



## How are we spending Pupil Premium money this year at Chisenhale? – a summary

Improved quality first teaching	<p>Phase Leaders (proportion of the time for 4 Phase Leaders) – enabling</p> <ul style="list-style-type: none"> <li>➤ 4 morning groups per phase</li> <li>➤ supporting the quality of teaching across the phase</li> <li>➤ running interventions</li> </ul> <p>Specialist Literacy Teacher KS1</p>
Interventions	<p>Interventions run by support staff (proportion of salaries from a number of different staff) inc.</p> <ul style="list-style-type: none"> <li>➤ Success @ Arithmetic – Y5 &amp; Y6</li> <li>➤ First Class @ Number 2 for LKS2</li> <li>➤ First Class @ Number for KS1</li> <li>➤ Inference Training</li> <li>➤ ELS</li> </ul> <p>Support staff running language groups (proportion of their time)</p> <p>Learning Mentor (proportion of her time)</p>
Support for families	<p>Parental Engagement inc.</p> <ul style="list-style-type: none"> <li>➤ SFSC course</li> <li>➤ workshops for parents</li> </ul>
Extended Services	<p>Targeted funding for Y6 residential Breakfast Club Free after school club places</p>
Additional support from outside agencies	<p>School Social Worker Additional Education Psychologist services Speech and Language therapist time Attendance and Welfare Officer - additional support</p>

- Please see the Pupil Premium Policy for background information about the aims of the Pupil Premium nationally and at Chisenhale.
- This document aims to show how the school spent the money last year, how we are tracking the impact of the Pupil Premium and our plans for the coming year, giving useful information to school staff, as well as to parents and governors.
- We have detailed the expenditure given to the school first, followed by data about how children have achieved in the school in the last few years
- Our aim is to enable disadvantaged children to make good and better progress and to attain well
- As a result of analyzing the data, we have decided how to spend the money
- We have also included here an analysis of the impact of the spend in the different areas, in order to help us plan how to spend the money this year.

Financial year	Amount of Pupil Premium funding
2013 - 2014	£179,164
2014 - 2015	£218,400

	2013-14		2014-15	
Number of FSM pupils eligible for the Pupil Premium	199	£179,164	168	£218,400
Number of looked after pupils eligible for the Pupil Premium	0	£0	3	£1900 x 3 = £5700 (but LA keeps £400 per pupil)
Number of service children eligible for the Pupil Premium	0	0	0	0

**Pupil Premium (Attainment in APS) Summer 2014**

Pupil Premium	Pupil Premium Reading	Non-Pupil Premium Reading	Reading APS Gap	Pupil Premium Writing	Non-Pupil Premium Writing	Writing APS Gap	Pupil Premium Maths	Non-Pupil Premium Maths	Maths APS Gap
Year 1	9.3	11.1	-1.8	8.9	10.0	-1.1	10.2	11.4	-1.2
Year 2	15.3	17.5	-2.7	13.1	15.8	-3.4	15.4	17.1	-1.7
Year 3	18.9	21.6	-2.7	16.4	17.9	-1.5	18.2	19.4	-1.2
Year 4	22.9	23.8	-0.9	20.3	21.3	-1.0	22.5	23.9	-1.4
Year 5	25.7	28.9	-3.2	22.2	24.2	-2.0	23.8	25.9	-2.1
Year 6	30.4	29.9	0.5	27.6	28.1	-0.5	29.9	30.5	-2.4

	No PP	Cohort	%PP
Y1 FSM*	21	45	47%
Y2 FSM*	20	45	44%
Y3 FSM*	31	44	70%
Y4 FSM*	28	43	65%
Y5 FSM*	29	43	67%
Y6 FSM*	31	45	69%

In KS1 1 term = 2 APS = 4 months

In KS2 1 term = 1 APS = 4 months

KS1 Nat 2014	15.5	18.1	-1.6	13.7	15.6	-1.9	15.0	16.7	-1.7
KS2 Nat 2014	27.5	29.7	-2.2	26.2	28.6	-2.4	27.2	29.8	-2.6

**Where are the gaps in Y6 over time?**

<b>Y6 Within school gap Progress – value added</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Overall</b>	-0.8	0.1	0.1	
<b>Maths</b>	-0.8	1.4	0	
<b>Reading</b>	N/A	-1.5	0.9	
<b>Writing</b>	N/A	-0.7	0.4	

**Comments and contextual information:**

In 2014 disadvantaged pupils made better progress than other pupils in the school in all areas.

