

Pupil Premium Impact Report 2015-2016

| Provision | Whole School / Small group / Individual | Evaluation | Outcome / Impact for disadvantaged pupils | Outcome / Impact for Service Children |
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| Intervention | Small Group and Individual | To support children who may need small group or individual support in interventions. This includes sound discovery, back on track, narrative therapy and boosting reading at primary. | <p><u>Sound Discovery</u></p> <p>The impact on disadvantaged children in Sound Discovery intervention was that they made an average progress of 1 years 7 months in KS2 and 8 months across both KS1 and KS2 within six calendar months. This shows an accelerated progress rate that is enabling the children to reduce the attainment gap to improve life chances.</p> | <p><u>Sound Discovery</u></p> <p>Service Children who took part in Sound Discovery intervention made an average progress of 10 months within six calendar months. This accelerated progress enables children to reduce the attainment gap to improve life chances.</p> |
| | | | <p><u>Boosting Reading at Primary</u> intervention has made an average rate of progress for each disadvantaged child in the group of 2 years 3 months in reading accuracy, 7 months in reading rate and 3 years 6 months in comprehension within the ten week intervention.</p> | <p><u>Boosting Reading at Primary</u> intervention has made an average rate of progress for each service child in the group of 10 months in reading accuracy, 11 months in reading rate and 3 years 2 months in comprehension within the ten week intervention.</p> |
| | | | <p><u>Narrative Therapy</u> intervention runs for an average of six weeks. During the intervention an average rate of progress in the disadvantaged children in the group was 157% in sentence length; an improvement of 1 to 3 in adverb use, 3 to 8 in pronoun use, 1 to 3 in preposition use and 0 to 3 in adjective use.</p> | <p><u>Narrative Therapy</u> intervention made an average rate of progress in service children in the group was 137% in sentence length; an improvement from 0 to 3 in adverbs, from 5 to 6 in pronouns and 0 to 4 in adjectives.</p> |
| | | | <p><u>Back on track</u></p> <p>Disadvantaged learners made progress of 1 year and 2 months across the intervention. This showed that the attainment gap was being reduced</p> | <p><u>Back on track</u></p> <p>Service children learners made an average of 1 year 9 months across the intervention. This showed that the attainment gap was being reduced.</p> |

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| <p>PP release Time (1 day per week)</p> | <p>Whole school and Individual</p> | <p>To have the responsibility for Pupil Premium Support. This includes identifying children who are disadvantaged and who may become vulnerable; To implement support for vulnerable children as needed, including through managing and implementing educational, emotional and pastoral support through small groups or individually.</p> | <p>Pupil premium release time has ensured that procedures are able to be put in place to enable identification of children that may need extra support through intervention and it enables the monitoring and evaluation of interventions. The support given to children is targeted to give the greatest impact on progress and attainment. This is to support disadvantaged children to close any attainment gap between them and their peers and to improve their life chances.</p> <p>This time has also allowed support to be given to individuals and families with emotional and behavioural needs to support inclusion behaviour and attendance.</p> | |
| <p>Extra Teaching to split Class (5 days per week)</p> | <p>Whole School</p> | <p>This role enabled a reduction of pupils in the classroom enabling the teacher to monitor and evaluate the children more effectively. This increases the amount of pupil – teacher time per individual to support educational and emotional progress and attainment and respond to need quickly.</p> | <p>72% of disadvantaged learners made good or better progress in reading with 72% achieving at or above age related expected levels of attainment. 64% made good or better progress in writing with 72% achieving at or above age related expected levels of attainment. In numeracy 72% achieved at or above age related expected levels of attainment.</p> <p>This prevented the gap from increasing and helped to reduce the gap for disadvantaged learners.</p> | <p>The impact of reducing the numbers of two classes were that 71% of service children made good or better progress in reading with 82% achieving at or above age related expected levels of attainment; 54% made good or better progress in writing with 82% achieving at or above age related expected levels of attainment and 65% made good or better progress in numeracy with 76% achieving at or above age related levels of attainment.</p> <p>This prevented the gap increasing and reduced the attainment gap for service children overall.</p> |

