



Impact of Pupil Premium Grant Spending 2015-2016

Pupil Premium used for:	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...' If you plan to repeat this activity, what would you change to improve it next time?
Additional Support Staff Amount allocated to the intervention / action= £267,721					
Parent Support Partner	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.	Weekly meetings with Closing the Gap Leader and SENCo to review actions, regular attendance team meetings and monitoring of uptake of parent engagement programmes using a 'parental engagement tracker' system.	Weekly attendance meetings were held to target individual families with poor attendance, a high percentage of whom were families of disadvantaged pupils. Attendance has improved among disadvantaged families who were targeted for intervention by the attendance team. Parental engagement programmes held were attended by families of disadvantaged pupils, including Mosaic mentoring (mothers and daughters), Saturday trips through the Apples and Pears Foundation, Strengthening Families, It's your child's life, etc.
Year 2 support	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.	Progress will be monitored termly during pupil progress meetings with the DHT, Closing the Gap Leader and Year 2 teachers.	Disadvantaged pupils in Year 2 outperformed their peers in reading. On average in all three subjects, disadvantaged pupils made slightly more progress than their peers and excellent progress in maths.

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Year 5 support	Cont.	Small group support in reading and mathematics; 1:1 support in writing for pupils whose initial achievement is below age related expectations, delivered 5 x per week by a teacher (Autumn, Spring1).	Increase the percentage of disadvantaged pupils achieving expected levels across the school and across subjects.	Progress will be monitored regularly with class teachers and termly during pupil progress meetings with the DHT, Closing the Gap Leader and Year 5 teaching team.	On average, pupils in the reading group made excellent progress in reading and accelerated progress compared whole of Y5. The groups supported the pupils in developing good reading habits and increased the amount of time spent reading daily outside of school. All in the maths group made progress towards achieving individual targets and strengthening their basic skills. The children who were supported in the 1:1 writing group showed an increase in confidence, progress towards meeting their targets, and an increased ability to edit their work independently.
Year 6 support	Cont.	Small group/ 1:1 support in reading, writing and mathematics for pupils whose initial achievement is below age related expectations, delivered 4 x per week by a teacher. (Autumn and Spring 1).	Increase the percentage of disadvantaged pupils reading expected levels in reading, writing and maths.	Progress will be monitored regularly with class teachers and termly during pupil progress meetings with the DHT, Closing the Gap Leader and Year 6 teaching team.	Disadvantaged pupils in Year 6 outperformed their peers across subjects, including combined. Overall, all pupils made excellent progress and disadvantaged pupils made accelerated progress when compared to Year 6 as a whole.
EYFS support	Cont.	Works with families to improve engagement and increase the proportion of vulnerable pupils reaching a good level of development. Works with vulnerable families and Pupil Services Manager to improve attendance and punctuality (Autumn, Spring and Summer).	Increase in the percentage of disadvantaged pupils meeting GLD. Increase in the support provided to families.	Progress will be monitored regularly with class teachers and termly during pupil progress meetings with the teaching team.	64% of pupils in Reception received GLD and a greater percentage of disadvantaged pupils achieved GLD when compared with non-disadvantaged pupils.

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Closing the Gap Leader	Cont.	Works with vulnerable groups of pupils to close gaps in attainment; analyses the factors which inhibit progress; plans, develops, delivers and manages appropriate interventions to bridge gaps; tracks pupil and group progress by analysing the data which arises from these interventions and evaluates their impact (Autumn, Spring and Summer).	Close the attainment gaps between groups of pupils and increase the percentage of vulnerable pupils meeting and exceeding expectations.	Progress will be monitored regularly with class teachers and termly during pupil progress meetings with the teaching teams; progress reported to governors regularly at governors' meetings and through termly reports.	Overall, there are no significant gaps in overall attainment with the exception of Y5 which has a high number of disadvantaged pupils with SEN needs. In Year 4 and Year 6 the overall gap in attainment has closed.
Homework Club	Cont.	Additional 45 minute session once per week with two teachers who provide families in helping children complete their weekly homework. The club is open to any family wanting to attend, however vulnerable families were targeted and all children were encouraged to come.	Increase in the amount of homework completed by pupils; increase in support for parents in helping children complete homework.	Weekly register was kept.	Homework club has been very successful this year. It was opened to all year groups and this has resulted in increased numbers of families participating. 45 children attended Homework Club of whom 69% of whom are disadvantaged. There has been an increase in the amount and quality of homework completed by children whose families attend homework club.

