

## Pupil Premium Provision: Impact Analysis (2014-2015)

Allocated sum: £19080

Overall aim: Increased progress & higher attainment

All pupil premium pupils benefitted from the targeted provision of teaching assistants in the classroom. In addition to this the following provisions were made:

Type of Provision / Activity	Who it is Supporting / Year Group	Premium Category	Weekly Costs (TA time & resources)	Impact (Actual completed at year end)
Reading Support	One Child in Year 4	Restricted Information	20 mins x 2	<p><b>Anticipated:</b> Raise attainment from 2b to 2a. To increase fluency and understanding of text.</p> <p><b>Actual:</b> the child achieved level 3c at the end of the year and she has become a more fluent reader. Her reading age was only 2 months behind her chronological age at the end of the year.</p>
Writing Development	Two Children in Year 6	Restricted Information	25 mins x 2 25 mins x 2	<p><b>Anticipated:</b> Improve organizational skills / focus upon instructions.</p> <p><b>Actual:</b> One child achieved level 4c in the year 6 SATs, matching his target grade. The other child made at least two levels progress in writing between Key Stage 1 and the Key Stage 2 SATs.</p>
Catch up Numeracy	4 Children in Key Stage 2 (two in year 6 and two in Year 4).	Restricted Information	30 mins x 2 20 mins x 2 30 mins x 2 20 mins x 2	<p><b>Anticipated:</b> Help develop confidence and build strategies for independent work.</p> <p><b>Actual:</b> One Year 6 child made two levels progress between Key Stage 1 and the SATs in maths while the other year 6 pupil achieved a very strong level 4. One Year 4 pupil improved his age related numeracy score by one year and 6 months whilst the remaining child improved her score by 2 years and 4 months; both over two terms.</p>

1:1 Reading support	Three Children in Upper Key Stage 2. (Two in year 6 and one in year 5).	Restricted Information	25 mins x 3 25 mins x 3 10 mins x 3	<b>Anticipated:</b> Improve fluency, retrieval skills and inference.  <b>Actual:</b> The two year 6 pupils achieved level 4 in the Reading SATs papers. The third child's reading improved by 4 sub levels in one year.
1:1 Writing support	One child in year 1 and one child in year 2	Restricted Information	1:1 classroom support including writing support. 10 min 1:1 x 1 20 min small grp x 1	<b>Anticipated:</b> Boosted self-esteem and confidence to allow participation in the classroom and interaction with peers. Applying phonic knowledge into written work.  <b>Actual:</b> One child improved her writing by 3 sub levels between December and July. Both children have grown in confidence when writing.
Phonics & Spelling	One Year 5 Child	Restricted Information	15 mins x2 sessions	<b>Anticipated:</b> To bring up to age related expectations.  <b>Actual:</b> Phonics understanding now closer to age related expectations. Reading improved by 4 sub levels over the year.
Handwriting	One Year 5 Child	Restricted Information	15 mins x2 sessions	<b>Anticipated:</b> improve formation and clarity.  <b>Actual:</b> Child's handwriting has improved and shows greater clarity.
Speech and language support	One child in Year 1	Restricted Information	1:1 classroom support including S&L support	<b>Anticipated:</b> Varied.  <b>Actual:</b> Speech and language therapist is pleased with Child's progress and support is no longer necessary. However some support remains in place to boost confidence.
Dancing Bears	Child in year 1	Restricted Information	15 mins x 3	<b>Anticipated:</b> Translating use of key words and phonetic awareness in reading  <b>Actual:</b> Child left the school.

Hand Gym (Weekly sessions)	Two children; one in year 4 and one in year 1	Restricted Information	15 mins x 1 20 mins x 1	<p><b>Anticipated:</b> Improved handwriting and presentation of written work</p> <p><b>Actual:</b> One child left the school. The other child has improved the quality of his presentation.</p>
Lego Therapy	Two children both in Year 6	Restricted Information	20 mins x 1 20 mins x 1	<p><b>Anticipated:</b> Improved social skills / relationship building.</p> <p><b>Actual:</b> There was a reduction in the frequency of serious incidents involving one of the children.. She/he was much more integrated towards the end of term. The other child showed improved thought processing and a better ability to sequence.</p>
Homework Support	One child in Year 5	Restricted Information	10 mins x 1	<p><b>Anticipated:</b> To encourage independence and completion of work at home.</p> <p><b>Actual:</b> Homework has been completed and handed in on a more regular basis.</p>