

Pupil Premium 2015-2016 Evaluation of Impact

Year 6 results

	Pupils	Attainment				Progress
		Average Scaled Score (Re, Ma)		% Expected standard + (Re, Wr, Ma)		% Expected standard + (Re, Wr, Ma)
		WJS	National	WJS	National	WJS
Disadvantaged	25	100.8	100.3	48% (52% ex CNRB)	39%	+14%
Non disadvantaged	27	102.8	103.9	59%	59%	+16%

	Attainment		
	Reading	Writing	Maths
% of disadvantaged children working at expected	68%	60%	64%
% of non-disadvantaged children working at expected	70%	70%	81%

Evaluation of PP Grant spending

Strategy	Involving	Rationale	Evidence of Impact	Cost	RAG and comment
1. Maths Interventions 1.1 Maths Booster MA and HA children for years 4, 5 and 6	Eleanor Storr – Maths Subject Lead 1.1 Tina Gardner – Maths Teaching Assistant	1.1 Raise achievement and progress of children identified as at risk of not achieving	1.1 96% Year 6 children who received the intervention achieved at least secure.	£15,246	Attainment and progress data very positive. To continue 2016-17

1.2 Maths support for Year 3	1.2 Claire Johnson – specialist teacher	<p>age related expectations in maths</p> <p>1.2 Close the gap for key children in year 3 to allow better access to maths within the classroom. Key focus – use of language in maths.</p>	<p>Year 4 – average progress per child of 4.3APS</p> <p>Year 5 – average progress per child of 2.9APS</p> <p>1.2 Children in receipt of the support made on average 5APS progress from baseline.</p>																																														
2. English Interventions	Teaching assistants Yvonne Small - SENCo	Close gaps in attainment for key children through a variety of different interventions.	<p>Impact often seen in writing attainment later in school but most children made progress + AIR points</p> <table border="1" data-bbox="1115 804 1520 1262"> <thead> <tr> <th colspan="4">2015-16</th> </tr> <tr> <th colspan="2">Reading</th> <th colspan="2">Writing</th> </tr> <tr> <th>AIR from KS1</th> <th>No. of Chn</th> <th>AIR from KS!</th> <th>No. of Chn</th> </tr> </thead> <tbody> <tr> <td>+8</td> <td>1</td> <td>+7</td> <td>3</td> </tr> <tr> <td>+6</td> <td>2</td> <td>+6</td> <td>3</td> </tr> <tr> <td>+5</td> <td>2</td> <td>+3</td> <td>1</td> </tr> <tr> <td>+4</td> <td>4</td> <td>+2</td> <td>2</td> </tr> <tr> <td>+3</td> <td>5</td> <td>+1</td> <td>8</td> </tr> <tr> <td>+2</td> <td>2</td> <td>0</td> <td>2</td> </tr> <tr> <td>+1</td> <td>3</td> <td>-2</td> <td>1</td> </tr> <tr> <td>0</td> <td>1</td> <td></td> <td></td> </tr> </tbody> </table>	2015-16				Reading		Writing		AIR from KS1	No. of Chn	AIR from KS!	No. of Chn	+8	1	+7	3	+6	2	+6	3	+5	2	+3	1	+4	4	+2	2	+3	5	+1	8	+2	2	0	2	+1	3	-2	1	0	1			£11,143	To continue 2016-17
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3. Enrichment	Teaching Assistants	Offer opportunities to instil love of learning such as cooking,	<p>Increased motivation.</p> <p>Impacted on behaviour (fewer</p>	£2,028	Not to continue 2016-17																																												

		creative crafts and sports activities. Opportunities for creativity and reflection.	hall detentions). Families able to access activities within school that would not be otherwise financially available to them.		
4. SAT support for Year 6	Claire Johnson – specialist teacher	Close the gap for key children in maths and reading.	HA maths group average scaled score 108. 100% EXS. MA reading group average scaled score 102. 77% EXS. HA reading group average scaled score 107. 94% EXS.	£2640	Attainment and progress data very positive. To continue 2016-17
5. School trips, residential and clubs	Richard Hatt - headteacher	To provide financial support to ensure that all children are able to attend school trips, year 6 residential and access outside of school clubs. All children, who wished to go, attended trips and the year 6 residential. We offered where requested a percentage of the overall cost of trips.	In year 6, children accessed a range of team building activities and forged positive relationships with teaching staff. Gifted and able children from a financially disadvantaged background accessed activities.	£2733.50	Year 6 residential a huge success – real focus on team work. To continue 2016-17
6. Family Support Worker	Bev Hall Richard Hatt	Referrals from parents and the head teacher for families who are under pressure from poor relationships,	All families are more engaged with the school. Children are more motivated and perform better in class.	£4,552	To continue 2016-17

		finances or housing.	22 families were worked with.		
7. Speech and Language Therapy (SALT)	Tracey Gibbs – teaching assistant Yvonne Small - SENCo	Individual programmes tailored to children’s need to develop speech and language skills in line with ARE or agreed individual developmental goals	5/9 targets achieved – further targets set 4/9 signed off – targets achieved	£2,727.65	To continue 2016-17
8. SPARKS	Yvonne Small - SENCo Dawn Parkinson - TA	To improve t gross/fine motor skills and co-ordination/ in line with ARE and development. Programmes developed by OT in most cases	Physiotherapy targets met and extended where necessary All children developed further skills - 100% improvement	£495	To continue 2016-17
9. ELSA	Yvonne Small - SENCo Anne Spaul - TA Kerry Ross – TA Clare White - TA	To develop key children’s emotional literacy skills, support during emotional difficulties, provide nurture and to establish positive, trusting adult relationships	52 children in total <ul style="list-style-type: none"> • 33/52 achieved targets and were all signed off • 12/52 achieved targets and moved on to further targets and moved on to further targets 	£6,239	To continue 2016-17
10. CPD	All staff	Disadvantaged and Vulnerable Learner Leads Network. Highest level of training available. Both external training and internal.	Pupil Premium lead up to date with latest initiatives and strategies to support disadvantaged learners. Classroom practise in supporting--the disadvantaged improved. More children --- in class. The number of children receiving interventions decreased.	£3,500	New lead appointed. To continue 2016-17

11. Additional Teaching Staff	Year 4 teachers Richard Hatt	Complex year group with various academic and behavioural needs. Split into 3 smaller classes to address needs. To allow quality first teaching to take place by spreading out behaviour and SEN needs.	Behaviour of children within each class improved as a result of being separated out. No permanent exclusions in 2015/16. Only 3 fixed term exclusions. The number of hall detentions reduced. SEN targets and needs more manageable. Reduction in SEN numbers. School overall results show the 5 th year of improvement.	£50,760	To continue 2016-17 but be reviewed again January 2017.
12. Additional Teaching Assistants	Additional CNRB TA's. Additional year group and intervention TA's	Additional support for complex behavioural needs within year groups. To allow and ensure quality first teaching. Maximum support offered to disadvantaged learners. High level of pastoral support and nurturing required based on 27% SEN (53% SEN plus	Behaviour of children within each class improved as a result of being separated out. No permanent exclusions in 2015/16. Only 3 fixed term exclusions. The number of hall detentions reduced. SEN targets and needs more manageable. Reduction in SEN numbers. School overall results show the	£50,929.60	To continue 2016-17

		WJS action) and 50.7% disadvantaged.	5 th year of improvement.		
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