

ST.ANDREW'S CE VC PRIMARY SCHOOL

Pupil Premium Funding April 2017 – March 2018: £11,140 based on 7 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
Support of a Speech and Language therapist	£2,500	Speech and Language support purchased from South Gloucestershire to meet the needs of pupils	<p>Younger children with speech delay/disorder will be equipped with the skills to help them access phonics and go on to become successful readers.</p> <p>Students with difficulties understanding/using language will be supported to understand and communicate effectively, improving their confidence and ability to access learning.</p> <p>Those with social communication difficulties will become aware of social rules and expectations, improving behaviour</p>	<p>Through teacher observations</p> <p>Through assessment by the Speech and language therapist</p>	<p>Improved speech resulting in the pupil being more willing to communicate with others and also initiating conversation as confidence has improved.</p> <p>Good progress made throughout the year in all 3 subjects. Pupil achieved secure in ARE in all 3 subjects.</p>

			and learning in the classroom.																																		
<u>TA interventions</u> Toe by Toe Fine motor Social group Phonics Spelling KS2 timestables Handwriting Daily reading Maths	£6,500	Intervention work with small groups /1:1 of identified children support across all year groups. Groups of no more than 4 receive Maths and/or English booster to secure accelerated progress and improved attainment. Sutton Trust: Small group tuition +4 months and one to one tuition +5 months	Identified children in English and Maths benefit from small group tuition to secure accelerated progress and improved attainment. Identified children benefit from social interaction with good role models	Increased levels of progress of identified children. Improved attainment of identified children. Identified children able to take turns appropriately and be able to interact appropriately with other children	<table border="1"> <thead> <tr> <th></th> <th>R</th> <th>W</th> <th>M</th> </tr> </thead> <tbody> <tr> <td>YR1</td> <td>0.71</td> <td>0.75</td> <td>0.74</td> </tr> <tr> <td>YR2</td> <td>1.03</td> <td>0.93</td> <td>0.83</td> </tr> <tr> <td>YR3</td> <td>1.07</td> <td>1.10</td> <td>1.02</td> </tr> <tr> <td>YR4</td> <td>0.95</td> <td>0.85</td> <td>0.89</td> </tr> <tr> <td>YR5</td> <td colspan="3">No PP children</td> </tr> <tr> <td>YR6</td> <td>5.46</td> <td>3.3</td> <td>4.86</td> </tr> <tr> <td>KS1- KS2</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>End of year assessment show PP children made good progress. The expected is 1 ARE. The Pupil in Yr1 progress appears less as the progress was calculated from October to end of year when the other pupils were calculated from the end of year to the end of year. However Yr1 pupil achieved secure in all 3 subjects. One of the pupils in Yr2 is also SEN. YR6 outcomes 2/3 achieved expected in reading, writing and maths. 1 pupil achieved a greater standard in all 3 subjects</p>		R	W	M	YR1	0.71	0.75	0.74	YR2	1.03	0.93	0.83	YR3	1.07	1.10	1.02	YR4	0.95	0.85	0.89	YR5	No PP children			YR6	5.46	3.3	4.86	KS1- KS2			
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Timestables Rockstars	£100	A new approach to help children remember their timestables. Parent information evening to inform of scheme and how parents can help at home	Improved timestables knowledge throughout the school. Parents better informed of how to help their children at home	Maths lead to complete assessment of timestables knowledge before and after the implementation of the scheme.	On going
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
Educational Psychology Support Behavioural support	£1,200	Educational Psychology and Behaviour support purchased from South Gloucestershire to meet the needs of children. Sutton Trust: Behaviour Interventions +4 months	Children benefit from this support to remove/improve barriers to their learning and progress.	Impact on individuals of this support.	Good communication between SENCO and Ed psych resulting in children with educational needs being recognised and appropriate interventions put in place. Behaviour support-improved self esteem
TA enrichment	£500	TA enrichment activity – art. Able pupils have time in a small group activity to develop their art skills with a TA gifted and talented in art.	Development of art skills for which these pupils demonstrate a talent for. Close interaction with an adult enabling increased communication.	Through teacher/TA observations	The pupil that this was targeted at achieved Greater Depth in all 3 subjects at the end of KS2. Progress for this pupil from KS1 – KS2 : Reading 9.19, Writing 10.36, Maths 6.5

			Confidence when taking part in a new activity, with improved socialisation skills		
3 children receive after school enrichment in the form of various sports/games throughout the year.	£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 Positive interaction with other children	Reports from mentors and actions of pupils in school.	Improved socialisation skills and good interaction with other pupils. Skills developed with improved self esteem
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		Pupil more alert at the start of the day and in a better place for learning. Pupil demonstrated greater interaction with other pupils