

Pupil Premium Grant (PPG)

This is an amount of money provided to schools in England by the government which is additional funding to raise the attainment of disadvantaged pupils in order to close the gap between them and their peers. At Addington, the decision has been taken to focus on raising the Communication and Reading levels of students in this category. In addition, as a school, we also provide considerable extra funding on initiatives in this area for those students who are not eligible for pupil premium, but who are in need of support over and above the individualised classroom teaching to meet targets in Literacy. Ann Tidey and Yvonne Edwards work closely to achieve this. Yvonne is responsible for selecting the programme material, and Ann is responsible for organising the delivery of the interventions deemed appropriate across the school.

In terms of delivery the aim is to have familiar class adults to be trained to work with students on their literacy interventions. It is important that the Literacy interventions are delivered without impacting the learning of all students; thus while class adults are involved in 1:1 work, Ann provides assistants to work with the teachers so that the classes are fully staffed. Some increased flexibility has been introduced into the cover timetable for interventions by having cover staff trained in the delivery of interventions so that they may step in should there be a need. This has worked well during 2014-2015 and will continue into 2015-2016.

Over the course of the year, Ann tracked the attainment of all Pupil Premium eligible students on a termly basis. At the end of the year, the progress of students in receipt of pupil premium was compared with that of their peers. Such a comparison is complicated because there are students ineligible for the grants that are receiving interventions. However, we do need to demonstrate that we are using the grant for the purpose of closing the gap between PPG students and their peers. This year, this has been achieved. The comparison of achievement has been made between PPG students and their peers up to the end of Key Stage 4. 69% of students not eligible for PPG and 83% students eligible for PPG across the school made progress in one or more aspects of Literacy. Some of the students in both categories made remarkable gains across the Literacy strands. This would qualify as successfully closing the gap!

Ann Tidey
SEN Specialist and Extended School Leader
14th July, 2015

Pupil Premium Reading Interventions

Yvonne Edwards has been responsible for assessing our Pupil Premium students reading issues and allocating the appropriate intervention to them.

12 students in Key stage 3 and 4 have been having additional reading and comprehension skills practice following the Rapid and Rapid Plus reading programme. This has been carried out using highly motivating reading materials and computer software, by classroom staff, facilitated by Shelley Holland. The programme is designed for older students with a high interest level. All have made progress moving up the stages of the scheme. We have also measured their progress on a standardised reading test and all but one have made progress of at least 3 months with half of those making progress of more than 12 months over the year. Several students have completed the programme this year and are scoring reading ages of 10+ on the Salford sentence Reading Test (comparing favourably to a national average adult reading age of 9)

Our other main Reading intervention, the Catch Up literacy programme is better suited to children who are younger, have poor clarity of speech, or challenging behaviours and need the one to one help of a trained assistant. Yvonne has continued to train staff across the school in providing Catch Up Literacy. This includes giving demonstration lessons, monitoring lessons regularly and giving feedback. Two further members of staff Suzanne Bello and Shelley Holland have also been trained externally this year to administer Catch Up lessons and are able to support where students are struggling to make progress. 17 students have been following a Catch Up literacy programme 75% of these have made one Addington level progress in reading from last year's National Curriculum baseline. Of the four whose levels have stayed the same half have made progress of one or more Reading Recovery levels and the other two have made a fresh start and switched to a new reading scheme for struggling secondary age readers.

A small number of students whose needs are not met by these interventions are allocated support from Suzanne Bello with early reading skills, extra phonics, symbols books or comprehension. Of these 6 two thirds have made progress in at least one area of literacy (including speaking and listening and writing) and according to class teachers all have made progress in terms of confidence and self-esteem and enjoyment of reading.

Yvonne Edwards

Whole School Coordinator Literacy

14th July 2015