<b>Y6 within school gap Average Points Score</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Overall</b>	-4.9	-2.7	-1.2	
<b>Maths</b>	-4.1	-1.4	-2.4	
<b>Reading</b>	-5.5	-4.4	0.5	
<b>Writing</b>	-3.4	-3.5	-0.7	
<b>SPAG</b>	N/A	-0.1	-0.9	

**Comments and contextual information:**

The gaps between the Average Point Score in school are closing over time overall and in reading and writing. In Maths and SPAG the gap has increased in the past year.

<b>RAISE 14 P28</b> % of chn gaining L4+	<b>Mathematics, Reading, Writing(TA)</b>				<b>Mathematics</b>				<b>Reading</b>				<b>Writing (TA)</b>				<b>English Grammar, Punctuation &amp; Spelling</b>			
	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>
<b>All Pupils</b>	45	89	79		45	100	86	Sig+	45	98	89		45	89	85		45	84	76	
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	31	90	67	Sig+	31	100	78	Sig+	31	100	82	Sig+	31	90	76		31	84	66	Sig+
Other pupils	14	86	83	-	14	100	90	-	14	93	92	-	14	86	89	-	14	86	81	-

<b>RAISE 14 P31</b> % of chn gaining L5+	<b>Mathematics, Reading, Writing(TA)</b>				<b>Mathematics</b>				<b>Reading</b>				<b>Writing (TA)</b>				<b>English Grammar, Punctuation &amp; Spelling</b>			
	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>	<b>Cohort Number</b>	<b>Sc %</b>	<b>Na %</b>	<b>Sig</b>
<b>All Pupils</b>	45	16	24		45	42	42		45	58	49		45	27	33		45	56	52	
<b>Disadvantaged pupils</b>																				
Disadvantaged pupils	31	10	12	-	31	32	28		31	58	35	Sig+	31	19	20		31	52	39	
Other pupils	14	29	29	-	14	64	48		14	57	56		14	43	39		14	64	58	

**RAISE 2014 p41**  
**Value added KS1 to KS2**

	N	2012		2013		2014		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
<b>All Pupils</b>	43	99.0	100.0	100.2	100.0	100.4	100.0	100.4	100.0	101.0 j	100.0	99.9	100.0
<b>Gender</b>													
Disadvantaged pupils	30	98.7	99.7	100.2	99.8	100.5	99.7	100.5	99.7	101.4 j	99.7	99.7	99.8
Other pupils	13	99.5	100.0	100.1	100.0	100.4	100.1	100.5	100.1	100.5	100.0	100.1	100.0

Where are the gaps in Y2 over time?

Y2 within school gap Average Points Score	2012	2013	2014	2015
<b>Overall</b>	-0.9	-1.7	-2.2	
<b>Reading</b>	-0.9	-2.6	-2.2	
<b>Writing</b>	-1.0	-1.1	-2.7	
<b>Maths</b>	-0.7	-1.4	-1.7	

**Comments and contextual information:**

In 2014 the within school gap became larger in all areas except for reading. However, overall attainment increased over the years, putting attainment in line with national averages in 2014. We need to ensure that FSM children this year are getting the input they need in order to close those gaps and this is a priority in our RAP.

Y2 % of pupils attaining L2 or above at KS1	2012	2013	2014	2015
<b>Reading</b>	8	-16	-5	
<b>Writing</b>	15	-12	-20	
<b>Maths</b>	11	-10	0	

<b>RAISE 2014 – Y2</b>	<b>ALL CORE SUBJECTS</b>			<b>READING</b>			<b>WRITING</b>			<b>MATHS</b>		
P25		<b>Sch</b>	<b>nat</b>		<b>Sch</b>	<b>nat</b>		<b>Sch</b>	<b>nat</b>		<b>Sch</b>	<b>nat</b>
	<b>Cohort</b>	<b>APS</b>	<b>APS</b>	<b>Cohort</b>	<b>APS</b>	<b>APS</b>	<b>Cohort</b>	<b>APS</b>	<b>APS</b>	<b>Cohort</b>	<b>APS</b>	<b>APS</b>
<b>All Pupils</b>	45	16.2	15.9	45	17.0	16.5	45	14.8	15.1	45	16.8	16.2
Disadvantaged pupils	20	14.8	14.6	20	15.5	15.0	20	12.9	13.7	20	15.9	15.0
Other pupils	25	17.3	16.4	25	18.1	17.0	25	16.3	15.6	25	17.6	16.7

