



## Harry Gosling Primary School Impact of Pupil Premium Grant 2014-2015



| Area of spend                            | Pupil Premium used for:                                      | Amount allocated to the intervention / action (£) | Is this a new or continued activity / cost centre? | 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...'<br>If you plan to repeat this activity, what would you change to improve it next time?   |
|--|--|---|--|---|---|---|--|
| <b>Additional Support Staff-£224,000</b> | <b>Year 6 Early Birds Booster Lessons</b>                    | <b>£££££</b>                                      | Cont.  | Additional Grammar and mental mathematics support for pupils in Year 6, delivered daily by a teacher for 30 weeks (Autumn, Spring and Summer).  | Increase in the percentage of disadvantaged pupils achieving and exceeding expectations on Gaps and Maths.  | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting and exceeding expectations in Gaps; Pupil voice will show an increased confidence in mental maths and grammar. | 97% of disadvantaged pupils achieved expected levels in GPS. This is an increase from 84% last year. 85% of disadvantaged pupils achieved a level 5+ in GPS. This is an increase from 60% last year. This has narrowed the gap in pupils exceeding expectations significantly. |
|  | <b>Year 6 Small group reading, writing and maths support</b> | <b>£££££</b>                                      | Cont.  | Small group support for pupils in reading, writing and mathematics whose initial achievement is below expected levels (3a+), delivered 4 x per week by a teacher (Autumn, Spring and Summer). | Accelerate the progress of pupils who are working below expected levels (3a+). Increase the percentage of disadvantaged pupils reaching expected levels in reading, writing and maths.                    | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations in reading, writing and maths and that pupils in this group are making accelerated progress.      | 97% of disadvantaged pupils achieved expected results in reading. 94% in writing and 97% in maths. All gaps have narrowed significantly and closed or nearly closed. All pupils in these support groups made accelerated progress.   |
|  | <b>Year 6 1:1 Reading support*</b>                           | <b>££££</b>                                       | Cont.  | Additional 1:1 reading support for pupils whose achievement in reading is below age levels, delivered up to 3-5 x per week by support staff (Autumn, Spring and Summer).                      | Accelerate the progress of pupils who are working below expected levels (3a+). Increase the percentage of disadvantaged pupils reaching expected levels in reading; develop reading comprehension skills. | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations in reading.   | 97% of disadvantaged pupils achieved expected results in reading and the attainment gap has closed.  |
|  | <b>Year 6 Easter School</b>                                  | <b>££££</b>                                       | Cont.  | Additional Reading, writing and maths lessons 4 mornings during the Easter holidays, delivered by a teacher (Spring-Easter holiday).  | Provide additional opportunities for learning during the Easter holidays.   | End of year results will show an increase in disadvantaged pupils achieving expected levels across subjects.  | 97% of disadvantaged pupils achieved expected results in reading, 94% in writing, 97% in maths and 97% in GPS and all gaps have narrowed significantly or closed.  |
|  | <b>Year 6 Extension groups</b>                               | <b>£££££</b>                                      | Cont.  | Additional maths and reading support for highly attaining pupils delivered by a member of SLT (Autumn, Spring, and Summer HT1).   | Increase the percentage of disadvantaged pupils exceeding levels in reading and maths.  | Half termly data will reflect that an increased percentage of disadvantaged pupils are exceeding expectations in reading and maths.   | The percentage of disadvantaged pupils achieving level 5+ in writing, maths and GPS increased as did the percentage of disadvantaged pupils achieving a L4+ combined score, however the percentage of pupils achieving level 5+ in reading dipped compared with last year.     |

