

## Record of Pupil Premium Spending and Closing the Gap Information 2015-2016

This is a guide to the spending of our Pupil Premium Grant.

The total amount of Pupil Premium Grant for 2015-2016 = £120,000

Item/Project	Approx Cost	Objective	Impact
Play and Learning Leader	£24000	Provide support for vulnerable children who are not making adequate progress	Extra support has been given to children including Lego Therapy, social skills groups and booster groups for Maths and English. Of the children receiving Lego therapy, Leuven scores for well-being improved. The average points progress for children receiving Maths Boosters, was 6.8 (6points expected). For those receiving Writing boosters, the average points progress was 8.9.
FLO	£7500	Support home-school communications and improve parental engagement. Provide social and emotional support for children	Over the year our FLO has supported over 40 children and their families. The feedback from the majority has been positive. Leuven scores for well-being have improved on average by more than one point (on a scale of 1 to 5).
Enrichment Days	£500	Opportunities for children to engage in off-site activities organised by neighbouring schools to enrich Literacy, Maths and Science.	Children of all abilities have been given opportunities to attend these sessions. They have enjoyed being able to meet children from other schools and share ideas.
Beanstalk Reading	£1700	1:1 reading comprehension support delivered by trained staff	All children who took part in Beanstalk made expected progress and above in Reading.
Breakfast Club	£1000	Improve attendance and prepare children for the school day ahead.	Children have been given the opportunity to attend breakfast club to help improve attendance and punctuality. This year, the attendance for this group of children was 95.7%, last year it was 94.6%
Staff Training and Development	£5000	Staff training to support the specific needs of the children. This training will be ongoing throughout the year.	This year, staff have had a variety of training including First Aid, ASD Awareness, Clicker, Sensory Circuits, Safeguarding, Lego Therapy. Training has also included updating staff on the new curriculum and keeping our core subject leaders up to speed with English, Maths and Science initiatives.

Science Enrichment Off-Site Educational Visits and Science resources	£18000  £4000	All children will benefit from off-site educational visits this academic year. Additional Science resources will be purchased throughout the year to enhance the Science curriculum. Resources for STEM day, consumables for experiments, science promotion through the school. Science Mark. Staff development in science delivery of the new resources	All classes enjoyed off site visits focussing on various aspects of their Science curriculum. These visits allowed for hands-on, active -learning in the environment. Additional Science resources and a bigger focus on Science across the school has improved the engagement of children. 77.9% of our disadvantaged children met Age Related Expectations in Science by the end of the year.
Enriching the School Day	£2500	Wide range of targeted curriculum enrichment and enhancement activities: Maths Day, Writing Days, World Book Week, World Poetry Day	These 'special' days and extra resources have helped improve the engagement of children.
English, Maths and Science revision materials	£500	Additional revision resources for some of our Year 6 children.	These resources were purchased to enable year 6 children to have revision opportunities at home as well as in school.
1:1 intensive phonics support	£5000	Sound Progress intervention delivered by trained staff	This support has been rolled out across the school with very positive results. All children have made above expected progress in Reading Ages across the year.
Intensive 1:1 support for individual children	£21,000	To enable some of our more vulnerable children to access the curriculum on a daily basis.	Support has been given to several children throughout the year to enable them to start the day ready to learn and to help with their learning in the classroom. The support has been given where the support has been needed the most. High Needs Funding was claimed for one of these children during the year. Another claim for High Needs Funding will be made in the 2016/17 academic year for another child.
Counselling service	£4000	Providing trained support for children from troubled backgrounds	This service has helped improve the well-being and involvement of our more vulnerable children. The Leuven scores for this group of children went up by an average of 2 points on the scale of 1 to 5 (1= very poor levels of well-being and involvement, 5 = extremely good levels).
Year 6 SATs Breakfast Club	£450	To provide children with a healthy breakfast and last minute revision activities to help prepare them for the day ahead.	98% of our Year 6 children chose to attend this breakfast club during the week of the Key Stage 2 SATs.