<b>Y2 % of pupils attaining L3 or above at KS1</b>	<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>	
<b>Reading</b>	<b>-24</b>		<b>-13</b>		<b>-27</b>			
<b>Writing</b>	<b>-12</b>		<b>-4</b>		<b>-23</b>			
<b>Maths</b>	<b>-14</b>		<b>5</b>		<b>-24</b>			

**Comments and contextual information:**

The gaps between FSM and non-FSM children achieving Level 3 in all areas are a concern, so we need to ensure this year that we are supporting the more able FSM children to achieve Level 3. We are also concerned about the increased gap in writing for Level 2 and are working to ensure this is closed this year. Writing is a priority area in our Raising Achievement Plan. Our current targets put us on track to at least halve the differences at Level 2 and to more than halve the difference in writing L3.

### KS1 Phonics Screening Check 2014

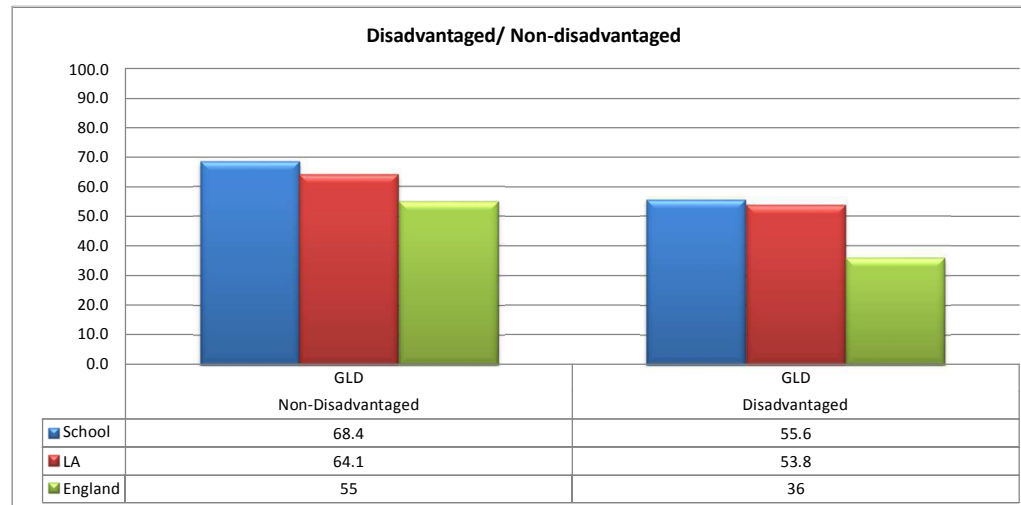
% pupils passing phonics check		School	National	Gap between school and national
Y1	Disadvantaged pupils	50	63	-13
	Others	72	78	-6
Y2	Disadvantaged pupils	73	60	13
	Others	100	70	30

#### **Comments and contextual information:**

Disadvantaged children in Y1 achieved less well than nationally, but in Y2 disadvantaged children in school did better than nationally. This was an increase in the percentage of children passing the phonics check from the previous year in school. Phonics is a priority area for us this year and we are changing planning and delivery in order to accelerate progress.

### **Early Years Foundation Stage**

#### **2014 EYFSP: Good Level of Development for Disadvantaged/ Non-disadvantaged Pupils**



#### **Comments and contextual information:**

More disadvantaged children in the Early Years achieved a good level of development than is the national average, as did more non-disadvantaged children.



