



Queenborough School and Nursery
Pupil Premium Statement of Impact 2015-16

Pupil Premium Spending 2015-16	
Pupil Premium: A rationale for Queenborough School and Nursery.	<p>One of the greatest yet most rewarding challenges of educators is to try to close the achievement gap between the most disadvantaged children and their peers. In 2014, the national proportion of all children to achieve Level 4 in Reading, Writing and Maths combined was 79%. The proportion of disadvantaged children to achieve this result was only 67%. By the time children reach GCSE age, this gap tends to widen. In 2014, only 34% of disadvantaged children achieved 5 GCSE A*-C Grades including English and Maths, compared to 62% of children of their less disadvantaged peers. At Queenborough School and Nursery, we are relentless in monitoring the achievement and progress of all learners and in ensuring that a first rate educational experience is available for all, regardless of socio-economic background. We are passionate about igniting the spark of life-long learning and our Pupil Premium funding is used imaginatively to ensure that we are providing experiences, expertise and resources that will result in educational achievement by all.</p> <p>In 2014, we were proud that 90% of our children eligible for Pupil Premium funding achieved Level 4 in Reading, Writing and Maths combined compared to just 67% of these children nationally. This proportion was also higher than the national proportion of non disadvantaged children, which stood at 83%. In 2014, there was a gap of just 2% between the proportions of disadvantaged children and their peers to achieve Level 4 in Reading, Writing and Maths combined. We are committed to ensuring that this gap remains closed.</p>
Key Questions	<p>In our relentless strive to ensure that there is no gap between the most disadvantaged children and their peers, we continually ask and review the following key questions:</p> <ol style="list-style-type: none"> 1) What are the specific needs of the most disadvantaged children at Queenborough School and Nursery? 2) What do we want the outcomes to be for these pupils? 3) Which strategies are going to be most effective in ensuring educational excellence for all, in particular the most disadvantaged? 4) How will the impact of the strategies be monitored and what are the success indicators? 5) What impact are the strategies employed having on the achievement of the disadvantaged children?
Our Answers	<p>1) <u>What are the specific needs of the most disadvantaged children at Queenborough School and Nursery?</u></p> <p>While we will never allow socio-economic status to be a barrier to underachievement, we are in tune with the potential barriers to educational achievement presented within our local context. These potential barriers are as follows:</p> <ul style="list-style-type: none"> • A lack of educational aspiration within the most disadvantaged children; • A lack of confidence to take risks within learning; • Difficulties in communicating concisely and clearly; • Poor attendance; • Slower starts to Reading and less Reading for pleasure taking place within the home; • Limited home-school communication.

2) What do we want the outcomes to be for these pupils?

Our expectations of our most disadvantaged children are exactly the same as those for their non-disadvantaged peers. Our desired outcomes for all pupils, including the most disadvantaged children are:

- That at least expected attainment is reached each year to ensure that children are achieving age-related expectations as a minimum within and at the end of each key stage;
- That children are making at least expected progress each year to ensure that they remain in-line with the age-related expectations;
- That children with low starting points at the beginning of school and within each year make accelerated progress to bring them to the level at which they should be working;
- That higher achieving children, in particular those eligible for Pupil Premium continue to make good progress from their starting points;
- That children come to school feeling happy, safe and confident;
- That children learn to enjoy Reading for pleasure and understand the value of accessing texts;
- That children have the confidence and skills to communicate clearly;
- That children attend school every day and on time.
- That children develop a passion for learning and become reflective, independent life-long learners.

3) Which strategies are going to be most effective in ensuring educational excellence for all, in particular the most disadvantaged?

Our Pupil Premium funding will be allocated towards strategies which will directly or indirectly lead to the desired outcomes above. These will be presented under the following categories:

- Enrichment Events;
- Interventions;
- Well-being and Attendance;
- Training and Leadership.

4) How will the impact of the strategies be monitored and what are the success indicators?

