



# Pupil Premium Funding



## 2015-2016 - Impact

Last school year our pupil premium grant was £50,160. We again allocated pupil premium funding to a Speech and Language Therapist for one day a week as tracking showed baseline entry scores continued to highlight low prior attainment in this key area. Whilst 65% of all nursery pupils gained expected or above in understanding, only 21% of were at least expected in speaking and only 26% in listening and attention. Learning behaviours rely heavily on the ability to listen and sustain attention, and we ran specialist intervention groups to improve this. To able to speak confidently, using a wide range of vocabulary is a vital tool for access to our rich and varied curriculum. Spoken language is at the heart of pupil interaction, whether at home or at school, and children need to learn how to use talk to build relationships, share ideas, negotiate and challenge.

	Listening and Attention age-related expectations or above		Understanding age-related expectations or above		Speaking age-related expectations or above	
	ENTRY	EXIT	ENTRY	EXIT	ENTRY	EXIT
All PP eligible (15 pupils)	20%	46.66%	53.33%	46.66%	6.7%	33.33%
PP without SEND (12 pupils)	25%	100%	66.67%	58.33%	8.3%	100%
PP with SEND (& EHCP) (3 pupils)	0%	0%	0%	0%	0%	0%

Employing our own speech therapist has enabled an increased number of disadvantaged pupils to benefit from speech therapy in house this year. Gaps in learning can be addressed speedily with an instant referral on a weekly basis, and regular liaison sessions ensure that all teachers can receive expert advice and support to develop communication interventions in the classroom. We have also developed a more skilled workforce, as learning support assistants and teaching assistants have delivered specialist support sessions in tandem with our therapist. This has enabled a growing number of children to benefit from highly focussed and targeted support as staff share their skills, cascading expertise to colleagues throughout the school. These intervention groups have included Colourful Semantics, Attention and Listening groups and Social Communication groups. Pre-teaching of key vocabulary is another way in which this initiative has helped children with low level speaking and listening skills to make accelerated progress.

Personal stories of amazing impact for vulnerable children in speech and language last year include the following:  
 Reception: Child A used to cry every day, had very little confidence and would not verbalise his needs. We now see lots of smiles, he greets people with a 'hello' and will talk in front of the nurture group members.

Year One: Child B, an elective mute with no confidence and low self-esteem now shows her a lovely sense of humour, and joins in with rhymes with great enthusiasm.

Year Two: Child C could only use very simple two key word phrases, he now spontaneously uses sentences, and engages in conversation more with both adults and his peers.

Year Two: Child D began with no language, could show no emotion or use facial expression to communicate, he now speaks in short phrases, and can show his enjoyment in interacting with his peers.

We continued to directly allocate funding for all educational visits, clubs and music tuition as these opportunities increase pupil's social and life experiences, raise aspirations and foster a wider range of skills. It is also a key way to reduce existing inequalities between children eligible for FSM and their more affluent peers. The work of our Playleader and Parent Support Advisor also directly supported this aim.

Our Playleader and Parent Support Advisor both impact on achievement by helping our most vulnerable young children to settle well into school, make firm friendships and develop confident relationships with staff. Records show that pupils with low level behaviour problems make excellent progress after spending time in our 'Golden Group' at lunchtimes, interacting with our playleader, learning how to play well and maintain purposeful friendships.

Our Parent Support Advisor plays a vital role in helping us to identify pupils at risk of disadvantage, making sure early help nips possible problems in the bud. Individual case studies in school highlight the life-changing interventions we have managed for some of our most at risk pupils. As regular attendance is vital if children are to make the best possible progress, we are working hard to reduce the percentage of children who are classed as persistent absentees. Raising the monitored figure by 5% has naturally affected the numbers of pupils who now fall into this category, but we have put additional strategies into our attendance targets for next year to combat this. We have targeted pupils with 92% and below with caseload letters to prevent those pupils becoming PA pupils in the future. There has been a dip in overall attendance in comparison to 2014/15 due to a number of illnesses in the Summer term when we were hit by a particularly virulent strain of chicken pox, especially in Reception. Overall 4177 sessions have been lost in the academic year 2015/16 that is an increase of 660 sessions in comparison to 2014/15, but this was unavoidable. The number of sessions lost through unauthorised holidays has increased by 74 sessions this year, a total 558 sessions have been lost for unauthorised holidays and 66 sessions for authorised holidays due to the exceptional circumstances of needing respite during term time. On a positive note however, children arriving late have decreased by 307 sessions and despite the illness in reception, year 1 and year 2 have increased their attendance.