**Pupil Premium 2013/14 - Planning and evaluation outline: Total spend £180,445**

Pupil Premium used for:	Amount of spend	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?																				
Interventions run by support staff (proportion of salaries from a number of different staff)	<b>£18,350</b>	New interventions	First Class @ Number for KS1  ELS	Accelerated progress for children in maths	Pupil Progress meetings and tracker  Y2 SATs results	<p>Y2 FC@N children the following points of progress, in comparison with those who didn't have the intervention, showing that FC@N had clear impact on progress and that FSM children made better progress than the non-FSM chn</p> <table border="1" data-bbox="1444 842 2018 997"> <thead> <tr> <th>Y2</th> <th>FC@N</th> <th>chn</th> <th>NON</th> <th>chn</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>5.8</td> <td>8</td> <td>5.3</td> <td>37</td> </tr> <tr> <td>FSM</td> <td>6.0</td> <td>5</td> <td>5.4</td> <td>14</td> </tr> <tr> <td>NON</td> <td>5.3</td> <td>3</td> <td>5.2</td> <td>23</td> </tr> </tbody> </table> <p>Y2 ELS children made the following points of progress, showing that ELS had good impact on progress and that FSM children made more progress on the programme than those who didn't have it, but less progress than the non-FSM children who also had it</p>	Y2	FC@N	chn	NON	chn	ALL	5.8	8	5.3	37	FSM	6.0	5	5.4	14	NON	5.3	3	5.2	23
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Interventions run by support staff (proportion of salaries from a number of different staff)	£16,900	Continued	<p>ELS</p> <p>Direct Phonics</p> <p>1:1 Phonics</p> <p>1:1 reading</p>	Accelerated progress	<p>Pupil Progress meetings and tracker</p> <p>Y2 SATs results</p>	<p>Y1 ELS children Rdg 6.3; Wtg 5.3 (others Rdg 6.2; Wtg 5.0)</p> <table border="1"> <thead> <tr> <th>Y1</th> <th colspan="3">ELS</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <td>RDG</td> <td>WTG</td> <td>chn</td> <td>RDG</td> <td>WTG</td> <td>chn</td> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>6.3</td> <td>5.3</td> <td>8</td> <td>6.2</td> <td>5.0</td> <td>36</td> </tr> <tr> <td>FSM</td> <td>5.6</td> <td>4.4</td> <td>5</td> <td>5.8</td> <td>4.6</td> <td>13</td> </tr> <tr> <td>NON</td> <td>7.3</td> <td>6.7</td> <td>3</td> <td>6.4</td> <td>5.3</td> <td>23</td> </tr> </tbody> </table> <p>Y3 ELS children – this shows that in terms of progress FSM children who did ELS made the most progress in reading and writing across the whole year group, which shows good impact.</p> <table border="1"> <thead> <tr> <th>Y3</th> <th colspan="3">ELS</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <td>RDG</td> <td>WTG</td> <td>chn</td> <td>RDG</td> <td>WTG</td> <td>chn</td> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>4.8</td> <td>3.5</td> <td>8</td> <td>4.2</td> <td>3.1</td> <td>37</td> </tr> <tr> <td>FSM</td> <td>4.9</td> <td>3.7</td> <td>7</td> <td>4.0</td> <td>3.0</td> <td>21</td> </tr> <tr> <td>NON</td> <td>4.0</td> <td>2.0</td> <td>1</td> <td>4.4</td> <td>3.5</td> <td>16</td> </tr> </tbody> </table>	Y1	ELS			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	6.3	5.3	8	6.2	5.0	36	FSM	5.6	4.4	5	5.8	4.6	13	NON	7.3	6.7	3	6.4	5.3	23	Y3	ELS			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	4.8	3.5	8	4.2	3.1	37	FSM	4.9	3.7	7	4.0	3.0	21	NON	4.0	2.0	1	4.4	3.5	16
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Y4 Direct Phonics children made more progress in Reading and Writing than non and FSM children who took part in Direct Phonics made the most progress (despite all 3 children being SA+ or S)

Y4	Direct Phonics			NON		
	RDG	WTG	chn	RDG	WTG	chn
ALL	4.0	4.7	3	4.0	3.8	40
FSM	5.0	5.0	2	4.1	3.7	21
NON	2.0	4.0	1	3.9	4.0	19

Y3 Direct Phonics results show that FSM children doing the programme made the most progress in Writing and also did better than non FSM children doing it

Y3	Direct Phonics			NON		
	RDG	WTG	chn	RDG	WTG	chn
ALL	4.2	3.2	5	4.3	3.2	40
FSM	4.3	3.5	4	4.3	3.0	24
NON	4.0	2.0	1	4.4	3.5	16

Y1 1:1 Phonics children made better progress than those not on the project and FSM children did better than FSM not doing it.