Incentive and reward scheme for attendance	£300	Termly attendance medals awarded for improved/100% attendance.	Our children love to be awarded these incentive medals. The attendance of our disadvantaged children this year was 95.7%, the year before it was 94.6%
Small group Writing support for year 5 children	£3200	Sessions delivered by trained staff to ensure children are on track to make expected progress in Writing.	These boosters took place during term 2 for Year 5 children. All children engaged well and some improvements were seen in their writing including basic sentence structure. All the children appeared more positive in Writing after the intervention. This group of children made an average of 6.8 points progress in the year (6 points = expected)
Small group Writing support for Year 6 children	£3200	Sessions delivered by trained staff to ensure children are on track to make expected progress in Writing.	These boosters took place in Terms 3,4 and 5. The children made an average of 9 points progress (6 points expected) across the year.
SATs Booster sessions	£4000	Maths and Reading booster sessions run by trained staff from January until SATs in May before, during and after the school day.	These children made an average of 7 points progress in Maths and 6.4 points progress in Reading across the year (6 points expected).
SATs Easter Boosters	£3200	Maths and Reading booster sessions delivered by trained staff during the Easter holidays	These children made an average of 7 points progress in Maths and 6.4 points progress in Reading across the year (6 points expected).
Year 5 Maths booster sessions	£3200	Maths booster sessions delivered by trained staff before school	This group of children made an average of 7 points progress in Maths across the year (6 points expected).
Keeping chickens set up inc. coop, feeding utensils, ongoing feeding costs etc	£2500	To help children with their confidence and self-esteem. To encourage nurturing skills.	This has been a real success. The chickens are looked after by different children on a daily rota system. They have been used effectively to 'ease' children into the school day and calm children down if they've been having a turbulent time of things. The chickens have been used to good effect to help prevent bad behaviour from escalating.

**Pupil Premium Spending – Impact – Terms 1&2 - 2015-2016**

Year gp (No. of PP ch)	Intervention/Support type	Number of children	Impact
3 (24)	Everyday Readers	11	ALL children have made accelerated progress in Reading Ages
	Sensory Circuit	1	The activity is helping ease child into the day. More work needed.
	Phonics catch up	15	8/15 achieved target
	Spelling support	15	All can now read first 25 HF words
	Writing booster	3	1/3 now on track to reach ARE
	Maths booster	3	All made small steps progress - tbc
4 (22)	Phonics catch up	5	2/5 have now moved up one phase. The rest have made small progress-tbc
	Everyday Readers	12	5/12 made accelerated progress in reading scores. The rest have made age approp. progress.
	Writing boosters	8	ALL children have met short term targets – tbc with new targets
	Maths boosters	5	ALL children have met short term targets – tbc with new targets
	Writing 1-1 support	1	This support is now no longer required as pupil can now work independently.
	Lego Therapy	1	This is helping with confidence and self-seteem. Leuven scales have improved.
	STLS support (SEMH)	5	There has been an improvement in confrontational behaviour and confidence in all children.
5 (23)	Phonics catch up	5	All children have met targets and moved on to next phase.
	Everyday Readers	5	ALL children have made accelerated progress in Reading Ages.
	Writing boosters	16	ALL children have met short term targets – tbc with new targets
	Maths boosters	7	ALL children have met short term targets – tbc with new targets
	STLS support (SEMH)	1	Reduced number of reactive incidents.
	Spelling and key word practice	7	3/7 children have moved on to next set of words.
6 (23)	Phonics catch up	5	Very little improvement seen yet – tbc more regularly
	Everyday Readers	9	7/9 made accelerated progress with Reading Ages.
	Writing boosters	15	9/15 met short term targets. New targets to be set.
	Maths boosters	10	8/10 met short term targets. New targets to be set.
	STLS support (SEMH)	2	Small improvements in self-esteem.
	Beanstalk	3	All made accelerated progress in Reading Ages
	1-1 Maths support	1	Very slow progress towards targets. tbc
	Lego Therapy	1	This is helping with confidence and self-seteem. Leuven scales have improved.

