

Pupil Premium Impact 2013-2014

Actions	Fund allocation	Use of fund	How will impact be assessed?	Evidence (Summer 2014)					
Actions focused on learning within the curriculum	£23,987	'intervention champions' providing focused additional support Membership of Transform School Alliance and therefore access to; SLE support (specialist leaders of education) Improving Teacher Programme, Outstanding Teacher Programme and Middle Leadership development programme	pupil progress measures within an academic year, comparisons made to other groups in school	Measure Key Stage 2		2014		National 2013	
				L4+ in both Eng & Maths	61.5%	75%	FSM	Non PP	
				L5+ in both Eng & Maths	0%	25%	64%	81%	
				Average Point Score	R = 25.6 W = 24.8 M = 25.2	R = 28.1 W = 27.0 M = 29.1	R = 26.9 W = 25.9 M = 27.0	R = 28.5 W = 27.5 M = 28.7	
				Expected Progress in Reading	100%	75%	-	88%	
				Expected Progress in Writing	100%	100%	-	91%	
				Expected Progress in Maths	70%	100%	-	88%	
				Key Stage 1		PP	Non PP	All pupils	
				Level 2+					
				READ	76.9%	73.3%	89%		
				WRITE	69.2%	73.3%	85%		
				MATHS	84.6%	73.3%	91%		
				Level 3+					
				READ	15.4%	26.7%	29%		
				WRITE	7.7%	6.7%	15%		
				MATHS	23.1%	13.3%	23%		
				Average Point Score	R = 14.4 W = 12.9 M = 14.9	R = 15.2 W = 14.3 M = 14.7	FSM R = 14.8 W = 13.5 M = 14.8	Non FSM R = 16.8 W = 15.5 M = 16.5	
				Currently in school there are 104 pupils in receipt of Pupil Premium, this is approximately 54% of the school (F2-yr6).					

	£45,019	increased adult : child ratio in the Foundation Stage Unit to support language development	progress measures using the tracking and transition document, comparisons made to other groups in school	<p>PP children in EYFS have attained above their non PP peers. Their progress is in-line with their non PP peers.</p> <p>The positive impact of increased adult: child ratio in the Foundation Stage Unit has included:</p> <ul style="list-style-type: none"> • More small group focusses have taken place and these have had a direct impact on progress and attainment across all areas of learning • Increased opportunities to engage in speaking and listening activities has had a positive impact on developing social skills and overall reading and writing attainment • Home visits to new starters are now taking place
Actions focused on social, emotional and behavioural issues	£34,142	to support targeted intervention with vulnerable pupils: eg. special play, 1 : 1 work, small group social skills, emotional literacy development and employment of outside agencies as and when required	pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires	<p>The Learning Mentor currently supports 30 children with social / emotional development and building learning skills through small group and 1:1 support and intervention.</p> <p>Impact on these pupils includes:</p> <ul style="list-style-type: none"> • Increased confidence and independence levels having a positive impact on progress and learning back in their classroom • Almost 100% of parents/carers responded to a Unit Questionnaire stating that they think behaviour in school is good • Continuous decline in the % of children serving full break time behaviour sanctions <p>In addition, the Learning Mentor has now led 2 interventions with children and families focussed on 'narrowing the attainment gap'. These interventions have targeted 17 families and have included home visits to each family, targeted afterschool learning sessions with both parent and child, and a selection of learning resources tailored to individual child need. The impact has been measureable in terms of</p>

				<p>progress data for a number of children in addition to enhanced relationships between parents, children and school. Children from families who have attended these sessions have also demonstrated an increase in completion of homework, thus having a positive impact on progress and attainment.</p> <p>All classes in school have delivered 2 Café Programme sessions (1 of which parents have attended). These sessions are the start of a sessions of events in engaging parents with learning both in and out of school.</p>
Actions focused on enrichment beyond the curriculum	£5,500	to support a wealth of trips, visits and visitors by heavily subsidised transport costs as well as offering 3 residential opportunities with considerable reductions to costs	attendance/participation of clubs, trips and residential plus overall attendance levels	<p>35 pupil premium attended 1 of our 3 residential this academic year for a heavily subsidised cost.</p> <p>Almost all PP pupils have accessed an afterschool club this academic year including sports, dance, cooking and art. This is a considerable increase from last academic year where approx. 70% of PP children accessed these clubs.</p>
	£20,299	to provide a wide range of activities / clubs before	attendance levels of those children at Breakfast Club and anecdotal accounts	<p>Over 70% of the children attending our free Early Birds breakfast club this year are Pupil Premium children. The club on average has 40+ children attending each day. Focussed Learning groups tailored to each age group have ensured that children start the day in a calm,</p>

		and after school	of attitudes to school and learning	structured and engaging way. Anecdotally, the start of the school day is calm and focussed with significantly less children regularly arriving late.
Actions focused on families and communities	£24,000	to employ a Family Support Worker in partnership with the LA to provide focused support to families as appropriate, including sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes	parental feedback as well as the reduction in numbers of children whose cases are held by Social Care	Our Family Support Worker is currently working with 15 vulnerable families. 85% of these families are in receipt of PP. Teachers and families have begun to signpost themselves for support from the FSW and value her contributions. 2 PP families have high level needs and have reached the threshold for Priority Families. Without the high quality intervention from the FSW these families would almost definitely reach social care thresholds.
	£5,000	to continue to maintain a shared post of an Attendance Officer	attendance levels of targeted families compared to attendance levels of all groups	Attendance of pupil premium children for the academic year 2013-2014 is 95.2% this is in comparison to non PP children attendance at 96%. PP attendance has increased from an inadequate 93.8% the previous year. High quality intervention supporting some of the most vulnerable families has yielded this positive increase. This has included, CAF meetings, home visits, 1:1 parent meetings, attendance at Early Birds and support from the Learning Mentor and Family Support Worker.
Activities focused on	£2,600	Participation in the 'In	School attainment and progress overall along	63 Pupil Premium children have accessed In Harmony music lessons this academic year. Of those, 10 children were funded to go to an In

providing alternative learning pathways and specialist tuition		Harmony' project working with 3 expert tutors plus the development of ensemble singing and a choir	with Stakeholder feedback to events / performances	Harmony residential to London for 2 nights. The very large majority of PP children have also represented school at 2 major concerts at the Albert Hall. Anecdotally and through pupil dialogue, children have developed a real passion for music and this has been evident through pupil dialogue, lesson observation and feedback from parents/carers.
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