Y1	1:1 Phonics			NON		
	RDG	WTG	chn	RDG	WTG	chn
ALL	6.3	5.3	15	6.1	4.9	29
FSM	6.0	4.8	5	5.7	4.5	13
NON	6.4	5.6	10	6.5	5.3	16

Y1 1:1 TA reading – this does not appear to have had the impact needed

Y1 Rdg	1:1 TA	chn	NON	chn
ALL	6.0	6	6.2	38
FSM	6.0	2	5.8	16
NON	6.0	4	6.6	22

Y2 1:1 TA reading – shows that the children having it made better progress, but the FSM didn't make better progress than non-FSM

Y3 Rdg	1:1 TA	chn	NON	chn
ALL	5.5	15	4.6	30
FSM	4.8	5	5.1	14
NON	5.8	10	4.1	16

Y3 1:1 TA reading – this does not appear to have had the impact needed, except for the 4 non-FSM children

Y3 Rdg	1:1 TA	chn	NON	chn
ALL	4.2	13	4.3	32
FSM	4.0	9	4.4	19
NON	5.0	4	4.2	13

Y4 1:1 TA reading – although these are small numbers, FSM children doing it did better than all other groups, showing good impact

Y4 Rdg	1:1 TA	chn	NON	chn
ALL	4.4	5	3.9	38
FSM	4.7	3	4.1	20
NON	4.0	2	3.8	18

Phase Leaders running interventions and small groups	£49,000	Continued	4 Phase Leaders enable smaller, focused groups (3 classes in each phase). Phase Leaders take groups, work with individuals & also support teaching across the phase, with both teachers & support staff	Increase in quality of teaching  Increase in progress and attainment	Observations and work scrutinies  Pupil Progress meetings, governors' meetings	Quality of teaching increased over the year, with an increase in outstanding teaching from 15% to 33%  Overall progress across the school was 4.2 (we aim for at least 4) EY good level of development above national; Y2 SATs in line with national averages; Y6 SATs above national averages																																																																						
Speech and Language therapy time	£14,800	Continued	Training for staff  Early Intervention work  Language Groups (run by TAs)	Improved staff knowledge on planning to improve communication  More pupils achieve expected outcomes by the end of the year	Entry and Exit data for S&L programme  TAs deliver intervention groups for S&L	<p>Y1 Language group children – this does not appear to have had good impact, but there are small numbers involved in the groups</p> <table border="1" data-bbox="1447 852 2130 1034"> <thead> <tr> <th>Y1</th> <th colspan="3">Language Group</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <td>RDG</td> <td>WTG</td> <td>chn</td> <td>RDG</td> <td>WTG</td> <td>chn</td> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>4.8</td> <td>3.6</td> <td>5</td> <td>6.4</td> <td>5.3</td> <td>39</td> </tr> <tr> <td>FSM</td> <td>4.7</td> <td>3.3</td> <td>3</td> <td>6.0</td> <td>4.8</td> <td>15</td> </tr> <tr> <td>NON</td> <td>5.0</td> <td>4.0</td> <td>2</td> <td>6.6</td> <td>5.6</td> <td>24</td> </tr> </tbody> </table> <p>Y2 Language group children – children made better progress than those not in it, with FSM and non-FSM making the same progress</p> <table border="1" data-bbox="1447 1184 2130 1366"> <thead> <tr> <th>Y2</th> <th colspan="3">Language