**Pupil Premium Spending – Impact – Terms 3&4 - 2015-2016**

Year gp (No. of PP ch)	Intervention/Support type	Number of children	Impact
3 (24)	Everyday Readers	12	All children have made progress. New RA scores to be tested in term 5.
	Sensory Circuit	1	Big improvements seen. Sensory circuits/breaks needed less often.
	Phonics catch up	7	All children have moved onto next phase.
	Spelling support	3	More work needed to show improvements – more support at home would help.
	Writing booster	2	Improvements seen – short term targets met.
	Lego therapy	3	Small improvements seen in social skills. Leuven scales improved in 2/3 children
	Sound Progress	2	1/2 children have made great progress. Spelling patterns are now being generalised.
	Maths booster	8	6/8 have achieved short term targets.
4 (22)	Phonics catch up	6	All children have moved to next phase
	Everyday Readers	12	All children have made progress. New RA scores to be tested in term 5.
	Writing boosters	13	10/13 children have met short term target.
	Maths boosters	10	All children have met short term target.
	Lego Therapy	3	Leuven scales have improved for all children
	STLS support (SEMH)	5	There has been an improvement in confrontational behaviour and confidence in all children.
5 (23)	Phonics catch up	11	10/11 children moved up to the next group of spelling patterns.
	Everyday Readers	5	All children have made progress. New RA scores to be tested in term 6
	Writing boosters	7	6/7 children all using basic punctuation correctly.
	Maths boosters	7	All children met short term targets.
	STLS support (SEMH)	1	Good progress with social awareness.
6 (23)	Phonics catch up	6	All children met short term target
	Everyday Readers	7	5/7 made accelerated progress in Reading Age
	Writing boosters	23	Improvements made by most children with basic grammar and punctuation.
	Maths boosters	16	Improvements made by all children in basic maths concepts.
	STLS support (SEMH)	2	Improvements in self-esteem. Leuven scales improved.
	Beanstalk	3	All made improvements with comprehension.
	1-1 Maths support	1	Very small steps progress seen.
	Lego Therapy	1	Leuven scales improved.

**Pupil Premium Spending – Impact – Terms 5&6 - 2015-2016**

Year gp (No. of PP ch)	Intervention/Support type	No	Impact
3 (24)	Everyday Readers	12	Reading Age scores show that all children have made accelerated progress - more than 9 months progress over 9
	Sensory Circuit	1	Big improvements seen. Sensory circuits/breaks needed less often.
	Phonics catch up	7	All children have moved onto next phase.
	Spelling support	3	More work needed to show improvements – more support at home would help.
	Writing booster	2	Improvements seen – short term targets met.
	Lego therapy	3	Small improvements seen in social skills. Leuven scales improved in 2/3 children
	Sound Progress	3	Average Reading Age improvement of 1yr, 3months. Spelling patterns are now being generalised.
	Maths booster	8	5/8 have achieved short term targets.
4 (22)	Phonics catch up	6	All children have moved to next phase
	Everyday Readers	12	Reading Age scores show that all children have made accelerated progress - more than 9 months progress over 9 months.
	Writing boosters	13	12/13 children have met short term target.
	Maths boosters	10	8/10 children have met short term target.
	Lego Therapy	3	Leuven scales have improved for all children
	Sound Progress	2	Average Reading Age improvement of 1yr, 7months
	STLS support (SEMH)	5	There has been an improvement in confrontational behaviour and confidence in all children. Leuven sores improved in 4 children
5 (23)	Phonics catch up	11	All children have moved to next phase
	Everyday Readers	5	Reading Age scores show that all children have made accelerated progress - more than 9 months progress over 9 months.
	Writing boosters	7	All children all using basic punctuation correctly most of the time
	Maths boosters	7	All children met short term targets.
	Sound Progress	2	Average Reading Age improvement of 1yr, 7months
	STLS support (SEMH)	1	Good progress with social awareness. Leuven scores improved from 3 to 4.
6 (23)	Phonics catch up	6	All children have moved to next phase
	Everyday Readers	7	RA scores show that 6/7 children have made accelerated progress – more than 9 mths progress over 9 months.
	Writing boosters	23	Improvements made by most children with basic grammar and punctuation. 20/23 met targets.
	Maths boosters	16	Improvements made by all children in basic maths concepts. 13/16 met targets.
	STLS support (SEMH)	2	Improvements in self-esteem. Leuven scales improved for both children
	Beanstalk	3	All children made expected progress or above across the year (6+ points)
	1-1 Maths support	1	Very small steps progress seen.
Lego Therapy	1	Leuven scales improved from 2/3 to 4 over the year	