The impact of the strategies will be monitored closely by the Senior Leadership Team. This will include:

- Observations of lessons or events funded by Pupil Premium;
- Scrutiny of pupil work, in particular that completed following an enrichment activity;
- Interrogation of pupil achievement data and vulnerable group achievement;
- Pupil conferencing to establish engagement of pupils;
- Learning walks to scrutinise the learning environment we have created;
- Planning scrutiny to ensure that Pupil Premium children are being considered at the point of planning;
- Parental questionnaires to monitor parental engagement;

Allocation of Pupil Premium funding for 2015-16

Funding for 2015-16	£241,844	Number and proportion of disadvantaged children in main school:	176 45%
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**What impact are the strategies employed having on the achievement of the disadvantaged children?
End of Financial Year Review (Term 4 Data)**

Year Group	Number Pupil Premium	% Pupil Premium	Progress and attainment comparison between Pupil Premium and non Pupil Premium children based on Term 4 2016 Data.
Year 1	24	30% 22% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> There is a gap of 13% for in year progress. However when SEN children are discounted, progress of PP group rises to 100%. There is a gap of 31% for Maths attainment. However when SEN children are discounted, the attainment gap closes completely. <p>Writing</p> <ul style="list-style-type: none"> The in year progress of PP and non PP children is in line. There is a 27% attainment gap between PP and non PP. However, when pupils with any form of SEN support are removed, this gap closes completely. <p>Reading</p> <ul style="list-style-type: none"> There is a gap of 11% for in year progress in Reading. However, when children with any form of SEN are discounted, progress of PP is 100%. There is a 19% gap in attainment. However, when children with any form of SEN support are discounted from PP, PP are attaining higher than non PP by 13%.
Year 2	23	39% 28 % with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> PP and non PP children are broadly in line for in year progress. When all forms of SEN are removed from PP group, PP are making more progress by 10%. PP children are making more progress over the key stage than non PP by 4%. PP children are attaining higher than non PP children. <p>Writing</p> <ul style="list-style-type: none"> There is a slight gap for in year progress (5%). However, when any form of SEN support is discounted, PP are making more progress by 9%. PP children are making more progress over the key stage than non PP by 12%. PP children are attaining higher than non PP children by 6%. <p>Reading</p> <ul style="list-style-type: none"> PP children are making more progress than non PP by 8%. The gap in key stage progress has now closed totally. PP children are attaining higher than non PP children by 14%.
Year 3	25	45% 33% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> PP children making slightly less progress than non PP (9%). Gap disappears completely when children with any form of SEN are removed. The gap in key stage progress has narrowed from 24% to 9%. The slight gap in attainment has narrowed from 10% to 6%. <p>Writing</p> <ul style="list-style-type: none"> PP are making slightly less in year progress but their progress is still good. When SEN children are removed from PP group, progress in Writing is in line. PP children are making more progress over the key stage than non PP by 12%. There is a 6% attainment gap. However when children with any form of SEN support are discounted from the PP group, attainment is above that of non PP and all pupils. <p>Reading</p> <ul style="list-style-type: none"> PP children are making more in year progress than non PP. There is no gap in key stage progress. PP children are attaining higher than non PP children.
Year 4	27	57% 45% with no level of	<p>Maths</p> <ul style="list-style-type: none"> PP and non PP children are broadly in line for in year progress. PP children are making better progress over the key stage than non PP by 11%. The % of PP children on track for expected attainment is greater than that of non PP. <p>Writing</p>

		SEN support.	<ul style="list-style-type: none"> PP are making slightly less in year progress but their progress is still good. When SEN children are removed from PP group, progress in Writing is in line. PP children are making more progress over the key stage than non PP by 12%. There is a 6% attainment gap. However when children with any form of SEN support are discounted from the PP group, attainment is above that of non PP and all pupils. <p>Reading</p> <ul style="list-style-type: none"> PP children are making more in year progress than non PP. There is no gap in key stage progress. PP children are attaining higher than non PP children.
Year 5	25	46% 21% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> PP children are making more in year progress than non PP. There is now no gap between PP and non PP in terms of key stage progress. The attainment gap has narrowed from 26% to 19%. When children with any form of SEN support are removed, 100% of PP are on track for attainment. <p>Writing</p> <ul style="list-style-type: none"> PP children are making marginally less in year progress than non PP in Writing, however if children with any form of SEN support are discounted, PP progress rises to 100%. The gap in progress over the key stage has narrowed by 9% but remains significant. There is a large gap in attainment between PP and non PP. However, if children with any form of SEN are removed, the gap narrows to 7%. <p>Reading</p> <ul style="list-style-type: none"> PP children have made more in year progress than non PP. There is no gap in terms of progress over the key stage. While there is a significant attainment gap, with SEN children removed, PP children are actually attaining significantly higher.
Year 6	27	56% 22% with no level of SEN support.	<p>Maths</p> <ul style="list-style-type: none"> In year progress between PP and non PP is broadly in line. Gap for expected key stage progress has narrowed by 12% this year and now stands at 13%. Attainment gap has narrowed by 14% this year but remains at 22%. However, if children with any form of SEN support are removed from this group, the gap closes completely and reaches 100%. <p>Writing</p> <ul style="list-style-type: none"> There is a 6% gap for in year progress, which has narrowed from 17% in Term 1. However, if SEN children are removed from PP, progress of PP rises to 100%. The gap for expected key stage progress has been inverted- PP children have now made more progress over the key stage than non PP. There is still a gap in attainment which has not narrowed this year. However, if children with any form of SEN support are removed from this group, the gap closes completely. <p>Reading</p> <ul style="list-style-type: none"> PP children are making less in year progress than non PP children in Reading (gap of 27%- or 19% with SEN pupils removed) The gap for expected key stage progress has narrowed from 15% at the start of the year to 9%. Attainment gap in Reading has narrowed since the start of the year from 27% to 9%.