Interventions and Resources
Amount allocated to the intervention / action= £267,721

Interventions and Resources	Cont.	Teachers released to discuss data and plan specific targets for 6 children per term who needed to catch up in their writing; TAs support pupils both in class and through their own targeted interventions.	Increase the percentage of disadvantaged pupils making good or excellent progress in writing.	Progress will be monitored regularly with class teachers and termly during pupil progress meetings senior leaders and the teaching team.	On average, most children targeted for writing support made better progress than the year group as a whole. Overall, TA interventions had a positive impact and supported children in a variety of ways which enabled them to make progress in class (e.g. High Frequency Words, counting and basic arithmetic skills, strengthening concepts of place value, improving reading skills.
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Easter School	Cont.	Additional fun and interactive lessons delivered by two teachers over four days during the Easter Holidays designed to target the specific needs of each child prior to SATs tests (1 week during Easter holidays).	End of year results will show an increase in disadvantaged pupils achieving expected levels across subjects.	Provide additional opportunities for learning during the Easter holidays.	Disadvantaged pupils in Year 6 outperformed their peers across subjects, including combined. Easter school was highly attended and feedback from the children/teachers was positive and they the lessons helped prepare the children in the week before taking their SATs.
Breakfast Club	Cont.	Daily breakfast service beginning at 7.45 am staffed by four TAs with an aim to provide healthy breakfast meals; free breakfast provided for Early Birds pupils in Year 6/Year 5 in the Summer Term (Autumn, Spring and Summer).	Increased opportunities for disadvantaged pupils to eat a healthy breakfast; improved punctuality among targeted families; additional opportunities for outdoor play and physical activity.	Termly attendance data will reflect an increase in the percentage of disadvantaged pupils' attendances.	Over the course of the year, approximately 25 pupils regularly attended breakfast club, of whom 64% are disadvantaged. In addition, all of Year 6 attended breakfast club in the Autumn and Spring terms and Year 5 in the Summer term, approximately half of whom ate free breakfast (the other half ate breakfast at home). Breakfast club provides a healthy breakfast and has helped targeted families improve their punctuality and morning routines.
Cookery Club/Healthy Food stalls/MEND project	Cont.	Cooking club, MEND 5-7 sessions, and healthy food stalls were held regularly throughout the year to develop healthier eating habits.	Increased healthy meal choices and willingness to try new foods; improved health outcomes; raised awareness of healthy food options.	Weekly registers were taken at Cookery Club and MEND 5-7. Food stall totals were recorded, and celebrated.	Following cookery club, there was an increase in the number of children eating in the dinner hall who were reluctant eaters previously. Key families attended the MEND 5-7 sessions and good attendance was sustained. The healthy food stalls were incredibly successful and raised a healthy sum of £834.48 in addition to providing healthy food options for after school snacks. The mango chutney pots, fruit kebabs and fruit jellies have become favourite items.

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Business Partners					
Amount allocated to the intervention / action= £500					
Business Partners	Cont.	1:1 reading/maths support during lunchtime for children who need extra time reading/working on maths with an adult.	Increase the percentage of disadvantaged pupils reaching expected levels in reading; increase in time spent reading and talking about reading with an adult.	Half termly data will reflect that an increased percentage of disadvantaged pupils are reaching level expected levels in reading and maths.	This year 43 pupils have had a business partner of whom 35 were reading partners and 8 were maths partners. On average, pupils who have had a business partner make good or better progress in the subject area their partner was working in with them and a significantly higher percentage of children who have had partners are at or above expected standards in reading/maths when compared with beginning of the year baseline data for their year groups. All of the children who have had a business partner have made progress in their subject (reading/maths) this year and many have made excellent progress and developed strong bonds with their partner.
Trips					
Amount allocated to the intervention / action= £3,500					
Trips	Cont.	Wide range of curriculum enrichment and enhancement activities including termly trips linked to curriculum topics for each year group. Some of the trips taken this year include the following: Tower of London, Wilton's Music Hall Pizza Express, a synagogue, a Buddhist Centre, various parks, The Idea Store, the farm, Epping Forest, Cambridge	Increase the opportunities available for disadvantaged pupils.	All trips are planned through the Evolve system and monitored by the Head Teacher; trips are integrated into curriculum plans and reflected in pupil work	Termly pupil voice indicates that the children love the experiences offered by the trips they have taken; monitoring of children's books shows impact of the trips on broadening children's experiences and its positive impact on their learning.

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		University, Houses of Parliament, The Guardian newspaper, etc.) ; Residential offerings were subsidized in Years 5 and 6; free after school sports and dance clubs.			
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