



Pupil Premium Summary: 2014-15

Pupil Premium Funding in 2014-15: £128,700

In 2014-15, the pupil premium was targeted as follows:

Using specialist or specific support to improve overall provision	Securing the progress of targeted learners	Minimising the impact of barriers to learning
<ul style="list-style-type: none"> ➤ Targeted support in key year groups to ensure pupils make excellent progress to expected levels, including more able and disadvantaged pupils ➤ Additional provision for Y6 to secure good or outstanding progress in preparation for National Tests 	<ul style="list-style-type: none"> ➤ Targeted interventions utilising the Inclusion for Achievement Team to support all vulnerable or underachieving pupils to make good or outstanding progress. 	<ul style="list-style-type: none"> ➤ Deployment of learning mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance. ➤ Tailored support for key vulnerable pupils. ➤ Opportunities for all pupils, including disadvantaged pupils, to engage in activities which enrich their experience of the arts and increase cultural capital, including: <ul style="list-style-type: none"> ▪ Musical instrument tuition ▪ Performing Arts Experiences (including turning school into a production company for 1 week)

(see next page for summary of expenditure and evaluation of impact)

Summary of Expenditure 2014-15

(Targeted Pupil Premium Funding is highlighted in Yellow)

Area of Focus

Using specialist or specific support to improve provision

Specific Interventions	Summary of Impact	Cost																																																
<p>DHT support in Year 2 (2 weeks intensive support; followed by a period of teacher support and regular Guided Reading Sessions), including focus on disadvantaged pupils in receipt of FSM and more able pupils.</p>	<p>Year 2 pupils made outstanding progress throughout the year, including FSM pupils entitled to the Pupil Premium. The progress of FSM and non-FSM pupils was broadly similar overall.</p> <p>APS Progress in Reading, Writing and Maths:</p> <table border="1" data-bbox="566 647 1868 772"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Free School Meals</th> <th>Non-Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>6.3</td> <td>6.3</td> <td>6.3</td> </tr> <tr> <td>Writing</td> <td>5.5</td> <td>5.3</td> <td>5.5</td> </tr> <tr> <td>Maths</td> <td>6.1</td> <td>5.7</td> <td>6.2</td> </tr> </tbody> </table> <p>This cohort also made outstanding progress from the end of Reception, with more than 100% of pupils making expected progress in Reading and Maths; and 96% of pupils making expected progress in Writing. In Reading, Writing and Mats, more than 70% of pupils made more than expected progress from their starting points in each subject.</p> <p>APS Attainment in Reading, Writing and Maths:</p> <p>Attainment was well above the national average for all pupils, including pupils in receipt of FSM.</p> <table border="1" data-bbox="566 1010 1868 1163"> <thead> <tr> <th></th> <th>2014 National Average</th> <th>All Pupils</th> <th>Free School Meals</th> <th>Non-Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>16.5</td> <td>17.4</td> <td>18.3</td> <td>17.1</td> </tr> <tr> <td>Writing</td> <td>15.1</td> <td>16.3</td> <td>17.3</td> <td>16.0</td> </tr> <tr> <td>Maths</td> <td>16.2</td> <td>17.3</td> <td>17.7</td> <td>17.2</td> </tr> </tbody> </table> <p>More Able Pupils</p> <p>Achievement of more able pupils at Level 3 was well above the national average, including for pupils in receipt of FSM.</p> <table border="1" data-bbox="566 1313 1545 1437"> <thead> <tr> <th></th> <th>Level 3</th> <th>Level 3 – FSM pupils</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>46%</td> <td>66%</td> </tr> <tr> <td>Writing</td> <td>36%</td> <td>50%</td> </tr> <tr> <td>Maths</td> <td>29%</td> <td>50%</td> </tr> </tbody> </table>		All Pupils	Free School Meals	Non-Free School Meals	Reading	6.3	6.3	6.3	Writing	5.5	5.3	5.5	Maths	6.1	5.7	6.2		2014 National Average	All Pupils	Free School Meals	Non-Free School Meals	Reading	16.5	17.4	18.3	17.1	Writing	15.1	16.3	17.3	16.0	Maths	16.2	17.3	17.7	17.2		Level 3	Level 3 – FSM pupils	Reading	46%	66%	Writing	36%	50%	Maths	29%	50%	<p>£ 2,742 (Intensive Support) + £3,076 (Guided Reading Support) + £1,538 (Assessment Support) = £7,356 (DHT time pro-rata) (Targeted Pupil Premium Funding)</p>
	All Pupils	Free School Meals	Non-Free School Meals																																															
Reading	6.3	6.3	6.3																																															
Writing	5.5	5.3	5.5																																															
Maths	6.1	5.7	6.2																																															
	2014 National Average	All Pupils	Free School Meals	Non-Free School Meals																																														
Reading	16.5	17.4	18.3	17.1																																														
Writing	15.1	16.3	17.3	16.0																																														
Maths	16.2	17.3	17.7	17.2																																														
	Level 3	Level 3 – FSM pupils																																																
Reading	46%	66%																																																
Writing	36%	50%																																																
Maths	29%	50%																																																