End of Key Stage 1:

The data below summaries how our disadvantaged children achieved in comparison to both our non-disadvantaged children (NPP) and the National non-disadvantaged children in Summer 2015. Data for Summer 2016 is yet to be announced

Average Points Score at Key Stage 1				
GROUP	All	Reading	Writing	Maths
QB disadvantaged (25 pupils)	15.4	16.2	13.5	16.4
National disadvantaged	14.8	15.2	14.0	15.1
% of Pupils to Achieve Level 2 or Above				
GROUP	Reading	Writing	Maths	
QB disadvantaged (25 pupils)	91%	74%	96%	
QB non-disadvantaged (30 pupils)	100%	100%	100%	
National non- disadvantaged	93%	91%	95%	

End of Key Stage 2:

The data below summaries how our disadvantaged children have achieved in comparison to both our non-disadvantaged children and the National non-disadvantaged children at the end of Key Stage 2 in Summer 2015. Data for Summer 2016 is yet to be announced

Average Points Score at Key Stage 2					
GROUP	All	Reading	Writing	Maths	SPAG
QB disadvantaged (21 pupils)	28.5	28.1	28.6	28.6	30.0
National disadvantaged	27.2	27.6	26.6	27.3	27.5

% of Pupils to Achieve Level 4 or Above					
GROUP	Reading	Writing	Maths	RWM	SPAG
QB disadvantaged (21 pupils)	91%	86%	100%	82%	91%
National disadvantaged	83%	79%	80%	70%	71%
National non-disadvantaged	92%	90%	90%	85%	84%

A Comparison with Similar Schools

End of Key Stage 1

The data below summarises how Queenborough School and Nursery compares to schools with a similar proportion of children entitled to Free School Meals (FSM) at the end of Key Stage 1 and compared to other Swale Schools. This data is from Making Figures Speak 2015. **Data for Summer 2016 is yet to be announced**

ALL PUPILS	School	Schools with >40% FSM in Year 2	Swale Schools
Reading Level 2+	96%	85 (QB above)	90 (QB above)
Writing Level 2+	87%	81 (QB above)	86 (QB in line)
Maths Level 2+	96%	90 (QB above)	93 (QB above)
Reading Level 2b+	93%	76 (QB above)	82 (QB above)
Writing Level 2b+	73%	63 (QB above)	72 (QB in line)
Maths Level 2b+	95%	76 (QB above)	82 (QB above)
Reading Level 3	38%	24 (QB above)	32 (QB above)
Writing Level 3	16%	11 (QB above)	18 (QB in line)
Maths Level 3+	33%	14 (QB above)	27 (QB above)

End of Key Stage 2

The data below summarises how Queenborough School and Nursery compares to schools with a similar proportion of children entitled to Free School Meals (FSM) at the end of Key Stage 2 and compared to other Swale Schools. This data is from Making Figures Speak 2015. Data for Summer 2016 is yet to be announced

ALL PUPILS	School	Schools with >40% FSM in Year 6	Swale Schools
Combined R,W M Level 4	89	70 (QB above)	79 (QB above)
Combined R, W, M Level 5	22	14 (QB above)	20 (QB in line)
Reading 2+ Levels Progress	96	88 (QB above)	91 (QB above)
Writing 2+ Levels Progress	100	82 (QB above)	94 (QB above)
Maths 2+ Levels Progress	100	85 (QB above)	88 (QB above)
Reading 3 Levels Progress	34	36 (QB in line)	35 (QB in line)
Writing 3 Levels Progress	57	37 (QB above)	35 (QB above)
Maths 3 Levels Progress	28	29 (QB in line)	29 (QB in line)
Reading Level 4+	93	82 (QB above)	89 (QB above)
Writing Level 4+	94	79 (QB above)	87 (QB above)
Maths Level 4+	100	79 (QB above)	86 (QB above)
SPaG Level 4+	91	69 (QB above)	78 (QB above)
Reading Level 5	35	36 (QB in line)	48 (QB below)
Writing Level 5	52	24 (QB above)	33 (QB above)
Maths Level 5	33	29 (QB above)	35 (QB in line)
SPaG Level 5	65	39 (QB above)	50 (QB above)

