

Barriers to learning

Oral language skills on entry to school are low. Listening and attention skills are equally low which together hinder reading, writing and phonics attainment in Foundation Stage and KS1.

The ability to manage feelings and behaviour is less well established on entry to school for disadvantaged pupils, as is Understanding the World.

Parental engagement in home reading routines and supporting homework activities is often sporadic for disadvantaged pupils.

Expectations and aspirations are often low.

External agencies; children's social care and family support workers have historically supported a number of families.

Planned expenditure and resource allocation

- Specific intervention programmes for reading and maths; Better Reading Partnership, Numbers Count, Maths Big Ideas and resources to compliment the programmes to improve literacy and numeracy skills.
- Provision of human resources; intervention teaching assistant; learning mentor, reading intervention delivery to raise the standard of teaching and learning through the effective deployment of staff.
- 1:1 support with a qualified teacher supports learning in numeracy and literacy to accelerate progress for targeted children.
- Supporting access to school trips, extra-curricular clubs and music lessons to improve the experiences of pupils.
- Qualified teacher to deliver Forest Schools to extend children's experiences.
- Introduction of 'Hot Shots' to improve children's well-being and enable targeted children to have a calm and focussed start to afternoon sessions.
- Staff for Year 6 booster classes and Easter School to raise attainment in reading, writing and maths at the end of Key Stage 2.

Measuring the impact

- Individual Provision maps to measure progress to meet outcomes against individual targets.
- Evidence based interventions using before and after assessment data.
- Termly pupil progress meetings informing impact on progress and attainment.
- Ongoing teacher assessments and standardised tests.

| Item/Initiative | Cost | Aims of Spending | Outcomes/Impact |
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| Provision of milk for period Sept 16 – Aug 17 | £1,180.00 | To provide children with an extra nutritional boost. | Milk provides necessary calcium for a healthy diet. |
| Read, write inc intervention | £809.00 | To ensure that Y1 and Y2 children are given 1:1 support to pass their phonics re-take. | 83% of Y1 children passed the phonics test with an additional 2 out of 3 who retook the test in Y2 achieving a pass. |
| Sports coach one afternoon a week to enable teachers/TAs to deliver 1-2-1 tuition. | £1,404.00 | Improve attainment in reading in Year 2 and Year 6. | 62.5% of children at Y2 achieved the expected standard in reading (NA 63%). 57% of disadvantaged children in Y6 reached the expected level in reading (NA 59%). |
| 1 x full time TA | £17,164.00 | To support Pupil Premium children with interventions for reading, writing and maths. | Children on interventions all made good progress. 80% of children in Year 6 achieved expected in reading and maths. |
| 1 X TA 12 hours per week. | £5,793.00 | To support siblings who were placed on the CP register. | Academic and pastoral support given to the children. |
| 1 x Learning Mentor | £7,874.00 | Employ a Learning Mentor to work with targeted children to break down barriers to learning and support pupil progress. | Learning Mentor have supported behaviour for individual children. Vulnerable pupils have been supported along with their families. Improved behaviour has led to good progress being made. |
| Education Welfare | £270.00 | To support families to improve attendance and punctuality. | 50% of families worked with have had improved attendance. |
| Education Psychologist | £458.00 | To identify barriers to learning for individual children. | The well-being of individual children has been significantly improved with strategies and procedures in place to enable the children to succeed. |

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| Support Swimming | £1,534.00 | To support children in achieving a vital life skill. | 60% of children met the required standard by end of Y4 and all children have become confident in the water. |
| 1 to 1 intervention (LAC) | £4,433.00 | To raise attainment in academic and personal areas of interest. | Good academic progress made which is reviewed at half termly meetings. |
| Breakfast Club | | Food and activities designed to give pupils a good start to their day of learning. | A settled and motivated start to the day is achieved for children who attend breakfast club. |
| Support School Trips | £300 | To ensure all pupils have access to school visit to enrich their curriculum and remove the potential cost barrier. | All children attended, and enjoyed, the trips. |
| Support After school clubs | £100 | To ensure all pupils have access to after school clubs to enrich their curriculum and remove the potential cost barrier. | Clubs were well attended. |
| 1 X Teacher | £286.00 | Provide Early Morning revision sessions for Year 6 children to raise attainment in SATs. | Higher ability children attended all revision sessions and achieved above the national average in RWM combined, writing, GPS and maths. |
| 2 X Teachers/TAs | £450.00 | Easter School for Year 6 children during the holidays to provide 1 to 1 tuition and revision opportunities. | Disadvantaged children achieved better than the national average in RWM combined 57% (NA 47%). |
| Year 6 SATS Breakfasts | £100.00 | Ensure that Y6 pupils have had breakfast during SATs week and are in school on time. | 100% attendance during SATs week – children commented that breakfast and revision had helped their nerves and confidence before each test. |

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| Targeted TA support across school | £33,708.00 | To support Pupil Premium children with interventions for reading, writing and maths, in the classroom, small groups and individual tuition. | Children make good progress across the curriculum. |
| Total Spending | £77,033 | | |

| End of Key Stage 2 - July 2017 | | | | | | | | | | |
|--------------------------------------------------|--------------------------|-----|-------|--|--|-------------------------------------|-----|-------|--|--|
| Reading, writing and mathematics combined | | | | | | | | | | |
| | Attainment | | | | | | | | | |
| | Expected or above | | | | | Above expected/Greater depth | | | | |
| | All | Dis | Other | | | All | Dis | Other | | |
| Cohort | 22 | 7 | 15 | | | | | | | |
| School % | 59% | 57% | 60% | | | 18% | 14% | 20% | | |
| National % | 61% | 47% | 67% | | | 9% | 4% | 11% | | |
| Difference % | -2% | 10% | -7% | | | 9% | 10% | 9% | | |
| Reading | | | | | | | | | | |
| School % | 59% | 57% | 60% | | | 32% | 14% | 40% | | |
| National % | 71% | 60% | 76% | | | 25% | 14% | 29% | | |
| Difference % | -12% | -3% | -16% | | | 7% | 0 | 11% | | |
| Writing | | | | | | | | | | |
| School % | 82% | 57% | 93% | | | 23% | 14% | 27% | | |
| National % | 76% | 66% | 81% | | | 18% | 10% | 21% | | |
| Difference % | 6% | -9% | 12% | | | 5% | 4% | 6% | | |
| Maths | | | | | | | | | | |
| School % | 77% | 71% | 80% | | | 36% | 29% | 40% | | |
| National % | 75% | 63% | 80% | | | 23% | 13% | 27% | | |
| Difference % | 2% | 8% | 0 | | | 13% | 16% | 13% | | |