<p>Guided Reading Support from AHT in Y6</p>	<p>Guided Reading Additional support during Guided Reading sessions had a significant impact on standards in Reading and the quality of reading provision in the class, as demonstrated by the attainment and progress data. Out of four targeted pupils at risk of not getting Level 4, three of these pupils achieved Level 4. One pupil missed Level 4 by 1 mark on the test.</p>	<p>£3,749</p>												
<p>Guided Reading Support in Y5 from DHT for Autumn Term.</p>	<p>Additional support during Guided Reading sessions had a significant and sustained impact on standards in Reading and the quality of reading provision in the class, as demonstrated by the attainment and progress data. The high quality provision supported in Autumn Term was then sustained as a result of this support throughout Spring and Summer Term.</p> <p>APS Progress in Reading</p> <p>Good progress which was broadly similar for both FSM and Non-FSM pupils</p> <table border="1" data-bbox="568 550 1877 614"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Free School Meals</th> <th>Non-Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4.1</td> <td>4.0</td> <td>4.2</td> </tr> </tbody> </table>		All Pupils	Free School Meals	Non-Free School Meals	Reading	4.1	4.0	4.2	<p>£1,428</p>				
	All Pupils	Free School Meals	Non-Free School Meals											
Reading	4.1	4.0	4.2											
<p>Let's Think English Training and Intervention (in Y6) from AHT with particular focus on extending reason in English Lessons for whole class, including more able pupils.</p>	<p>Pupils achieved well overall.</p> <table border="1" data-bbox="568 673 1115 769"> <tbody> <tr> <td>Reading Level 4</td> <td>89%</td> </tr> <tr> <td>Reading Level 5 (more able)</td> <td>47%</td> </tr> <tr> <td>Reading APS Progress in Y6</td> <td>4.2</td> </tr> </tbody> </table> <p>Pupils in receipt of pupil premium made broadly similar progress to other pupils: Pupil Premium APS Progress: 4.0 Other pupils APS Progress: 4.3</p>	Reading Level 4	89%	Reading Level 5 (more able)	47%	Reading APS Progress in Y6	4.2	<p>£2,025</p>						
Reading Level 4	89%													
Reading Level 5 (more able)	47%													
Reading APS Progress in Y6	4.2													
<p>Maths Easter School for Year 6 – 1 week additional Maths classes for Year 6 pupils – taught by Y6 teacher and Maths Leader. This was particularly targeted at underperforming or disadvantaged pupils, who needed extra support to secure Level 4 or Level 4B.</p> <p>Year 6 Extended day on Thursday ('My Maths' Breakfast club and after school homework club)</p>	<p>This year the school once again achieved excellent SATS results in Maths for targeted pupils:</p> <ul style="list-style-type: none"> Level 4: 100% Level 4B: 84% <p>In Maths, pupils on Free School Meals (FSM) achieved:</p> <table border="1" data-bbox="568 1034 1877 1129"> <thead> <tr> <th></th> <th>All Pupils</th> <th>Free School Meals</th> <th>Non-Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>100%</td> <td>100%</td> <td>100%</td> </tr> <tr> <td>Level 4B</td> <td>84%</td> <td>86%</td> <td>83%</td> </tr> </tbody> </table> <p>Progress:</p> <ul style="list-style-type: none"> Overall, this cohort made excellent progress throughout the year in order to achieve these levels (APS progress 4.5) 7 FSM pupils made outstanding progress from their starting points: 6.3 APS progress. 		All Pupils	Free School Meals	Non-Free School Meals	Level 4	100%	100%	100%	Level 4B	84%	86%	83%	<p>£2,000</p> <p>£700</p>
	All Pupils	Free School Meals	Non-Free School Meals											
Level 4	100%	100%	100%											
Level 4B	84%	86%	83%											