STRATEGIES

Enrichment Events

Overview

At Queenborough School and Nursery, we understand that, in order to ignite the spark of lifelong learning, children need to be exposed to a wide range of experiences that broaden and enrich the curriculum. Therefore, we frequently invest in trips, visitors and other 'wow' moments which will act as stimuli to the children's learning. These experiences have an impact on the engagement and enthusiasm of all children, as well as allowing our most disadvantaged children the opportunity to experience things which they might otherwise not encounter. We work hard to ensure that all enrichment events are in-line with core British values and offer an exposure to different cultures as we recognise that this is limited within the local area.

Item	Details	Spend	Evaluation
Educational workshops/ performances	A range of educational workshops taking place in school linked to the whole-school theme or other areas of the curriculum.	£11,800	A range of educational workshops have taken place throughout the year, linked to the themes. Children have been engaged in workshops by musicians, poets, actors, illustrators and scientists, showing them the skills and knowledge gained at school can be applied to the wider world. These events have been used as a stimulus for writing across the curriculum and teachers report high levels of engagement during and following these events.
School Trips	The subsidy for a range of educational visits and residential trips taking place throughout the year.	£5,500	One whole-school trip to the Pantomime and several individual year group trips have taken place this year. Since the introduction of the Cornerstones Curriculum, teachers have been making greater use of the local area as a stimulus for learning. Year 6 children will be attending PGL Residential in Term 6 and this has been heavily subsidised.
Forest Schools	Weekly trips to the Forest Schools site for each class of children. Learning skills linked to Building Learning Power. Cost of venue and coaches.	£3,700	Throughout the year, different year groups have had the opportunity to attend weekly Forest School lessons. Here they have participated in skills and activities linked to Building Learning Power. Pupil Conferencing has shown that pupils show great enjoyment in these sessions and are able to link the activities to Building Learning Power and other areas of the curriculum. This academic year, Years 3, 4 and 5 have participated in Forest School. In the next financial year, some of the Pupil Premium Grant will be invested into building our own Forest School on site.
Total		£21,000	

Wider impact of Enrichment Events:

- In Term 5, 100% of teaching was triangulated as Good or better with pupil engagement a common strength across the school.
- Monitoring is showing that enrichment events are being used more effectively than last year as a starting point to learning.
- Attendance of Pupil Premium children has risen to 95% and persistent absence has decreased.
- Pupil Conferencing in Term 4 showed that pupils can speak concisely about Building Learning Power and how it helps them to be better learners.
- 85% of PP children are on track for in year progress in Writing in Term 4- this has increased since last year.

Interventions

Overview

At Queenborough School and Nursery, we are committed to ensuring that all children have the same opportunities for learning, regardless of their economic background. We recognise that not all children have the same starting points and that quality first teaching within the classroom, although paramount, is not always sufficient to close the gap. Where there are gaps in the achievement of any children, in particular between Pupil Premium and non Pupil Premium children, these are identified swiftly and an appropriate intervention may be put into place in addition to, but never instead of, quality first teaching. Pupil Premium funding is used to provide the interventions needed to accelerate progress and close the gap.