Group</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <td>RDG</td> <td>WTG</td> <td>chn</td> <td>RDG</td> <td>WTG</td> <td>chn</td> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>5.5</td> <td>4.0</td> <td>4</td> <td>4.8</td> <td>4.0</td> <td>41</td> </tr> <tr> <td>FSM</td> <td>5.5</td> <td>4.0</td> <td>4</td> <td>4.9</td> <td>3.0</td> <td>15</td> </tr> <tr> <td>NON</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>4.8</td> <td>4.5</td> <td>26</td> </tr> </tbody> </table>	Y1	Language Group			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	4.8	3.6	5	6.4	5.3	39	FSM	4.7	3.3	3	6.0	4.8	15	NON	5.0	4.0	2	6.6	5.6	24	Y2	Language Group			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	5.5	4.0	4	4.8	4.0	41	FSM	5.5	4.0	4	4.9	3.0	15	NON	NA	NA	NA	4.8	4.5	26
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						<p>Y3 Language group children – all children in the group made good progress and all were FSM, which shows good impact</p> <table border="1"> <thead> <tr> <th>Y3</th> <th colspan="3">Language Group</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <td>RDG</td> <td>WTG</td> <td>chn</td> <td>RDG</td> <td>WTG</td> <td>chn</td> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>4.4</td> <td>4.0</td> <td>5</td> <td>4.3</td> <td>3.1</td> <td>40</td> </tr> <tr> <td>FSM</td> <td>4.4</td> <td>4.0</td> <td>5</td> <td>4.2</td> <td>2.9</td> <td>23</td> </tr> <tr> <td>NON</td> <td>NA</td> <td>NA</td> <td>NA</td> <td>4.4</td> <td>3.4</td> <td>17</td> </tr> </tbody> </table> <p>Y4 Language group children – there has been some impact for this group, making slightly better progress in writing</p> <table border="1"> <thead> <tr> <th>Y4</th> <th colspan="3">Language Group</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <td>RDG</td> <td>WTG</td> <td>chn</td> <td>RDG</td> <td>WTG</td> <td>chn</td> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>4.5</td> <td>4.0</td> <td>4</td> <td>3.9</td> <td>3.9</td> <td>39</td> </tr> <tr> <td>FSM</td> <td>4.0</td> <td>4.0</td> <td>3</td> <td>4.2</td> <td>3.8</td> <td>20</td> </tr> <tr> <td>NON</td> <td>6.0</td> <td>4.0</td> <td>1</td> <td>3.6</td> <td>4.0</td> <td>19</td> </tr> </tbody> </table>	Y3	Language Group			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	4.4	4.0	5	4.3	3.1	40	FSM	4.4	4.0	5	4.2	2.9	23	NON	NA	NA	NA	4.4	3.4	17	Y4	Language Group			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	4.5	4.0	4	3.9	3.9	39	FSM	4.0	4.0	3	4.2	3.8	20	NON	6.0	4.0	1	3.6	4.0	19
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Parental Engagement activities	£37,700	Continued	Parental Engagement Officer, who supports families with transition into school and secondary transfer, as well as managing the extended schools offer	Recruitment onto parenting course (SFSC) and onto workshops and courses run, with particular focus on those completing the longer term courses (parenting and learning English), which	Feedback from parents on confidence and skills gained  Statistics gathered by Parent Engagement Officer	<p>34 parents completed an ESOL course (out of 35 who started the courses)</p> <p>10 completed the family cooking courses (out of 10 who enrolled)</p> <p>10 completed the SFSC course (out of 13 who enrolled)</p> <p>74 parents attended a range of curriculum-linked workshops (including phonics, speaking and listening, early years)</p>																																																																						