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| <b>Additional Support Staff</b> | <b>Year 5 Small group reading and maths support; 1:1 writing support</b> | <b>£££££</b> | Cont. New writing model of support | Small group/ 1:1 support in reading, writing and mathematics for pupils whose initial achievement is below age related expectations, delivered 5 x per week by a teacher (Autumn, Spring and Summer).   | Increase the percentage of disadvantaged pupils reading expected levels in reading, writing and maths.        | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations in reading, writing and maths.  | Attainment gaps have closed. On average, disadvantaged pupils are attaining more highly in reading, writing and maths. On average, pupils in the maths group and receiving 1:1 writing support made better progress than the class as a whole, however the progress of the reading group remained slow. As a result of this next year's Year 5 reading comprehension group will be timetabled to allow for a longer session. |
|                                 | <b>Year 4 Small group reading, writing and maths support</b>             | <b>£££££</b> | Cont.                              | Small group support in reading, writing and mathematics for pupils whose initial achievement is below age related expectations, delivered 4x per week by a teacher (Autumn).  | Increase the percentage of disadvantaged pupils reaching expected levels in reading, writing and maths.       | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations in reading, writing and maths.  | On average pupils in this group made less progress than the class as a whole, however it should be noted that this support ended in the Autumn Term.   |
|                                 | <b>Year 2 Small group reading, writing and maths support</b>             | <b>£££££</b> | Cont.                              | Small group support in reading, writing and mathematics for pupils whose initial achievement is below age related expectations, delivered 5 x per week by a teacher (Autumn, Spring and Summer).  | Increase the percentage of disadvantaged pupils reaching expected levels in reading, writing and maths.       | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations in reading, writing and maths.  | On average pupils in Year 2 small groups made accelerated progress in all subjects and the attainment gap between disadvantaged pupils and their peers has closed.   |
|                                 | <b>Reading Recovery</b>  | <b>£££££</b> | Cont.                              | 1:1 Reading intervention for six-year-olds who are in the bottom 20% of their class in terms of reading. Lessons include work on comprehending messages in reading, constructing messages in writing and learning how to attend to detail without losing focus on meaning; delivered 3x per week by a trained Reading Recovery teacher (Autumn, Spring and Summer). | Increase the percentage of disadvantaged pupils in Year 1 reaching expected levels in reading.                | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations in reading; Reading Recovery report will reflect progress made by the children. | 75% of pupils in Reading Recovery reached expected levels by the end of the year and have developed both reading skills and habits resulting in an increase in the percentage of disadvantaged pupils reaching level 1a+ in Year 1.  |
|                                 | <b>EYFS lead</b>   | <b>£££££</b> | Cont.                              | Works with families to improve engagement in their children's to increase the number of pupils reaching age expected levels or above in Literacy and Maths and  | Increase in the percentage of disadvantaged pupils meeting GLD. Increase in the support provided to families. | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting GLD.   | The percentage of disadvantaged pupils achieving a GLD has increased this year to 65% from 60% last year.  |

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|                                 |  |              |       | to increase the proportion of vulnerable pupils reaching a good level of development in line with national averages. Works with vulnerable families and Pupil Services Manager to improve attendance and punctuality (Autumn, Spring and Summer).   |  |   |   |
| <b>Additional Support Staff</b> | <b>Year 5 Small group reading, writing and maths support</b> | <b>£££££</b> | Cont. | Ensure that the pupil premium funding is used effectively to: 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 (Autumn, Spring and Summer). | Increase the percentage of disadvantaged pupils achieving expected levels across the school and across subjects.   | Half termly data will reflect that an increased percentage of disadvantaged pupils are meeting expectations across subjects; Pupil Progress meetings and IEP meetings held termly to carefully track progress of disadvantaged pupils and plan accordingly; observations of intervention lessons will be 'good' or better and parents from vulnerable groups will engage through the parental engagement offer. | Overall, disadvantaged pupils are attaining similarly or better than their peers in all Year groups with the exception of Year 4 and overall attainment of disadvantaged pupils has consistently improved across the school across most year groups. In Key Stage 1 the percentage of pupils achieving expected levels has remained fairly similar; however there is an increase in the percentage of disadvantaged pupils attaining level 2c in reading and maths. In Key stage 2 there has been an increase in the percentage of disadvantaged pupils achieving age expected levels across subjects there has been an increase in the percentage of disadvantaged pupils achieving level 5 in writing, maths and Gaps. Next year there will be targeted support to help parents support their children's reading at home. |
|                                 | <b>Parent Liaison Officer</b>                                | <b>£££££</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.   | Improve the attendance and punctuality of disadvantaged pupils; increase the number of targeted vulnerable families to attend workshops, trips and events. | Termly attendance data will reflect an increase in the percentage of disadvantaged pupils' attendances; parent engagement tracker will reflect an increase in the targeted vulnerable families.   | Average attendance of disadvantaged pupils has improved from average 94.5% (Autumn Term) to average 96.7% (Summer term) and the overall attendance gaps have closed or narrowed in most year groups. 46% of enrolments in the parent engagement offer have been disadvantaged families and there was an increased offer of trips on Saturdays which some of the targeted families attended  |