## Pupil Premium Closing the Gap

### PUPIL PREMIUM – Closing the Gap - MATHS

Year group		Start of year 2015	Gap (%)	SPRING (Term 3) Attainment On track to be ARE	Gap (%)	SPRING (Term 4) Attainment On track to be ARE	Gap (%)	SUMMER (Term 5) Attainment On track to be ARE	Gap (%)	SUMMER (Term 6) Attainment On track to be ARE	Gap (%)
<b>3</b>	PP (24)	33%		54%	+5	63%		54%		58%	
	Non-PP (40)	38%	+5	50%		64%	+1	65%	+11	67%	+9
<b>4</b>	PP (22)	32%		36%		44%		67%		41%	
	Non-PP (32)	47%	+15	70%	+34	77%	+33	80%	+13	75%	+34
<b>5</b>	PP (23)	39%		55%		57%		65%		65%	
	Non-PP (34)	59%	+20	65%	+10	71%	+14	74%	+9	74%	+9
<b>6</b>	PP (23)	22%		39%		57%		61%		61%	
	Non-PP (39)	67%	+45	77%	+38	90%	+33	90%	+29	90%	+29

**Green** highlight = gap closed since start of year

**PUPIL PREMIUM – Closing the Gap - READING**

Year group		Start of year 2015	Gap	SPRING (Term 3) Attainment On track to be ARE		SPRING (Term 4) Attainment On track to be ARE	Gap	SUMMER (Term 5) Attainment On track to be ARE	Gap	SUMMER (Term 6) Attainment On track to be ARE	Gap
<b>3</b>	PP (24)	55%		67%		58%		63%		71%	
	Non-PP (40)	69%	+14	78%	+11	83%	+25	85%	+22	82%	+11
<b>4</b>	PP (22)	18%		32%		36%		36%		36%	
	Non-PP (32)	72%	+54	77%	+45	80%	+44	77%	+41	72%	+36
<b>5</b>	PP (23)	43%		50%		65%		65%		65%	
	Non-PP (34)	65%	+22	68%	+18	74%	+9	77%	+12	71%	+6
<b>6</b>	PP (23)	35%		39%		61%		70%		70%	
	Non-PP (39)	75%	+40	74%	+35	90%	+29	90%	+20	90%	+20

**Green** highlight = gap closed since start of year



**PUPIL PREMIUM – Closing the Gap - WRITING**

Year group		Start of year 2015	Gap	SPRING (Term 3) Attainment On track to be ARE	SPRING (Term 4) Attainment On track to be ARE	Gap	SUMMER (Term 5) Attainment On track to be ARE	Gap	SUMMER (Term 6) Attainment On track to be ARE	Gap
<b>3</b>	PP (24)	41%		50%	50%		63%		54%	
	Non-PP (40)	58%	+17	63%	70%	+20%	85%	+22	69%	+15
<b>4</b>	PP (22)	37%		36%	39%		36%		36%	
	Non-PP (32)	46%	+9	70%	73%	+34%	80%	+44	75%	+39
<b>5</b>	PP (23)	17%		48%	52%		65%		57%	
	Non-PP (34)	50%	+33	68%	68%	+16	77%	+12	68%	+11
<b>6</b>	PP (23)	17%		26%	57%		70%		61%	
	Non-PP (39)	59%	+42	67%	82%	+25	90%	+22	87%	+26

**Green** highlight = gap closed since start of year