Item	Details	Spend	Impact
Reading Recovery	A wave 3 intervention delivered by a highly trained teacher, working in complexity in all aspects of reading and writing. Individual programme based on child's strengths. Daily sessions for a period of 12-20 weeks.	£18,000	<p>Since Term 5 last year, 12 children have received or are currently receiving this intervention. Of the 8 to finish the program, 6 made the expected progress. 3 of these children were Pupil Premium children.</p> <p>6 Pupil Premium children have received or are receiving this intervention since Term 5. 3 of these children have made the expected progress and 2 are ongoing but on track for expected progress. 1 PP child did not make the expected progress.</p>
Additional Teaching Assistants to support in Upper Key Stage 2.	Two additional TAs to support in Upper Key Stage 2, working in class and delivering interventions. Upper Key Stage 2 contains high proportions of Pupil Premium children. (46% in Year 5 and 56% in Year 6)	£30,583	<p>Monitoring in Upper Key Stage 2 has shown that Teaching Assistants are being well-deployed and that more support is available to Pupil Premium children of all abilities. Positive communication is modelled throughout the day.</p> <p>Year 5:</p> <ul style="list-style-type: none"> • PP children are making more in year progress than non PP in Maths. • The gap between PP and non PP for Key Stage progress has closed in Maths. • The attainment gap has narrowed by 7%. 100% of PP children with no level of SEN support are on track for expected attainment in Maths. • 100% of PP children with no level of SEN support are making expected progress in Writing. • The gap in progress over the key stage has narrowed by 9% in Writing. • There is still a gap in Writing attainment and this will need to be addressed. It is predominantly PP children with SEN who are causing this gap. • PP children have made more in year progress than non PP in Reading. • PP children are now making the same amount of progress over the Key Stage as non PP. • While there is still a significant attainment gap in Reading, with SEN children removed, PP children are actually attaining significantly higher. <p>Year 6:</p> <ul style="list-style-type: none"> • In year progress between PP and non PP is in line in Maths. • Gap for expected key stage progress has narrowed by 12% in Maths. • Attainment gap has narrowed by 14% in Maths. However, if children with any form of SEN support are removed from this group, the gap closes completely and reaches 100%. • In year progress gap has narrowed by 11% in Term 1. 100% of PP children with no level of SEN support are on track for expected progress. • The gap for expected key stage progress has been inverted in Writing- PP children have now made more progress over the key stage than non PP. • There is still a gap in Writing attainment which has not narrowed this year. However, the gap closes completely if we discount children with any level of SEN support. • The gap for expected key stage progress has narrowed in Reading by 6%. • Attainment gap in Reading has narrowed since the start of the year by 18%.

Additional Teaching Assistants to support in Year R.	One extra TA per class in Year R to work in class and deliver interventions.	£30,583	Monitoring in Year R has shown high levels of communication between children and staff. Staff consistently model positive interaction and good language. External monitoring of Year R has been extremely positive and strong interaction between staff and pupils was noted as a strength. In September 2015, a new method of baseline showed that 60% of children were BELOW overall and that 61.6% were below for Communication and Language. At the end of Term 4, this has been turned around and 70% of children are now on track to achieve a Good Level of Development.
Speech and Language Assistants	A dedicated space for interventions containing: One qualified teacher 1 day per week; Two speech and language TAs; One reading intervention TA.	£24,793	Since Term 5 last year, Speech and Language Interventions have taken place for 23 children in total. 11 of these children were PP children. 9 children in total are making expected or better progress against their programmes- 4 of these are PP children. Of the remaining 7 children who are not making expected progress, the SENCO is confident that these children are progressing at an appropriate pace, albeit slower, given other specific barriers to learning that they face.
Specialist Reading Partnerships	A wave 3 intervention delivered by TAs using Reading Recovery strategies to develop pupils' reading and writing skills. Daily sessions of 30 minutes per week for a period of 10 weeks.	£10,000	<p>SRP has taken place this year for 11 children, 8 of which are Pupil Premium. Of the 8 PP children to receive this intervention, 7 caught up to be on track for expected in-year progress by Term 4. Four of these children also caught up to age related expectations. For the 4 children who did not catch up to age-related, all have attendance below 95%, one as low as 89%. Three of these pupils are also registered as SEN.</p> <p>One measure of success for SRP is the progress in Word Reading Age (WRA) from the beginning to the end of the programme. Expected progress for this intervention is 6 months. Of the 8 PP children to receive this intervention:</p> <ul style="list-style-type: none"> • 88% made 6 months+ progress on their WRA; • 50% made 10 months+ progress on their WRA; • 36% made 12 months+ progress on their WRA. <p>The one child who did not make 6 months progress for WRA has made expected in-year progress for Reading and is also on track for attainment. The progress needed by this child to catch up was smaller.</p> <p>This intervention is also measured by the number of Book Levels that the child advances during the course of the intervention. Of the 8 PP children to receive this intervention:</p> <ul style="list-style-type: none"> • 88% of children advanced by 3+ Book Levels; • 63% of children advanced by 6+ Book Levels; • 50% of children advanced by 9+ Book Levels; • 36% of children advanced by 12+ Book Levels. <p>The one child who did not make 6 months progress for WRA has made expected in-year progress for Reading and is also on track for attainment. The progress needed by this child to catch up was smaller.</p>
Better Reading Partnerships	A wave 2 intervention delivered by TAs using light-touch reading recovery strategies to develop reading skills. 3 sessions of 20 minutes per week for a period of 10 weeks,	£8,200	<p>BRP has taken place for 21 Pupil Premium children. 14 of these children were able to catch up and be on track for expected in-year progress; 4 were actually making above expected in year progress by the end of Term 4. 11 were able to catch up to age related expectations. For the 10 children who did not catch up with age-related expectations, 6 are on the SEN register and 3 are on the schools additional support register.</p> <p>One measure of success for BRP is the progress in Word Reading Age (WRA) from the beginning to the end of the programme. Expected progress for this intervention is 5 months. Of the 21 PP children to receive this intervention:</p>

