

Pupil Premium Expenditure – mid-year evaluation

Pupil Premium Spending: The funding is there to ensure that all children make academic progress. Therefore this may be spent on support for social skills which in turn will support academia. Each child receives a different amount of support depending upon the level of need. The money expenditure can also be planned in the TAC meetings with families. We are going to work towards each child having a support plan with funding allocated. Areas of funding include counselling, individual speech and language, 1 to 1 reading, booster groups, training for staff on behaviour support etc.

	£	Intervention/Initiative	Barriers Faced by eligible children	Intended Outcome	Mid-year evaluation as of February 2017
Year 6		Reading and writing and maths booster groups both after and before school – all Year 6 children	Learning needs	Progress of 6 steps or better by July 2017 (over the year)	Accelerated progress in reading and writing – data and book scrutiny. Maths average 48% for all pupils have made 3 steps progress; for PP the average was 9.1% as 45.5% have made 4 steps progress Writing average 36% for all pupils have made 3 steps ; 63.6% of PP pupils have made 3 steps progress Reading average 44% for all pupils and 36.4% for PP pupils.
		Higher attaining pupils 4 pupils (2 PP)	Extending further own mathematical subject knowledge	Improved mathematical knowledge – leading to higher outcomes, working with children from cluster schools with a similar ability	Three of the four pupils working at greater depth in Maths.
Year 5		2 children - SENDCo led dyslexia intervention training for TAs using Nessy	Dyslexia writing intervention	Year group writing outcomes – progress at national	Intervention in place, SENDCo observes lessons led by TAs and supports in class. Evidence in books show

		& 5 Minute Box			improvement in accuracy (would like this to be significant improvements)
		Catch up Literacy – 13 pupils	Writing needs	Progress of 3 steps or better in writing by Spring 1 and 6 steps or better by the end of July 2017.	TAs are using the techniques as modelled by class teachers (following training) but using higher pitch and focusing on grammar and punctuation. Spring data shows: Writing average for all pupils: 52.8% Writing average for PP pupils: 53.8%
Year 4		Catch up Literacy – 12 pupils	Writing Needs	Progress of 3 steps or better in writing by Spring 1 and 6 steps or better by the end of July 2017	TAs are using the techniques as modelled by class teachers (following training) but using higher pitch and focusing on grammar and punctuation. Spring data shows: Writing Average for all pupils: 58.6% Writing average for PP pupils: 33.3%
Year 3 and Year 4		Rapid Reading – 3 children Nessy – 1 child	Reading needs of low attaining pupils	Passing the phonics test where did not pass in Year 2. By Spring 1, 3 steps or more progress in reading	Pupils have moved up levels of books and the majority have made at least 2 steps progress
		SPAG and Spelling Group Phonics booster - 2 children	Writing Needs	Progress of 3 steps or better in writing by Spring 1 and 6 steps or better by the end of July 2017	TAs are using the techniques as modelled by class teachers (following training) but using higher pitch and focusing on grammar and punctuation. Spring data shows: Writing Average for all pupils: 58.6% Writing average for PP pupils: 33.3%
Year 2		Phonics Booster Group – 2 children	Reading Needs	All pupils in group to pass phonics	Pupils who have been targeted have made significant progress in both
Year 1					

				screening check	reading book levels and scoring in phonics -
BRP: Better Reading Partners		4 children	Reading	Progress of 3 steps or better in reading by Spring 1 and 6 steps or better by the end of July 2017	Pupils involved making good progress and closing the gap in their reading ability
Reception: Speech and Language Support		SALT groups led by trained TAs in Wellcomm	Communication (receptive and expressive language)	Improved language profiles	Language link – improved language against baseline (3 groups in R) Good success rate in language groups as observed by SALT with noted progress for all pupils against individual targets.
Social, Emotional behaviour		Pastoral Team with SENDCo and Family Support Worker with 1 nominated TA to support identified families Ed Psych visiting on agreed dates.	Behaviour, anxiety, resilience to grief, changes in circumstances, home environment etc.	Improved attitudes to learning	Improved attendance of target children. Training and support for parents. Increased provision of PLAY therapy
Residential Visits for Year 5 and Year 6		To enable Year 5 and Year 6 pupils to participate in a wide and enhanced curriculum and develop self-esteem.	Behaviour, anxiety, issues around: motor skills, self-esteem, confidence, social skills	Improved motor skills, self-esteem and self-confidence, develop social skills, reduce anxiety	Residential visits to date have been successful in terms of developing these skills – fewer incidents of behaviour issues, social issues, etc.
Funding for extra-curricular activities and wider school experiences		To provide a wide variety of opportunities to participate in sport and other activities they might not be able to access at home due to financial constraints. These include a range of sports clubs, craft,, cookery, drama etc.	Behaviour, anxiety, issues around: motor skills, self-esteem, confidence, social skills	Improved motor skills, self-esteem and self-confidence, develop social skills, reduce anxiety	Children enjoy their clubs and wider school experiences. There are fewer incidents of behaviour issues, social issues, etc.

1:1 daily reading support with a TA		To enable all PP pupils to be heard read at least 3 times a week by an adult. To increase the % of PP children making at least expected progress in reading	Reading needs	Progress of 3 steps or better in reading by Spring 1 and 6 steps or better by the end of July 2017; More independence in reading	Pupils involved making good progress and closing the gap in their reading ability
Family Worker and Attendance Officer (2 ¼ hours, 5 days a week)		To encourage high attendance across the school. To contact families struggling with attendance and facilitate any support needed. To support families across the school and to manage a family run sessions to run sessions such as Literacy skills. To develop links with family learning and provide a range of sessions for parents about supporting their children at home.	Low attendance Learning needs	Improved attendance Better links with families Family learning opportunities available	Attendance has improved Improved family links More opportunities in place for family learning, although they are not well attended.