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| Attendance Support (2.5 hours per week) | Whole School | This role enables children to be supported through improving attendance and punctuality across the school including the early response to individual absence. | Attendance support has ensured early identification and response to children who are absent from school and has identified persistent absence and punctuality of children. This enables children to be supported in arriving at school regularly. | |
| | | | The impact showed a reduction in unauthorised absences in disadvantaged children compared to the previous year. | The impact showed a reduction in both authorised and unauthorised absences as well as an improvement in punctuality compared to the previous year. |
| Emotional Literacy Support(1.5 days per week) | Individual | This role provides children with individual emotional support. This enables support for children who have become vulnerable for reasons outside of their control. | The Emotional Literacy Support advisor has supported 26 children over the year with behaviour and emotional needs. This has had a positive impact on individual attendance and behaviour in the school through supporting children to be inclusive as they learn independent strategies and learn to manage emotional difficulties. | |

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| Teaching Assistant (25 hours per week) | Small group | Appointment of an extra teaching assistant to give support both in class and in small groups to support phonics specifically within Year 1. | The teaching assistant worked in a single year group to support behaviour, social needs and educational groups. The impact was to support a range of children with behavioural and social needs to enable them to engage and learn alongside their peers and be positive in the classroom. 65% of children made expected attainment in writing, 60% in reading and 50% in numeracy. | |
| Training | Whole School | Training and updating staff to support disadvantaged children educationally, socially and emotionally across the school. | Training staff enables teachers and teaching assistants to remain current in aspects of teaching and enables fresh interventions and ideas to be included in the school to support children. Training included, Higher Level Teaching Assistant; Transforming teaching – Raising your game; Boosting Reading @ primary; Teaching for effective learning for teaching assistants; ELSA support and ELSA training for a second ELSA; Understanding dyscalculia and number difficulties; and Disadvantaged learners updated training. | |
| Pastoral Teaching Assistant (25 hours per week) | Small group and individual | To support disadvantaged children across the school who may need extra support with educational or social inclusion. This role includes provision both in the classroom and outside the classroom as well as individually or in small groups. | Individual and small group support is personalised for specific children to impact on their inclusion, both socially and educationally. This impacts positively on these children through targeted support for social, behavioural and educational needs. The positive impact is that with this support children are more inclusive and are able to remain within their learning environment which in turn supports progress. | |
| Parent Support Advisor | Small group and individual | To support families with any needs they have surrounding their children. Families are supported both individually and in small groups. This includes running parenting courses and attending meetings as required. | The Parent Support Advisor has supported parents and guardians with a range of difficulties and needs through both formal and informal meetings such as parent courses and individual discussions. This has an impact of children and school life as support is given to improve behaviour, support with transition provision and attendance. The PSA has supported a number of parents and guardians over the year. | |

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| Support for trips, visits and projects. | Whole School and individual | To ensure that all disadvantaged children are able to participate in all in school and external activities. | <p>Visits and trips that were contributed to or paid for to support inclusion so that all children can attend.</p> <p>Swimming transport - £240 Music support - £ 580 Athletics to enable all children to access numeracy support outside of school - £627 Life Education - £205 Junior Good Citizen - £120 First News Newspaper to enable all children to Access current news reports - £ 57 5x5x5 transport - £24.00 Playhouse project - £72.50 Year 5 trip - £34 Farming trip to Longford Estate - £68</p> <p>Total - £2027.50</p> |
| Resources | Whole school / Small group | To update and improve resources to enable staff to maximise their provision for disadvantaged children. | <p>Resources have been bought for intervention programmes, ELSA support and pastoral support.</p> <p>Including</p> <p>YARC assessments for Boosting reading@Primary Assessments - £240 Sound Discovery books – £57.50</p> <p>Total – £297.50</p> |
| Individual Support | Individual | To support individuals with external support for individual needs | <p>External support for children for extreme emotional or behavioural needs to enable them to be inclusive in school.</p> |