			<p>Running Strengthening Families Strengthening Communities (SFSC) parenting course</p> <p>Workshops for parents run, including how to support children in the curriculum and ESOL</p>	are courses with an evidence base																																					
Specialist Literacy input	<b>£23,200</b>	Continued	<p>Working with individual children, focusing on children with the most complex literacy difficulties</p> <p>Support for teachers with planning to meet the needs</p>	Children making improved progress	SENCO monitors improved progress for SEN children and at pupil progress meetings	<p>Y1 Children with teacher made slower progress, although FSM children made better progress than non-FSM. These were the children with the greatest educational needs</p> <table border="1"> <thead> <tr> <th>Y1</th> <th colspan="3">Spec. Rdg Teacher</th> <th colspan="3">NON</th> </tr> <tr> <td></td> <th>RDG</th> <th>WTG</th> <th>chn</th> <th>RDG</th> <th>WTG</th> <th>chn</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>5.1</td> <td>4.3</td> <td>7</td> <td>6.4</td> <td>5.2</td> <td>37</td> </tr> <tr> <td>FSM</td> <td>5.2</td> <td>4.4</td> <td>5</td> <td>5.1</td> <td>3.1</td> <td>17</td> </tr> <tr> <td>NON</td> <td>5.0</td> <td>4.0</td> <td>2</td> <td>4.6</td> <td>4.5</td> <td>25</td> </tr> </tbody> </table>	Y1	Spec. Rdg Teacher			NON				RDG	WTG	chn	RDG	WTG	chn	ALL	5.1	4.3	7	6.4	5.2	37	FSM	5.2	4.4	5	5.1	3.1	17	NON	5.0	4.0	2	4.6	4.5	25
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			of these children in the classroom			<p>Y2 Children with teacher again made slower progress than those not with her, but they were the lowest attaining in the year group and worked hard to gain this small amount of progress</p> <table border="1"> <thead> <tr> <th rowspan="2">Y2</th> <th colspan="3">Spec. Rdg Teacher</th> <th colspan="3">NON</th> </tr> <tr> <th>RDG</th> <th>WTG</th> <th>chn</th> <th>RDG</th> <th>WTG</th> <th>chn</th> </tr> </thead> <tbody> <tr> <td>ALL</td> <td>4.7</td> <td>4.1</td> <td>7</td> <td>6.1</td> <td>5.0</td> <td>38</td> </tr> <tr> <td>FSM</td> <td>5.0</td> <td>4.3</td> <td>5</td> <td>6.0</td> <td>4.6</td> <td>13</td> </tr> <tr> <td>NON</td> <td>4.0</td> <td>3.5</td> <td>2</td> <td>6.6</td> <td>5.6</td> <td>24</td> </tr> </tbody> </table>	Y2	Spec. Rdg Teacher			NON			RDG	WTG	chn	RDG	WTG	chn	ALL	4.7	4.1	7	6.1	5.0	38	FSM	5.0	4.3	5	6.0	4.6	13	NON	4.0	3.5	2	6.6	5.6	24
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Extended Services	<b>£16,470</b>	Continued	<p>Breakfast Club (7.45 – 9.00) free for Pupil Premium children <b>£4680</b></p> <p>Night Owls Play Centre (3.30 – 5.45) only £1 per night for PPG children ( £6 per night for others) <b>£7600</b></p> <p>Range of after school clubs free for Pupil Premium children (£2 per</p>	Improved attendance and punctuality	Registers from the club and attendance registers for school	15 – 18 PPG per day attend breakfast club, which increased attendance and decreased lateness in those families.																																		



			session for others) – including sports, music, languages, <b>£4190</b>			
School Social Worker	<b>£3, 325</b>	Continued	Targeted interventions with families and linking with other services	Successful interventions for families, either no longer in need of support or successfully engaged with other services	Meetings with Head and SENCO and reports from social worker	9 families worked with over the year, including 2 who were referred on and others had short-term interventions, needing no further support once the issues were resolved
Targeted funding for enrichment and Y6 residential	<b>£700</b>	Continued	Y6 children on school journey receive 50% discount on the trip if they are Pupil Premium	Target is 100% of children to attend residential – that no children are stopped from coming because of money	Register of number of children attending residential – reported to governors	38 out of 43 children attended Y6 residential. The ones who didn't go were because the family didn't want them to do so, not because of financial concerns.

**Pupil Premium 2014 – 2015 - Planning and evaluation outline : Total Spend £ 221, 400**

Pupil Premium used for:	Amount of spend	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...'
Learning Mentor – proportion of her time	<b>£11,250</b>	New	Removing barriers to learning  Children identified through parental or staff concerns	Improved confidence in learning  Improved attainment and progress  25 pupils	Learning mentor reports and stats	
Interventions run by support staff (proportion of salaries from a number of different staff)	<b>£16,746</b>	New	Success @ Arithmetic – Y5 & Y6  First Class @ Number 2 for LKS2  Inference Training – Y6	Pupils develop a secure understanding of number and the 4 operations leading to at least good or better progress in maths this year.  Pupil's comprehension skills will improve so as to match their decoding skills leading to at	Pupil Progress meetings and tracker  Y6 SATs results	