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| <b>TA led intervention programmes - £26,100</b> | <b>Success@ Arithmetic</b> | <b>££££</b> | New   | Additional calculation-based maths support for pupils working at 3c who have difficulties with arithmetic proficiency. The sessions emphasize both mental calculation strategies and written methods and the teaching assistant helps learners to think and talk about their calculation strategies and written methods 3x per week (Autumn, Spring and Summer). | Accelerate the progress of pupils who are working below expected levels (3a+). Increase the percentage of disadvantaged pupils reaching expected levels in maths. Develop an increased understanding and efficiency in solving calculation problems. | Half termly data will reflect that disadvantaged pupils are improving making progress in maths.                   | 92% of pupils who participated in this intervention achieved expected results in maths and the attainment gap in Year 6 has essentially closed.  |
|   | <b>1stClass@ Number2</b>   | <b>££££</b> | Cont. | Additional maths lesson for pupils working at level 2c to help them work comfortably at level 3. Lessons include work on counting, place value, multiplication and division, delivered 3x per week by a trained TA (Autumn, Spring and Summer).  | Increase in the percentage of disadvantaged pupils in Years 3 and 4 working at a level 3 in maths and improve their understanding of basic mathematics.  | Half termly data will reflect that an increased percentage of disadvantaged pupils are reaching level 3 in maths. | In Year 3 there has been an increase in the percentage of disadvantaged pupils achieving expected levels in Year 3 and the attainment gap has closed in maths for disadvantaged pupils.<br><br>In Year 4 there has been a decrease in the percentage of disadvantaged pupils achieving expected levels in maths in and a gap in attainment remains. As a result of this next time, 1stClass@Number2 will target pupils mainly in Year 2 and 3. |
|   | <b>1stClass@ Number</b>    | <b>££££</b> | Cont. | Additional maths group for learners working at level 1c who need support in the areas of counting, place value, addition and subtraction with a focus on language, 3x per week (Autumn, Spring and Summer).  | Increase in the percentage of disadvantaged pupils in Years 1 and 2 reaching level 2 in maths.   | Half termly data will reflect that an increased percentage of disadvantaged pupils are reaching level 2 in maths. | In Year 2 there has been an increase in the percentage of disadvantaged pupils reaching level 2 in maths and overall attainment for disadvantaged pupils in Year 2 has improved since last year. In Year 1 all of the pupils made good or accelerated progress, however overall attainment remains below expected levels.  |
|   | <b>Early Words</b>         | <b>£££</b>  | Cont. | Additional 1:1 lesson for learners who do not know their high frequency words delivered by a TA daily (Autumn, Spring and Summer).   | Increase in the number of high frequency words known by disadvantaged pupils.  | Early Words Record keeping will indicate that pupils in this programme have learned their Early Words.            | All of the pupils in Early Words have shown an improvement in the number of high frequency words they can read with the exception of one child who has additional needs. There has also been improvement in targeted children's letter formation and handwriting.  |

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|---|---|--------------|-------|--|---|---|---|
| <b>Out of school hours provision-24,100</b> | <b>Breakfast club</b>                     | <b>£££££</b> | Cont. | Daily breakfast service beginning at 7.45 am staffed by 4 TAs with an aim to provide healthy breakfast meals; free breakfast provided for Early Birds pupils in Year 6. (Autumn, Spring and Summer). | Increased opportunities for disadvantaged pupils to eat a healthy breakfast.  | Termly attendance data will reflect an increase in the percentage of disadvantaged pupils' attendances.                                     | An average of 17 children attended breakfast club each day however this total would sometimes reach as high as 30. Children who attended most regularly had an average attendance of 97%. Many of the children in Year 6 attending took up the free breakfast offered. All children who hadn't eaten at home ate a healthy breakfast. |
|   | <b>Cookery Club</b>                       | <b>££££</b>  | Cont. | Cooking club held weekly for specifically targeted families with an aim to develop healthier eating habits (Autumn).   | Increased healthy meal choices and willingness to try new foods.  | Feedback from MMS and parents will show an increase in healthy meal choices and willingness to try new foods.                               | Six families attended; feedback from midday meal supervisors has shown an improvement in the children's willingness to try new food and that the children now make healthier choices.   |
| <b>SLS- £1,220</b>                          | <b>Support for Learning Service (SLS)</b> | <b>££££</b>  | Cont. | Language and Communication teacher and Behaviour Support teacher working with targeted children (Autumn, Spring and Summer).   | Increase the language and communication skills of disadvantaged pupils; equip pupils with skills to manage and self-regulate their behaviours and improve learning behaviours.                  | Feedback with SENCO at the end of each term and on-going feedback for referrals throughout the year.  | Increased support for children and their families. Most of the children have shown improvement in their language skills, vocabulary usage and ability to write sentences.   |
| <b>Business Partners-£500</b>               | <b>Business partners</b>                  | <b>£££</b>   | Cont. | 1:1 reading support during lunchtime for children who need extra time reading with an adult; 1x per week; 3 pupils worked on maths (Autumn, Spring and Summer).                                      | Increase the percentage of disadvantaged pupils reaching expected levels in reading; increase in time spent reading and talk about reading with an adult and are working below expected levels. | Half termly data will reflect that an increased percentage of disadvantaged pupils are reaching level expected levels in reading and maths. | There has been an increase in the percentage of pupils in years 2 and 3 reading at expected levels and attainment gaps in these year groups have closed. Of the 3 pupils who had a maths partner 1 made accelerated progress and reached a level 3b.  |
| <b>Tech- £3,500</b>                         | <b>Technology</b>                         | <b>££££</b>  | Cont. | Bug Club, Sumdog & Mathletics programmes (Autumn, Spring and Summer).  | Improved opportunities to access reading and maths practice materials outside of school hours.  | Feedback from children and teachers.  | Feedback from pupils shows that some pupils use the programmes at home and others do not. Pupils attending early morning clubs use the programmes regularly.  |

### Pupil Premium Review

In the Autumn Term a pupil premium review day was held recognising the effectiveness of the pupil premium strategy within the school.