			<ul style="list-style-type: none"> 95% made 5 months+ progress on their WRA; 90% made 12 months+ progress on their WRA; 29% made 20 months+ progress on their WRA. <p>The one child who did not make 5 months+ on her WRA suffered from poor attendance- 87% at the end of Term 4. They are also on the QB support register.</p> <p>This intervention is also measured by the number of Book Levels that the child advances during the course of the intervention. Of the 22 PP children to receive this intervention:</p> <ul style="list-style-type: none"> 100% of children advanced by 3+ Book Levels; 62% of children advanced by 6+ Book Levels; 33% of children advanced by 9+ Book Levels; 14% of children advanced by 12+ Book Levels.
Talking Partners	An intervention led by a TA to encourage pupils to speak in a range of registers in order to support writing and social aspects of talk. 3 sessions per week for a period of 10 weeks	£5,000	<p>Talking Partners intervention has taken place for 12 children since the start of Term 5 last year. 5 of these children were Pupil Premium. The following shows the proportions of children to fall within each bracket of improvement from start to finish, using the Salford test:</p> <ul style="list-style-type: none"> 6 months+ progress - 100% 10 months+ progress - 83% (including 5 PP children) 1 year+ progress - 67% (including 4 PP children) 18 months+ progress- 33% (including 3 PP children) <p>100% of children also improved their Renfrew Score from the beginning to the end of the intervention. 83% of these children improved their score by 5+ marks. The average improvement was 8 marks for all children.</p>
Easter Booster Classes	Sessions during the Easter Holidays to help Year 6 children revise for SATs tests.	£1,400	<p>Three members of staff spent three days in school working with the Year 6 children over Easter, in preparation for their SATs. Pupil Conferencing shows that pupils felt they gained a lot from this additional time. As part of this week, pupils made revision cards which most were seen to be using in the run up to their tests. 2016 SATs Data Pending.</p>
Beanstalk Reading	Weekly sessions of 30 minutes additional reading. Twice weekly.	£875	<p>This additional time spent reading continues to be a good strategy to engage more vulnerable children. The children enjoy this time with their allocated adult and, on many occasions, have been able to use this time to discuss worries or concerns they might have as well as building their reading mileage.</p>
Specialist Phonics Assistant	Teaching Assistant working across Key Stage 1 to deliver intensive phonics intervention.	£10,300	<p>The Phonics Assistant worked with Year 1 children in preparation for the Phonics Screening Check at the end of Year 1. 80% of Year 1 children are now currently on track to pass this test. This member of staff resigned from her post at the end of Term 3.</p> <p>85% of children achieved 32+ points in Phonics. 70% of PP children achieved this. The PP children who did not achieve this are all on the SEN register.</p>
Drama workshops	<p>Weekly drama sessions for Pupil Premium children to develop confidence and speaking and listening ability.</p> <p>Terms 5-6: Year 6 (Leavers) Terms 1-2: Years 3 and 6 Terms 3-4: Years 5 and 2</p>	£23,100	<p>Following these sessions, Class Teachers were asked to complete a brief questionnaire about the development of their Pupil Premium children in 6 areas. The six questions asked teachers to what extent they had noticed a change in each pupil in:</p> <ol style="list-style-type: none"> Confidence Speech & language / communication skills Interactions with peers Interactions with adults General behaviour

6. Literacy skills

YEAR 3 - 21 Pupil Premium Children:

The results found that:

- 81% of all PP children had improved in all six categories.
- 90% of all PP children had improved in five or more categories.
- 95% of all PP children had improved in four or more categories.
- 100% of all PP children had improved in confidence and speech & language / communication skills.

The breakdown of improvement in each area is as follows:

- Confidence - 100%
- Speech & language / communication - 100%
- Interactions with peers - 95%
- Interactions with adults - 95%
- General behaviour - 95%
- Literacy skills - 81%

Average overall rate of improvement - 94%

YEAR 6 - 28 Pupil Premium Children:

The results found that:

- 89% of all PP children had improved in all six categories.
- 96% of all PP children had improved in five or more categories.
- 100% of all PP children had improved in four or more categories.
- 100% of all PP children had improved in speech & language / communication skills, interactions with adults and literacy skills.

