

Evaluating the impact of the 2014-15 Pupil Premium Plan.

The focus of the plan was to promote pupils' pastoral care, positive learning behaviours and to raise attainment in phonics, literacy and mathematics.

Small group sessions were used to promote some pupils' pastoral care and positive learning behaviours. These sessions helped pupils to develop their self esteem and self-confidence which helped to improve their day to day interactions with their peers and teachers.. Whilst the impact of this strategy was not monitored formally, informal evidence shows that many pupils developed positive learning behaviours as a result of these small group sessions. The school also point to specific pupils who developed both personally and academically having being involved in these group sessions. The work undertaken by learning mentors in Reception was particularly successful in enabling disadvantaged pupils to make good progress in personal development so that their outcomes were slightly higher than non-disadvantaged pupils in the end of year assessments. The school intends to monitor the impact of this provision more closely in the coming so that the impact of the small group strategy can be evaluated more rigorously across all year groups. Strategies for promoting greater levels of attendance for disadvantage pupils had less impact and this is an area that the school will focus on in 2015-16.

In the last two years, in the Key Stage 1 assessments disadvantaged pupils achieve at levels that are above the national average. This year the proportion of disadvantaged pupils who achieved the expected levels for their age in reading increased considerably, which suggests that the work done in extra individual reading and guided group reading sessions was effective. However, the achievement gaps widened in writing and mathematics and these will be areas that will need to be addressed in the coming year. The focused work done to improve disadvantaged pupils' knowledge of phonics resulted in considerable improvements in particularly for disadvantaged pupils. This work will be further embedded this year. Outcomes from the end of year reception assessments show that whilst disadvantaged children made very good progress in their personal development they achieved significantly less well than their peers in reading, writing and mathematics. This is another area that the school will work on in the coming year.

Pupil Premium Funding 2015-2016

Total number of pupils on role 270 plus 52 nursery pupils (12.5 hours/week)

Number of pupils eligible for PP 79 (£1320)

Total PP budget £104,280

Designated through budgets allocated to the following individuals

Manager £16,900 SENco £48,900 Supply Teacher £9,600 EYFS leader £9,600 Literacy Co-ordinator £14,000 Enrichment £1,000 Contingency £4,280

Use of funding	hours	Summary of intervention	Intended outcomes	Monitored by?	Actual impact by July 2016
LSA appointed to teach reading.	15 hours/week Senco funded	Individual reading time for each child on disadvantaged register twice a week.	EYFS termly tracking shows that at least 50% of disadvantaged children are on track to achieve GLD	EYFS phase leader and literacy co-ordinator	Less than 50% of pupils in the EYFS would make a good level of development for various reasons and a detailed analysis was produced. In terms of reading the extra impact was that 4 of the children were still emerging in the area of reading. 2 children were working at the expected level. 3 were reading at an exceeding level. These pupils are being tracked in Year 1. Year 1 pupils were on track. Year 2 were working at age related levels or greater depth.
			All disadvantaged pupils to be assessed at least b+ in reading by February half term. Those disadvantaged pupils who achieved GLD will be targeted to achieve at w/w+ in reading by February half term.	Year 1 phase leader and literacy co-ordinator	
			75% of disadvantaged pupils achieve at least w+ in reading. 25% of disadvantaged pupils achieve s/s+ in reading.	Year 2 phase leader and literacy co-ordinator	

Use of funding	hours	Summary of intervention	Intended outcomes	Monitored by?	Actual impact by July 2016
Teacher employed to lead intervention groups for all EYFS pupils who are on the disadvantaged pupil register	6 hours/week EYFS leader funded	Following the early enterprise baseline assessments. Group work activities will focus on the next steps needed to enable all disadvantaged pupils to make progress	EYFS termly tracking shows that at least 50% of disadvantaged children are on track to achieve GLD	EYFS leader weekly and literacy co-ordinator	All pupils in interventions made progress
3 teachers are employed to support the teaching of reading skills to the year 2 disadvantaged pupils who have the capacity to make rapid progress.	5 hours/week Funded by 3 members of LT	Daily guided reading sessions provided in each year 2 classes 9.00am -9.20 am.	25% of disadvantaged pupils are on track to achieve s/s+.	Every 3 weeks by literacy co-ordinator/phase leader	All pupils in interventions made progress
Literacy co-ordinator to provide support for handwriting to the pupils who are on the disadvantaged register in year 1.	2 hours 30 minutes/week Funded by manager	Daily individual handwriting focus for all pupils on the register in year 1.	Regular book scrutiny and termly pupil progress meetings show evidence of expected standards of presentation.	Literacy co-ordinator maths co-ordinator	Standard achieved.
A teacher employed to deliver focused literacy work with pupils on the disadvantaged register in year 2.	5 hours/week Funded by manager	Group targeted work which closely monitors progress in writing and presentation.	Pupils who are on track to achieve w should receive interventions so that 75% of disadvantaged pupils achieve w+.	Literacy co-ordinator Weekly.	All pupils in interventions made progress
A teacher employed to deliver focused numeracy work with pupils on the disadvantaged register in year 2.	Funded by 3 hours 20 minutes/week manager	Group targeted work which will be closely monitored to enable progress in writing and presentation.	Pupils who are on track to achieve w should receive interventions so that 75% of disadvantaged pupils achieve w+.	Maths co-ordinator Year group leader.	All pupils in interventions made progress
3 teachers employed to deliver the letters and sounds programme and extra input to pupils on the disadvantaged register.	5 hours 20 minutes/week Funded by 3 members of LT	Small group sessions which focuses on work at the phase required for each pupil.	To finish the letters and sounds programme by the end of year 1. 80% of pupils on the register to achieve the pass mark.	Literacy co-ordinator half termly.	87% achieved.
Play therapy counselling sessions for pupils who require it from the disadvantaged register.	2 hours/week Funded by SENCo	Individual sessions and links with the family.	To develop the emotional and social needs of these pupils.	SENCo	Review showed target achieved.

<p>Enrichment activities provided on the school site for pupils on the disadvantaged list and year group peers.</p>	<p>2hours/year Funded by manager</p> <p>1 day/year Funded by manager</p> <p>1 day/year Funded by manager</p>	<p>Pantomime by Outloud Theatre production company for all year groups.</p> <p>Portals of the past to bring dinosaur models to school for year 1 pupil.</p> <p>Actors playing parts of Guy Fawkes and King James perform to Year 2 pupils.</p>	<p>To provide experiences to enhance the national curriculum and bring alive retelling of traditional stories. To provide a theatre type experience.</p> <p>Historical links to support the curriculum delivery of history topics and to provide hands on experiences.</p>	<p>Manager and year group leaders.</p>	<p>Achieved.</p>
<p>Contingency for opportunities that will arise linked to topics of work during the year</p>	<p>£4,280</p>				