We have also striven not only to narrow the gap between our lowest and highest attainers, but also to accelerate learning for our more able but vulnerable pupils. For this reason we invested in a part-time experienced teacher and two part-time teaching assistant colleagues, to work directly with pupils. Their brief was 'challenge', and they worked with pupils in Key Stage One to ensure every child made the best possible progress, focussing on the academic areas highlighted in our School Development Plan, challenge in Maths and non-core subjects, as well as holding regular catch-up groups for key areas such as phonics.

Year 1	Reading Autumn Term			Reading Summer Term		
	% below	% expected 19 and above	% above	% below	% expected 25 and above	% above
PP ( 16 )	26.67	73.34	26.67	28.57%	71.42%	21.42%
Non PP ( 76 )	19.48	79.23	49.36	27.27%	72.72%	53.24%
PP Non SEND (13)	2	75.0	25.0	10%	90%	30%
Non PP Non SEND (67)	11.76	86.76	54.41	17.91%	82.09%	59.70%

Year 1	Writing Autumn Term			Writing Summer Term		
	% below	% expected 19 and above	% above	% below	% expected 25 and above	% above
PP (16 )	50	50	12.50	50%	50%	7.14%
Non PP (76)	31.58	68.42	30.26	35.07%	64.93%	9.09%
PP Non SEND (13)	46.15	53.84	15.38	40%	60%	10%
Non PP Non SEND (67)	23.88	76.11	32.83	26.87%	73.14%	8.96%

Year 1	Mathematics Autumn Term			Mathematics Summer Term		
	% below	% expected 19 and above	% above	% below	% expected 25 and above	% above
PP ( 16 )	46.77	53.33	20.0	35.71%	64.29%	21.43%
Non PP (76)	27.28	71.37	45.45	33.76%	66.24%	14.29%
PP Non SEND (13)	42.85	57.14	21.43	30%	70%	20%
Non PP Non SEND (67)	19.12	79.41	44.12	26.87%	73.14%	16.42%

Year 2	Reading Autumn Term			Reading Summer Term		
	% below	% point 25 and above	% above	% below	% point 31 and above	% above
PP (22)	47.62%	52.39%	14.29%	50.01%	50%	18.18%
Non PP (67)	22.06%	76.47%	47.06%	17.90%	82.09%	40.30%
PP Non SEND (12)	33.33%	66.66%	13.33%	27.27%	72.72%	27.27%
Non PP Non SEND (59)	22.06%	76.47%	47.06%	10.16%	89.83%	45.76%

Year 2	Writing Autumn Term			Writing Summer Term		
	% below	% expected	% above	% below	% expected	% above
PP (22)	57.14%	42.85%	9.52%	68.20%	31.82%	4.55%
Non PP (67)	26.47%	72.06%	29.41%	28.37%	71.64%	20.89%
PP Non SEND (12)	41.67%	58.4%	16.67%	45.45%	54.54%	9.09%
Non PP Non SEND (59)	20.01%	78.33%	33.33%	18.63%	81.35%	23.72%

Year 2	Mathematics Autumn Term			Mathematics Summer Term		
	% below	% expected	% above	% below	% expected	% above
PP (22)	57.13%	42.85%	9.52%	50.02%	50%	9.09%
Non PP (67)	27.94%	72.06%	25%	22.39%	77.61%	28.36%
PP Non SEND (12)	33.33%	66.66%	8.33%	36.36%	63.63%	18.18%
Non PP Non SEND (59)	27.94%	72.06%	25%	13.56%	86.44%	32%



2016-2017 - Plans



Total funding available: 63,766

Speech and Language support

SPEECH THERAPIST	Early identification of need
	Assessment of specific barriers
	Advice for all school staff for targeted intervention
	Advice for IEP targets
	Leading social communication and differentiated speech and language groups
	Peer support
HLTA SPEECH AND LANGUAGE SUPPORT	Talk Boost
	Attention and Listening
	Speech and language groups
	Social snack
	Social Communication
	Language and Behaviour for Learning

## Family Support

PSA	Attendance
	Family Support
	Enhanced life experiences
ACTIVITY SPECIFIC FUNDING	Clubs
	Ballet
	Piano teaching
	Wrap-around provision
EWO	Attendance

## Accelerated Learning

LEVEL 3 TA SUPPORT	Phonics catch-up groups
	Targeted 1-1 interventions
HLTA Support	Subject specific vocabulary pre-teaching
	Challenge small group teaching
	ICT Motivation projects
	Maths gap teaching
WELCOMM	Identification of need
	Gap interventions
RESOURCES	Gap teaching specific materials

## Learning Behaviours

PLAYLEADER	Golden Group
ALL STAFF	Behaviour for learning
	Targeted 1-1 interventions
SENCO	First Class @ number
	Little heroes (behaviour nurture group)
SENIOR LEADERS	Whole staff training
	Revised school policy
HEADTEACHER	Lego Therapy

