

Impact statement of Pupil Premium Funding on attainment of pupil premium children 2016-17



Total budget £45,840 -decrease from 2015-16 £55,220

Interventions budget allocated from Pupil Premium fund	Brief summary of intervention/ action to include Year group and pupils involved	Specific outcomes How will this intervention / action improve achievement Success criteria	How will it be monitored and by whom How will success be evidenced?	IMPACT
Teacher 0.6 to lead interventions for pp school reading interventions reading Recovery, RISE and Numbers Count £28,000 Teacher also to monitor and analyse impact of pp interventions – report to Govs	Specific targeted individuals in Year groups 1 and 2	Aim for : reduced /No gap in attainment in reading and maths between pp and peers by Year 2 end	HT , Literacy leader, maths manager, Govs pupil progress and individual tracking	<p>100% pupil premium children in Yr 1 who completed Reading recovery achieved ARE end of Yr 1</p> <p>100% pupil premium children having Reading Recovery in Yr 1 met ARE end of Yr 2. 1 child achieved Greater depth from ELG 1 in Yr R</p> <p>Yr 2 difference between pp and non in reading 5.9% 84.5% pupil premium ARE+ 90.4% non pupil premium ARE+</p>
Teacher 0.6 to lead interventions for pp school reading interventions Reading Recovery, and receive appropriate training and accreditation £1,500	Essential training to ensure teaching of children meets high standard	Quality one to one , regular reading/ maths intervention to ensure key ‘building blocks’ of reading , mathematics are fluent an confidently applied independently	Lesson observations by HT , Reading recovery leader, Numbers Count assessor	<p>High quality training has led to good attainment as above.</p> <p>Children confident readers using phonics and reading for meaning approach.</p>
Reading intervention extra reading books to meet increase in number of children benefitting from RISE £300	Increase number of books available at each level a so all children benefitting from RISE	RISE adequately resourced with books that support teaching methods		Sufficient quality resources provided for pupil premium children on the RISE and Reading recovery scheme.

	have access to 'reading for meaning books	and encourage reading at home.		
Additional LSA support for RISE BR@P one to one reading 5 pms a week £5,000	Year 1 children following pupil progress outcomes Year 2 individual following pupil progress outcomes	Support accelerated attainment in reading for vulnerable groups. Teach strategies beyond phonics reading for meaning- support those chn for whom phonics is not so accessible	HT , Literacy leader, pp leader, Govs pupil progress and individual tracking. lesson observations	BR@P provided for all YR 2 pupil premium children who did not read regularly at home. Yr 2 had new pupils in Autumn / Spring term of who had not had the opportunity of RISE. 2 of these were assessed as needing BR@P they made rapid gains from level 1- level 16 and were close to ARE 100% pupil premium children who were in school for the 3 years achieved ARE.
Additional FFT and Reading Recovery trained LSA 5 ams a week to work in Yr 2 to support groups in SPAG and fluency in basic number facts 'keep up' daily sessions. LSA daily work one to one during the week with Yr 2 pupil premium phonics for retest and YR 1 pupil premium children needing extra support	Work with children n Year 2 and Year 1 needing regular reading support to make progress.	Increase end of year attainment and bring in line with age expected attainment	Monitored by class teachers and intervention teacher	This action was adapted due to staff ilssues FFT not available. LSA working in Yr 2 with 'keep up' learning for pupil premium children assessed by teacher as needing more opportunity to experience and practice / consolidate the new learning from the morning session. LSA worked with Class teacher to ensure clarity of understanding of child's needs. IMPACT <ul style="list-style-type: none"> • maths increase in data 85.6% ARE Writing 86.3% ARE increase in data from last year • Pupil premium boys attaining higher than non in writing. • <u>Pupil premium children attaining higher than non in writing</u> • YR 1 increase in phonics screening attainment to 86.6% • Pupil premium Yr 1 attaining phonics screening 80% • Pupil premium Yr 2 attaining retest phonics screening 50%
Numbers Count (ECC) specialist resources and validation	Year 1 one to one pms 4x week 12 weeks.	100% pp Children make accelerated	Evidenced in Numbers Count	<ul style="list-style-type: none"> • 100% pupil premium who benefitted from Numbers Count achieved ARE end of Yr 1

£500	ECC validation and training	progress and meet level 2 by end of KS Gap between pp attainment in maths and other non pp in school reduced to 0	tracking. End of year levels. Parents written letters of evidence. Monitored by maths leader, SENCO and HT at pupil progress	<ul style="list-style-type: none"> 100% pupil premium children who had this intervention in Yr 1 went on to achieve ARE at end of year 2,
Read Write Inc training 2 new teachers June 2016 £1,000	To ensure provision of quality phonics to small groups by all staff to all year groups	Majority of children reach GLD in reading by end of year Yr 1 Phonics test attainment increase from 2014	Lit leader, Ht on going ½ termly monitoring teaching	<p>All children having well trained phonics teaching;</p> <ul style="list-style-type: none"> Phonics screening Yr 1 2016-17 highest 85% Pupil premium chn 80% 8 chn out of 10 . 2 children not getting phonics SEND Pupil premium Yr 2 attaining retest phonics screening 50% 1 child out of 2. Child that didn't pass joined in Jan and has SEND <p>Pupil premium attainment Yr 2 (not all children have been in school since Sept 2016)</p>
ELSA see below available every day	All year groups As required and appropriate	Vulnerable children supported and able to engage in learning	SENCO monitoring report to Gov Safeguarding	
Nurture Group 2 LSAs £10,000 4 x pms a week Hours 15	All year groups at least 50% pp (estimated)	Vulnerable children supported to build inter personal relationships and address behaviour need issues independently and able to engage in learning	SENCO monitoring Gov for SEN	<p>Assessments show the impact of nurture provision on attainment-</p> <p>100% YR 2 Pupil premium children who attended nurture and were in school for the 3 years and left Yr R without GLD achieved ARE in all subjects- good progress.</p> <p>100% Yr 2 pupil premium children who attended nurture and were in school for 3 years who had GLD achieved ARE in all subjects.</p> <p>60% Yr 2 pupil premium children who attended nurture achieved ARE (some joined 2016-17)</p> <p>100% pupil premium children who attended nurture attained ARE in at least 1 core subject.</p> <p>The attainment can be also linked to interventions as detailed above- but disposition to learn, behaviour in classroom all positively affected in anecdotal evidence and evidenced by the Boxhall assessments.</p>

