacher, Deputy Headteacher and SENCO to discuss class progress at least three times a year and intervention is put in where appropriate from the Foundation Stage. We have an open door policy for parents and there are at least three opportunities for them to meet with school staff in the year.

Clear Learning objectives, Assessment for Learning, feedback by teachers and peer to peer work feature in our lessons, Resources are available for children to support their own learning and develop greater independence for their own success eg number lines and squares, word mats etc.. Opportunities to discuss their work and share marking with their peers under the guidance of the teacher or LSA helps them to consolidate their learning and plan for the next steps they should take.

Homework is set for children in years 1-6 and this often includes phonic learning and basic number work eg number facts and times tables, to make sure children have secure foundations on which to build.

We use ELLI (Effective Life long Learning Inventory) 7 dimensions of learning across the school to encourage children to understand the skills needed for successful learning.

Not all children eligible for Pupil Premium need support, some are given more challenge in lessons and may work with a teacher in 'more able' groups.

Pupil Premium is used in the first instance to support learning and give emotional and social support in and out of class.

It is also used to enhance experiences by facilitating attendance at School camp and a variety of clubs. Every effort is taken to ensure that all children eligible for pupil premium have experiences they might not otherwise have, which are accessed by their peers.

Links to Sutton Trust teaching and Learning Toolkit we use are given below – some elements are integrated into lessons, supported by LSAs and Teachers as whole class, small groups and 1:1

School	Toolkit
Feedback	Very high impact for low cost. Potential gain 9 months
Peer tutoring	High impact, low cost. Potential gain 6 months
Meta-cognition (Learning to Learn)	High impact for low cost. Potential gain 8 months
Early Years intervention	High impact, very high cost. Six month progress
One to one (we often do 2:1)	Moderate impact for very high cost
Homework	Moderate impact for very low or no cost
Phonics	Moderate impact for low cost

2013/14	Grant available £20,700+ £1776=£22476	Impact
Use of grant planned for:	Actual cost	
<p>Learning support assistants working in classes and in the playground at lunchtime (FSM and EAL focus in KS1 and KS2 but particular needs to be addressed in KS1)</p> <p>Early Years intervention</p> <p>Emotional support</p> <p>Running of quiet club at lunchtime where children can play board games, draw, engage in individual and group activities. (FSM and EAL focus by LSAs – teaching skills, raising self esteem and confidence)</p>	£11,400	<p>Three children who transferred from the Foundation Stage have made good progress in year 1 in reading, writing, maths and science.</p> <p>16 children have been tracked using average point score measures over the year. This includes a child with significant SEN, who has made 2 points progress across the year in English and Maths and 4 points in Science.</p> <p>All children made at least 2 NC sub levels of progress across all subjects. 1 made 3 levels in writing and maths.</p> <p>81% have made 4+ points in Reading</p> <p>69% have made 4+ points in Writing</p>
<p>Part time teachers for KS2 1:1 and small group work to fill gaps and KS1 daily practice with individuals and small groups to develop speaking/listening, phonics, reading and writing</p> <p>More able group</p>	£11020	<p>81% have made 4+ points in Maths</p> <p>75% have made 4+ points in Science</p> <p>SATs results:</p> <p>4 children were eligible for Pupil Premium;</p>

		<p>3/4 achieved L4+ in Maths, one at L5</p> <p>2/4 achieved L4+ in Reading, two at L5</p> <p>2/4 achieved L4+ in Writing, one at L5</p>																								
Fees for school camp, trips, clubs, music, art activities (KS2 FSM)	£714																									
Playground resources (KS1 and KS2 – music system for outside - dance activities, bicycle for child to borrow for cycling, scooter to borrow for free wheel Fridays (Sports and games resources chosen by children bought instead of above)	From school budget	<p>2/4 achieved L4+ in Spelling, Punctuation and Grammar, two at L5</p> <p><u>Current Year 1:</u> Child 1 scored 10 x3 and 7x2 overall 100% Good level of development</p> <p>Child 2 scored 14x2 and 3 x 1 overall 82% Good level of development.</p> <p>Average points progress for children eligible for pupil premium</p> <table border="1"> <thead> <tr> <th></th> <th>Year 2</th> <th>Year 3</th> <th>Year 4</th> <th>Year 5</th> <th>Year 6</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>2.7</td> <td>4.8</td> <td>4.0</td> <td>3.5</td> <td>3.2</td> </tr> <tr> <td>Writing</td> <td>2.0</td> <td>4.4</td> <td>5.0</td> <td>2.5</td> <td>4.0</td> </tr> <tr> <td>Maths</td> <td>2.7</td> <td>4.4</td> <td>5.0</td> <td>4.0</td> <td>3.6</td> </tr> </tbody> </table> <p>We attribute the excellent progress in Y3 and 4 to adult tuition and support combined with good communications amongst staff and a variety of academic, social and emotional interventions.</p>		Year 2	Year 3	Year 4	Year 5	Year 6	Reading	2.7	4.8	4.0	3.5	3.2	Writing	2.0	4.4	5.0	2.5	4.0	Maths	2.7	4.4	5.0	4.0	3.6
	Year 2	Year 3	Year 4	Year 5	Year 6																					
Reading	2.7	4.8	4.0	3.5	3.2																					
Writing	2.0	4.4	5.0	2.5	4.0																					
Maths	2.7	4.4	5.0	4.0	3.6																					
Support for holiday club to increase opportunities to engage with children in wider community	Not accessed																									
Total	£23,134																									