The breakdown of improvement in each area is as follows:

- Confidence - 96%
- Speech & language / communication - 100%
- Interactions with peers - 96%
- Interactions with adults - 100%
- General behaviour - 93%
- Literacy skills - 100%

Average overall rate of improvement - 98%

YEAR 2 - 22 Pupil Premium Children:

The results found that:

- 59% of all PP children had improved in all six categories.
- 77% of all PP children had improved in five or more categories.
- 86% of all PP children had improved in four or more categories.
- 100% of all PP children had improved in speech & language / communication skills, interactions with adults and literacy skills.

The breakdown of improvement in each area is as follows:

- Confidence - 86%
- Speech & language / communication - 95%

- Interactions with peers - 91%
- Interactions with adults - 82%
- General behaviour - 73%
- Literacy skills - 95%

Average overall rate of improvement - 87%

YEAR 5 - 20 Pupil Premium Children:

The results found that:

- 70% of all PP children had improved in four or more categories.
- 95% of all PP children had improved in four or more categories.
- 100% of all PP children had improved in two or more categories.
- 95% of all PP children had improved in speech & language / communication skills, interactions with adults.

The breakdown of improvement in each area is as follows:

- Confidence - 95%
- Speech & language / communication - 70%
- Interactions with peers - 80%
- Interactions with adults - 95%
- General behaviour - 75%
- Literacy skills - 80%

Average overall rate of improvement - 83%

Returned questionnaires show that, across the board, children who are PP with SEN make good progress from this intervention, particularly with confidence and communication skills.

Total	£162,834
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Well-being and attendance

Overview

We passionately believe in the development of the 'whole child' and recognise the importance of children feeling safe and happy at school in order to learn. Therefore, Pupil Premium funding is also allocated towards helping our children to achieve this. Where attendance risks opening the achievement gap, funding is used to support families in transporting their children to school.

Item	Details	Spend	Impact
Family Support	A member of staff dedicated to working with families, particularly the disadvantaged, who require support in engaging with school. Also tackling persistent absence.	£21,619	<p>The Family Liaison Office continues to be an asset and a strong, trusting relationship has been forged with many families. Early Help referrals are now swift and families feel supported by the school in this process. The FLO has also been trained as a Designated Safeguarding Lead which has tightened the link between Safeguarding and family support.</p> <p>Whole school attendance for Term 4 last year was 93.4%, this has risen to 95.9%. Attendance of PP children has risen to 95% from 92% last year.</p> <p>Attendance for Terms 1-4 (both termly and cumulative) has reached or exceeded targets set at the beginning of the year and is above that of last year. From Term 1-4 last year, there were 29 children with attendance less than 85%. This has reduced to 13 children at the end of Term 4 this year. From Term 1-4 in 14-15, 73 children had attendance less than 90%. This has reduced to 31 at the end of last term. Breakfast Club continues to provide a healthy and positive start to the day for many children and has played a part in reducing lateness and absence.</p> <p>Provision for vulnerable children continues to be strong, especially those with emotional and behavioural needs. SPARKS sessions and the Lunchtime Quiet Area ensure that children with emotional and behavioural needs have the opportunity to discuss their feelings and are not put in situations which could cause issues to arise. Lunchtime Reading Club has provided a calmer alternative to the playground for children who wish to spend time engaging with books during their lunch break.</p> <p>Where appropriate, families who have required support to finance uniform or transportation have received this.</p>
Project Salus-Sparks	A weekly session in which children learn how to manage their emotions.	£3,900	
Specific Financial Support	Specific support to help families in financial need at the discretion of the Headteacher. This could be used for transportation or uniform	£1,300	
Breakfast Club	50% of the cost to run our Breakfast Club. Providing children with a positive start to the school day and improving attendance.	£9,500	
Educational Psychologist	Annual support from the Educational Psychologist for children who require it.	£3,000	
Speech and Language Therapy	Annual support from the Speech and Language Therapy for children who require it.	£1,900	
Quiet Area at break/ lunch	For children who might struggle to cope with break times on the main playground, the Quiet Area is manned by a Teaching	£4,500	

	Assistant at break and lunch times.	
Lunchtime Reading Club	Daily reading club at lunchtimes led by the Book Worker.	£1,350
	Total	£47,069

Training and Pupil-Premium Leadership

Overview

In order to ensure that our staff have the skills, knowledge and understanding to provide the best possible education for all children, including the most disadvantaged, Pupil Premium funding is allocated towards CPD. Funding is also used to ensure that the provision for pupils eligible for Pupil Premium is monitored by senior members of staff.

