

Impact Evaluation of Pupil Premium Spending Academic Year 2015/16

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	279
Total number of pupils eligible for PPG	124
Amount of PPG received per pupil in 2014-2015	£1320
Total amount of PPG received in 2015-16	£ 163 680

PP Grant Report for 2015/16

Action	Cost	Aim	Outcome / Impact
Peer tutoring / mediation / collaborative learning introduced within all classes	£600 – staff training, resources, DVD and release cover including Shirley Clarke course	Ensure that children take further responsibility for aspects of their learning and for evaluating their success	Children show through interviews / questionnaires, books scrutiny etc. that there is evidence of peer support to further develop academic achievement Evidence – see in school and external monitoring Actions are to be continued but with no further cost implications this academic year
Metacognition - Brainwaves – Learning to learn	£500	Help children think about their own learning - teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Raise motivation towards learning. To develop the repertoire of strategies to choose from during learning activities.	Children show through interviews / questionnaires, books scrutiny they have a greater range of strategies to support their learning Evidence – see in school and external monitoring Actions are to be continued but with no further cost implications this academic year
Stay safe counselling and personalised programmes delivered by school counsellor	£2500	Children have early access to specialist support so that barriers to learning are removed swiftly	Reduced incidents of disciplinary difficulties / attitudinal data in 80% of targeted disadvantaged pupils

			<p>Evidence – Reduced FTE, counsellor notes, class behaviour</p> <p>Interventions are to be continued</p>
<p>Equivalent 2 full time and 1 part time Teaching and Learning Support Assistants throughout the school</p> <ul style="list-style-type: none"> - <i>Reading support identifying gaps in phonic knowledge, reading skills and comprehension.</i> <i>Opportunities for reading aloud and discussing books, explicitly extending pupils' spoken vocabulary; and the use of structured questioning to develop reading comprehension.</i> - <i>Catch the Bus style intervention</i> - <i>In class support for English and Maths</i> 	<p>£49386</p> <p>£8000</p>	<p>Maximise pupil progress (and with their parents) overcome barriers to learning</p> <p>Provide early intervention and support in class, small groups and 1:1 as appropriate</p>	<p>Progress in targeted pupils at better than during previous year in more than three quarters of cases.</p> <p>O Track, class attainment data, Intervention Plans Reviews</p> <p>Interventions are to be continued</p>
Lunchtime Clubs	£6000	To provide Interventions and alternative provisions for children with emotional or behavioural difficulties	<p>Incidents of poor behaviour on the playground at lunchtime are reduced</p> <p>Evidence – No lunchtime FTE, counsellor notes, class behaviour</p> <p>Interventions are to be continued</p>
One to One tuition	<p>Y6 £4500</p> <p>Y3 £ 6250</p>	<p>Boost attainment for Y5 children in Maths and Y3 children in Phonics (6 children receiving 10 hours of support per term, per year group)</p> <p>Expand 1:1 tuition into Y4 and 5 throughout the year</p>	<p>Measurable progress in phonics, fluency and comprehension tests / tasks.</p> <p>Evidence – O track, class attainment data, Intervention Plans Reviews, 1:1 tuition reports</p> <p>Interventions are to be continued</p>
Pastoral preparation for key assessments including Y6 SATs breakfast	£50	Ensure all children have had a breakfast and in school on time for SATs	<p>Evidence</p> <p>100% of Y6 disadvantaged pupils attend and participate fully in all tests</p> <p>Calm and purposeful atmosphere throughout test week</p> <p>Interventions are to be continued</p>