				least good progress in reading.		
Interventions run by support staff (proportion of salaries from a number of different staff)	<b>£18,350</b>	Continued	First Class @ Number for KS1  ELS  Improved Phonics teaching and workshops for parents for them to get engaged with their children's learning	Accelerated progress for children in the programmes  Gap between PPG and non-PPG children decreased this year (from 22% last year)	Pupil Progress meetings and tracker	
Phase Leaders (proportion of the time for 4 Phase Leaders)	<b>£49,000</b>	Continued	4 Phase Leaders enable smaller, focused groups in each phase (3 classes in each phase). Phase Leaders take groups, work with individuals and also support teaching across the phase, with both teachers and support staff	Increase in quality of teaching, with a particular focus on increasing the impact of teaching on learning  Increase in progress and attainment - with the aim of being at least in line with national expectations in all areas	Observations and work scrutinies  Pupil Progress meetings, governors' meetings	
Support staff running language groups (proportion of their time)	<b>£16,900</b>	Continued	Language groups in UKS2, LKS2 and KS1	Accelerated progress for children in the programmes in speaking & listening & at least good progress in reading and writing.	Pupil Progress meetings and tracker  Y2 and Y6 SATs results	

Speech and Language therapist time	<b>£29,600</b>	Extra day purchased	Training for staff  Early Intervention work	Improved staff knowledge on planning to improve communication  21 pupils in the EYFS are currently targeted for additional support  More pupils achieve expected outcomes by the end of the year	Entry and Exit data for S&L programme  TAs deliver intervention groups for S&L	
Specialist Literacy Teacher KS1 (0.5)	<b>£23,200</b>	Continued	Working with individual children, focusing on children with the most complex literacy difficulties  Support for LSAs and TAs in order to plan better for the SEN children they are working with	Children making improved progress in Y1 and Y2	SENCO monitors Improved progress for SEN children	
<b>School Social Worker</b>	<b>£3, 325</b>	Continued	Targeted interventions with families and linking with other services	Successful interventions for families, either no longer in need of support or successfully engaged with other services	Meetings with Head and SENCO and reports from social worker	

<b>Targeted funding for enrichment and Y6 residential</b>	<b>£700</b>	Continued	Y6 children on school journey receive 50% discount on the trip if they are Pupil Premium	Target is 100% of children to attend residential – that no children are stopped from coming because of money		
Additional Teaching Assistant hours in Early Years, to enable Nursery Nurse to run language groups	<b>£12,904</b>	Continued	Additional staffing in EYFS to support increased level of SEND, particularly low levels of speech, language and communication	Early identification of needs  Children develop more effective strategies to manage their emotions  Improved progress of children	Reports from SENCO and Speech and Language Therapist  Pupil Progress meetings	
Additional Education Psychologist services	<b>£6315</b>	Continued	Support for teachers in planning for SEND pupils in their class or group Assessment of SA+ children and advice and guidance for staff	Improved progress for SEND pupils Improved provision and matching of work	SENCO monitors  SENCO reports to SLT  SENCO reports to Govs	
Attendance and Welfare Officer - Additional support	<b>£5950</b>	Continued	Focus on Persistent Absence pupils with FSM	Improved attendance of PA children with FSM  Reduce PA from 0.5% to 0.4%.	Fewer children with PA	

<p><b>Extended Services</b></p>	<p><b>£8,870</b></p>	<p>Continued</p>	<p>Breakfast Club (7.45 – 9.00) free for Pupil Premium children <b>£4680</b></p> <p>Range of after school clubs free for Pupil Premium children (£2 per session for others) – including sports, music, languages, <b>£4190</b></p>	<p>15 – 20 children per day attending Breakfast Club. Aim is to increase attendance and decrease lateness</p> <p>25 – 30 children per week attending after school clubs, which they wouldn't attend if they had to pay. This is to give them wider experiences and to gain success in extra-curriculum areas.</p>	<p>Club registers</p> <p>Attendance data</p> <p>Club registers</p> <p>Feedback from children and from parents.</p> <p>Parental Engagement Officer to feed back to Building Links Committee</p>	
<p>Parental Engagement</p>	<p><b>£18,300</b></p>	<p>Continued</p>	<p>Parental Engagement Officer supports families with transition into school and secondary transfer, as well as managing the extended schools offer</p> <p>Running Strengthening Families Strengthening Communities course</p> <p>Workshops for parents run, inc how to support chn in the curriculum</p>	<p>Improved attainment and attitudes to learning</p> <p>Parents are more able to support their children' learning at home</p> <p>10 – 15 families attending SFSC</p>	<p>Feedback from parents on confidence and skills gained</p> <p>Improved progress and attainment for PPG children and a smaller gap due to increased progress</p>	

