

ST.ANDREW'S CE VC PRIMARY SCHOOL

Pupil Premium Funding April 2016 – March 2017: £12,460 based on 8 pupils (Ever 6 and free school meals) plus 1 post LAC

Identified barriers to learning: social interaction; lack of parental engagement and support for home learning; SEN difficulties (needing catch up sessions in English and Maths to further improve their understanding; lack of funding for enrichment activities.

Area of Spend	Contribution from Pupil Premium	Description of Intervention *where identified by Sutton Trust/Hattie	Intended Outcomes	How impact is to be measured	Impact
Staff training for ways to support a child with attachment disorder.	£200	All staff (teachers, TAs, SMSAs) to receive training from Debbie Cresswell in a staff meeting session about strategies to use with post LAC child who has Attachment Disorder	The child with attachment disorder who is a post LAC will: <ul style="list-style-type: none"> • make expected progress or better • be able to socialise better with other children • will be able to follow instructions • will feel safe 	Through teacher observations of interaction with other children Through teacher assessments using Local Authority ARE grids	Pupil has demonstrated that she is sometimes able to concentrate for longer periods of time. Evidence of improved socialisation both with peers and adults alike
<u>TA interventions</u> Toe by Toe Fine motor Social group Phonics Spelling KS2 timestables Handwriting Daily reading Maths	£6,000	Intervention work with small groups of identified children across all year groups. Groups of no more than 4 receive Maths and/or English booster to secure accelerated progress and improved attainment.	Identified children in English and Maths benefit from small group tuition to secure accelerated progress and improved attainment. Identified children benefit from social	Increased levels of progress of identified children. Improved attainment of identified children. Identified children able to take turns appropriately and	Mid-term assessments in Reading, Writing and Maths (January 2017) indicate that gap between PP children and all pupils has diminished significantly so that outcomes are

		Sutton Trust: Small group tuition +4 months and one to one tuition +5 months	interaction with good role models	be able to interact appropriately with other children	broadly similar
No nonsense spelling scheme		Introduction of new spelling scheme. Different approaches to help remember how to spell words Parent information evening to inform of scheme and how parents can help at home	Improved spelling throughout the school. Parents better informed of how to help their children at home		Improved spelling evidenced through English lead monitoring samples of children's work before implementation of the scheme and after.
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Educational Psychology Support Behavioural support	£1,200	Educational Psychology, purchased from South Gloucestershire to meet the needs of children. Sutton Trust: Behaviour Interventions +4 months	Children benefit from this support to remove barriers to their learning and progress.	Impact on individuals of this support.	The impact of this can be shown through the academic progress of the individuals
KS1 Singing lessons Lower KS2 – Jazz festival	£225	Sutton Trust: Social and emotional learning +4 months	2 PP children (1 post LAC and 1 FSM) take part in high quality enrichment opportunities	Interaction with another adult and with other children. Participation and confidence when taking part in a new activity	Improved confidence and the ability to take instructions from another adult. Exposure to another enrichment activity
Purchase of new laptops to ensure whole class have a laptop each	£2500	Programmes for students, where learners use technology in problem solving or more open-ended learning	Children able to work independently to find out information to problems presented and to work	Through class observations	

		+ 4 months	collaboratively with others on a joint project		
Purchase of Numicon	£500	Mathematical resource to be introduced in KS1.	Children independently choose the resource to help with their learning	ARE teacher assessment	Numicon wasn't purchased. However other mathematical resources were purchased to help with the Mastery approach in Maths (concrete, pictorial, abstract)
TA conference TA observation visit	£500	TAs to attend TA conference TAs to attend another school	TA conference gives TAs ideas to implement new initiatives TAs observe another school environment and observe good to outstanding TAs in practise	Observation of TAs by HT and senior teacher TAs Performance Management	TAs better informed and more up to date with curriculum changes
Teacher (Steve Taylour) to work with small intervention group	6 mornings £625	Teacher able to focus exclusively on a small group of children. Intensive tuition in small group providing support to lower attaining learners Sutton Trust: Small group tuition +4 months and one to one tuition +5 months	Children more confident in their abilities with any misconceptions being addressed and progress being made	Teacher assessment showing progress on ARE grids	Teacher led interventions have shown an increased impact on pupil's progress and attainment
2 Year 1 Pupil Premium children to attend "Future Stars" after school sports club	£300	Organised after school activity run by Future Stars to encourage pupils to engage in additional learning activities and to commit to an activity + 2 months	Developed confidence in the pupils with social and family issues. Development of new skills Practising of listening skills	Reports from mentors and actions of pupils in school.	Pupils have benefitted from being able to attend the weekly club with their peers, experiencing a range of physical activities that would otherwise not be available to them.

			Positive interaction with other children		Evidence of increased self confidence and self esteem both at the club and in the classroom
Two KS2 children to receive small group music tuition for the French Horn	£279	Arts participation + 2 months	Developed confidence in the pupils with social and family issues.	Reports from mentors and actions of pupils in school.	One child stopped taking part early on. The other child has continued and has made good progress in maths and particularly English
Breakfast club for one KS2 child	£158	Child to receive breakfast. Child supervised before the start of the school day	Good start to the day Child not hungry Interaction with other children		This has ensured that the child involved is fed appropriately and is prepared to learn. It has also ensured her safe supervision before the start of the day, including good attendance and punctuality. Continued good progress being made with this child