Item	Total	Impact
Training courses on Narrowing the Achievement Gap	£1,000	The Deputy Headteacher and Assistant Headteacher attended a conference at the Institute of Education in July 2015. At this conference, leaders from outstanding settings shared how they used Pupil Premium funding to close the gap and improve the provision for all disadvantaged children. Both Senior Leaders found this conference extremely beneficial.
Target Literacy Reading Recovery Cost	£1,125	Target Literacy have provided support and monitoring for our Reading Recovery Teacher throughout the year.
Data Manager time to process and analyse PP data.	£12,000	The school's Data Manager has spent a significant proportion of time working alongside the Deputy Headteacher to further strengthen tracking and monitoring of Pupil Premium children.
	Total	£14,125

Spend for 2015-16 at a glance.

Total Income		Details	Total Budgetted		Total Spend
£241,844.00			£	-	£ 248,028.00
			Budget		Spent
Curriculum Enrichment	Barrier to Learning Code	Details	£	- <th>£ 24,000.00</th>	£ 24,000.00
Educational Workshops/ Performances	1,2,3,4,5,6,7,8,9,10,11,12,13	Inspirational workshops/visitors to school		£	11,800.00
Nathan Timothy Workshops	1,2,3,4,5,6,7,8,9,10,11,12,13	4 x Full days recording and performing music videos		£	3,000.00
School Trip Subsidies	1,2,3,4,5,6,7,8,9,10,11,12,13	Cost of full and part trip subsidies		£	5,500.00
Forest School	4,7,10,12,13	Weekly sessions linked to BLP for one class per term.		£	3,700.00
			Budget		Spent
Interventions	Barrier to Learning Code	Details	£	- <th>£ 162,834.00</th>	£ 162,834.00
Reading Recovery	1,2,3,4,5	Part Time Reading Recovery Teacher		£	18,000.00
Drama Coach x2 days per week	7,9,10	Actor employed 2 days per week		£	23,100.00
Additional Year 6 Support Staff	1,2,3,4,5,7,10,11	2 additional TA s in Year 6 (KK, MW)		£	30,583.00
Additional Year R Support Staff	1,2,3,4,5,7,9,10,12	1 additional TA and 1 NN in Year R (ER, CD)		£	30,583.00
Speech and Language Support Staff	1,2,3,9,10	2 FT Speech and Language Assistants		£	24,793.00
Easter Booster Classes	10,13,8	3x teacher costs for 3 days of Easter		£	1,400.00
Beanstalk Reading	1,2,3,4,5,9,10,11	1:1 Adult Reading		£	875.00
Better Reading Partnerships	1,2,3,8,9,10,12	20 PP children to receive BRP		£	8,200.00
Specialist Reading Partnerships	1,2,3,8,9,10,12	10 PP children to receive SRP		£	10,000.00
Talking Partners	1,2,3,5,7,9,10,12	20 PP children to receive Talking Partners		£	5,000.00
Specialist Phonics Assistant in Year 1				£	10,300.00
			Budget		Spent
Well-being and attendance	Barrier to Learning Code	Details	£	- <th>£ 47,069.00</th>	£ 47,069.00
Family Liaison Officer	7,8,10,11,12,13	FT FLO to work across school		£	21,619.00
Project Salus	5,6,7,10,12,13	Behavioural and emotional support		£	3,900.00
Specific financial support	8,10,12,13	Uniform/ Transport/ Living cost support		£	1,300.00
Breakfast Club	8,10,12,13	50% of cost of running Breakfast Club		£	9,500.00
Speech and Language Therapy	1,2,3,9,10	12 full day sessions of S and L Support		£	1,900.00
Quiet Area Support Staff	1,2,3,4,5,6,7,10,13	1 hour of Support Staff time per day		£	4,500.00
Educational Psychologist Support	1,2,3,4,5,6,7,9,10,12	Annual Support from Ed Psych as required		£	3,000.00
Lunchtime Reading Club	7,9,10,12,13	A quiet Reading Club for children who might wish to spend playtimes off the		£	1,350.00

playground

			Budget	Spent
Training and Monitoring	Barrier to Learning Code	Details	£	
Narrowing the Gap Conference		Conference attended by DHT and AHT in July 2015	£	1,000.00
Reading Recovery Training and Support		Support and monitoring of Reading Recovery	£	1,125.00
Data Manager Time		Extensive time spent setting up systems for tracking and monitoring PP	£	12,000.00