<p>Curriculum Enhancement / Enrichment activities i.e. Poetry workshop, Theatre groups /visits Space Dome</p>	<p>£2000 (At least half of this to match Y5/6</p>	<p>Raise motivation, self-esteem, and confidence. Ensure disadvantaged children increased first hand experiences and remove the potential of any cost barrier Provide opportunities for first hand experiences to facilitate reflective writing</p>	<p>Pupil attitudes have improved in all year groups, especially for disadvantaged children Interventions are to be continued</p>
<p>Leadership</p> <ul style="list-style-type: none"> - Inclusion leader with responsibility for disadvantaged children - Follow up actions from Pupil premium review - Revise job descriptions of all staff with regard to responsibility for raising disadvantaged children’s progress and attainment - Increase monitoring of intervention by subject leaders 	<p>£31000</p>	<p>Raise the attainment of disadvantaged pupils and close the gap between them and their peers. Ensure intervention is implemented swiftly to remove barriers to learning Ensure there is clear evidence of impact of interventions</p>	<p>See end of year data graphs and compare to previous year and within-year disadvantaged – non- disadvantaged groups for each year group, making allowances for SEND proportions Evidence – O track, class attainment data, Intervention Plans Reviews, 1:1 tuition reports</p>
<p>Collaborative Partnerships including</p> <ul style="list-style-type: none"> - Lesson Study - Effective Feedback - TA subject knowledge – Numicon, Effective Questioning - Effective Deployment of TAs - CPD with consultants 	<p>£5000</p>	<p>Improve quality of T&L and accelerate progress and attainment.</p>	<p>Outstanding lessons are increased within school Feedback Evidence See monitoring and evaluation reports Actions are to be continued but with no further cost implications this academic year</p>
<p>Attendance is positively supported and absences challenged where appropriate Incentive and reward schemes for attendance i.e. Termly In it to Win It reward for 98% attendance</p>	<p>£1500</p>	<p>Reduce/ remove attendance barriers for disadvantaged pupils, with EWO support where necessary Improve school attendance to 96%+ and Reduce the incidence of persistent lates and absences. Progress of eligible pupils improves and leads to the attainment gap closing</p>	<p>See attendance data, including that for groups. Targeted pupils’ attendance increased by at least 5% in three quarters of cases. PA no greater than national average Interventions are to be continued</p>
<p>Easter School Intensive, well-resourced, small group tuition by experienced teachers.</p>	<p>£1200</p>	<p>Raise and accelerate progress and attainment in a targeted group of Y6 children</p>	<p>The majority of targeted pupils made measurable gains on informal pre- and post- reading and mental maths and also confidence, engagement with learning and self-esteem were much improved Evidence – O track, class attainment</p>

			<p>data, Intervention Plans Reviews, 1:1 tuition reports</p> <p>Interventions are to be continued</p>
<p>Provide resources and equipment for Parental Workshops 3 English per year 3 Maths per year</p>	£1000	Engage and inform parents in ways to support their children's learning at home	<p>Via Family Learning Programmes. Parents have reported they feel better equipped to support their children's learning</p>
<p>Subsidise 30 min swimming lessons for 10 weeks every year Provide swimming kits as required</p>	£700	<p>Ensure that children are able to swim 25m Children experience swimming as a healthy and fun form of exercise</p>	<p>100% of targeted children accessed swimming lessons as planned for their year group</p> <p>Evidence Swimming registers Swimming awards gained</p> <p>Interventions are to be continued</p>
Provide 1:1 support	£1800	<p>Maximise pupil progress (and with their parents) overcome barriers to learning Provide early intervention and support in class, small groups and 1:1 as appropriate</p>	<p>Progress in targeted pupils was at least 30% better than during previous year</p> <p>Evidence – O track, class attainment data, Intervention Plans Reviews, 1:1 tuition reports</p> <p>Interventions are to be continued</p>
<p>Regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment with trees – 10 weekly sessions with CT and TA</p>	£200	<p>Provide regular sessions, rather than a one-off or infrequent visits to foster resilient, confident, independent and creative learners. Also offer children the opportunity to take supported risks appropriate to the environment and to themselves.</p>	<p>Observations and self-evaluations show targeted children have raised Confidence Social skills Communication Motivation Physical skills Knowledge and understanding and respect of the environment</p> <p>Evidence Forest school observation notes SEND Reviews Parental feedback</p> <p>Actions are to be continued but with no further cost implications this academic year</p>

New and fit for purpose furniture in intervention rooms	£540	Children have access to support in a learning environment that is comfortable and fully resourced so that barriers to learning are removed swiftly	<p>Children report they feel better equipped and motivated to support their learning</p> <p>Evidence Intervention rooms Intervention plans / reviews</p> <p>No further actions required</p>
I pads available to intervention groups (6 full size and 12 mini)	£2500	<p>Maximise pupil progress and overcome barriers to learning using</p> <ul style="list-style-type: none"> - improved collaboration - personalised learning - enhanced engagement - learning extended beyond the classroom 	<p>Pupils motivation and engagement has increased when these are used</p> <p>Interventions to be continued to focus on reading accuracy and comprehension – possible Kindles to support home and school learning (target group Y5)</p>
STAPS assessments	£3000	Children’s learning potential is fully understood to raise progress and attainment and eradicate underachievement	<p>End of year data graphs show compared to previous year and within-year disadvantaged – non- disadvantaged groups for each year group, making allowances for SEND proportions</p> <p>Interventions are to be continued</p>