

Pupil Premium Expenditure Review 2015 to 16



To support Pupil Premium Children	Cost	Impact Review																																
Retain a Family Inclusion Lead- CAF, TAF, CIN and vulnerable families support	£25,000	- The family Inclusion Lead was highly effective in supporting families from CP to CIN as shown by the reduction in CP cases with 4 open cases in September 2015 to one open case in July.																																
Retain a Family Inclusion ELSA- supporting children with social and emotional needs	£16,000	<ul style="list-style-type: none"> 8 children supported intensively using baseline data (100% improved from below average to average using baselines) Teacher, Parent and Pupil Views all improved as a result of ELSA. All children supported daily via behaviour support – reported incidents reduced over Spring and Summer terms as a result of ELSA support a lunchtimes. Lunch club for more vulnerable children (on a needs basis identified by teachers/SLT/parents/carers/pupils themselves) 																																
Procure Play Therapy support for very vulnerable children on a greatest needs basis	£14,000	The play therapy had a significant impact with 3 of the 7 children and some impact with the other 4 children (other issues caused complications and less impact achievable). For those children with limited impact, other routes for support and development were explored or it was decided to continue with the therapy.																																
<ul style="list-style-type: none"> Provide one HLTA to support and an additional TA in year 1 To develop the year 1 shared area to facilitate EYFS curriculum 	£32000 £1000	<p>The data reflects good progress has been made across the year group with 70% close to or secure in Reading; 64% close to or secure in writing; 68% close to or secure in maths and the gap narrowed between pupil premium and non-pupil premium in Reading (the difference reduced from 27% to 12%) and Writing (the difference reduced from 18% to 6%).</p> <p>The Year 1 area has been improved to allow interventions to run smoothly and allow children to continue working towards GLD in the early stages of Year 1 if required.</p>																																
Provide 2 teaching assistants (1 to 1 support)	£36,000	<p>Pupil A made good progress in reading and writing. His phonics score increased from 14/40 to 28/40. In Reading, the pupil moved from not working at his age group to working “Close to” ARE. The pupil improved the formation of his letters and can now form 90% of his letters correctly. He made progress in being able to write independently and able to read his own writing. In addition, the pupil’s behaviour towards school and in school improved greatly. The pupil became more settled and less disruptive as a consequence.</p> <p>Pupil B supported by 1:1 TA made good progress in reading and writing and expected progress in Maths. The pupil moved from ‘Not on Track’ to ‘Close to’ ARE in reading and writing and continued to stay ‘close to’ attaining ARE in maths.</p>																																
Employ 1 part- time teacher to provide PPA for staff to deliver interventions Employ the equivalent of 2 HLTAs to provide PPA for teaching staff to attend pupil progress meetings, plan for high quality first teaching and provide on-going interventions (5 hours per week)	£25,000 £4000	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Year</th> <th style="text-align: center;">R (7)</th> <th style="text-align: center;">1 (10)</th> <th style="text-align: center;">2 (17)</th> <th style="text-align: center;">3 (15)</th> <th style="text-align: center;">4 (22)</th> <th style="text-align: center;">5 (24)</th> <th style="text-align: center;">6 (16)</th> </tr> </thead> <tbody> <tr> <td>HQFT (High Quality First Teaching)</td> <td style="text-align: center;">2</td> <td style="text-align: center;">0</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1(3BP)</td> <td style="text-align: center;">6</td> <td style="text-align: center;">8</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Intervention</td> <td style="text-align: center;">5</td> <td style="text-align: center;">7</td> <td style="text-align: center;">15</td> <td style="text-align: center;">5 (3BP)</td> <td style="text-align: center;">16</td> <td style="text-align: center;">16</td> <td style="text-align: center;">8</td> </tr> <tr> <td>Impact evidence from intervention</td> <td style="text-align: center;">5/5 (100%)</td> <td style="text-align: center;">10/10 (100%)</td> <td style="text-align: center;">15/15 (100%)</td> <td style="text-align: center;">(60%)</td> <td style="text-align: center;">15/16 (94%)</td> <td style="text-align: center;">16/16 (94%)</td> <td style="text-align: center;">8/8 (100%)</td> </tr> </tbody> </table> <p>Impact on attainment</p> <p>At the end of the year, across the year groups, there was clear evidence for narrowing the gap:</p> <ul style="list-style-type: none"> In Year One, the gap between pupil premium and non-pupil premium children narrowed in reading and writing. In Year Two, Pupil Premium children out performed non-pupil premium children in reading, writing and maths. The gap was closed. In Year Three, the gap between pupil premium children and non-pupil premium children was narrowed in reading and writing. In Year Four, the gap between pupil premium and non-pupil premium children narrowed in reading, writing and mathematics. In Year Five, the gap between pupil premium and non-pupil premium children was narrowed in reading and mathematics. In Year Six, the gap between pupil premium and non-pupil premium children was narrowed in reading and writing. 	Year	R (7)	1 (10)	2 (17)	3 (15)	4 (22)	5 (24)	6 (16)	HQFT (High Quality First Teaching)	2	0	2	1(3BP)	6	8	8	Intervention	5	7	15	5 (3BP)	16	16	8	Impact evidence from intervention	5/5 (100%)	10/10 (100%)	15/15 (100%)	(60%)	15/16 (94%)	16/16 (94%)	8/8 (100%)
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Holiday club (LAC) based on the school site	£911.50	Summer 2015 (all children -100%- transitioned to new classrooms/year groups successfully)																																
Breakfast club (LAC)	£1809.60	100% of children were in school on time and ready to learn. For one child, the breakfast club had a significant impact as his attendance stabilised and he made 7 steps progress in reading from emerging Y2 to “close to” Y2 and 8 steps progress in writing from emerging in Y1 to secure in Y1.																																
Total spend		£155,721.10																																