Area of Focus

Securing the progress of targeted learners

Specific Interventions	Summary of Impact	Cost						
<p>Reading Catch-Up for 7 pupils with SEN who struggle with reading from Y2 to Y5.</p>	<p><u>Reading Catch-Up Year 2 – Year 6 (7 Pupils)</u></p> <p>7 pupils across KS1 and KS2 were targeted for 'Catch Up' reading. These pupils had previously made insufficient progress and as a result of the intervention pupils made consistently good progress.</p> <p>APS progress in Reading for the group of 4.0 across the whole year. This represents good progress.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">All Pupils</th> <th style="width: 35%;">Free School Meals</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>4.0 APS Progress</td> <td>4.0 APS Progress</td> </tr> </tbody> </table>		All Pupils	Free School Meals	Reading	4.0 APS Progress	4.0 APS Progress	<p>(Targeted Pupil Premium Funding)</p> <p>Annual cost of Inclusion for Achievement Team (Responsible for delivering targeted interventions for disadvantaged and underachieving pupils: £129,495</p>
	All Pupils	Free School Meals						
Reading	4.0 APS Progress	4.0 APS Progress						
<p>'Socially Speaking' group Social Communication programme for 7 pupils with social, emotional and behavioural needs, complex speech, language and social interaction needs.</p>	<p><u>Socially Speaking Group – Year 2 – Year 6 (11 pupils)</u></p> <p>Pupils on the Socially Speaking programme supported by the learning mentor and a teaching assistant made an average APS progress in writing of 3.7. Most pupils in this group made good or better progress. One pupils have been identified as having SEN or more complex needs and support is now being put into place on the basis of this.</p> <p>Pupils have been observed as being more engaged in lessons and making improved contributions during lessons.</p>	<p>(Total cost of Targeted Pupil Premium Funding to focus on PP priorities) – staff appointed for delivery of interventions £97,402</p>						
<p>Phonics Groups for 15 pupils with specific literacy difficulties and or phonic knowledge gaps in reading and spelling for writing in Y1 to Y6. This includes all pupils in Y1 or Y2 at risk of</p>	<p><u>Phonics Groups for Year 1 (13 pupils)</u></p> <p>Letters and Sounds programme tailored in small groups to meet the needs of pupils who have made slow progress in linking and letters and sounds to support reading and writing. Some individual pupils also received targeted 1:1 support. These pupils were at risk of failing the phonics screening check.</p> <p>11 out of 13 pupils in this group passed the phonics screening check. The other 2 pupils made very good progress from their starting points.</p> <p><u>Phonics Groups for Year 2 (9 pupils)</u></p> <p>Letters and Sounds programme tailored in small groups to meet the needs of pupils who have made slow progress in linking and letters and sounds to support reading and writing. Some individual pupils also received targeted 1:1 support. These pupils did not pass the phonics Screen in Year 1.</p> <p>8 out of 9 pupils passed the Y2 Phonics Re-Check. 1 pupil is new to the English language and made good progress from his starting point.</p>	<p>(Total cost of Targeted Pupil Premium Funding to focus on PP priorities) – staff appointed for delivery of interventions £97,402</p>						

	<p><u>In KS2</u> In Year 5, 1 pupil new to the English language received phonics support and consequently made 3 sub-levels progress in their reading and writing levels across the year.</p>	
<p>'Toe by Toe' Toe by Toe' – Intervention for 2 pupils in KS2 with dyslexic tendencies and struggling to make progress in spelling and writing.</p>	<p><u>'Toe by Toe' Year 5 and Year 6 (2 pupils)</u></p> <p>Both pupils made good progress in their writing (2 sub-levels) and there is evidence of improved progress and confidence in writing in Literacy books.</p>	
<p>Precision Teaching Probe</p> <p>1:1 intervention for a pupil with a severe language impairment who had previously significantly underachieved in Writing</p>	<p>This pupil made outstanding progress of 4 sub-levels across the year.</p>	
<p>Language and Communication Programme</p> <p>'Time to Talk' for 11 pupils struggling with basic language and communication skills, social interaction skills and language acquisition in Reception Class and Year 1.</p>	<p><u>Time to Talk Group Year R (Reception Class: 11 pupils)</u></p> <p>Overall, the 11 pupils in Reception Class made an average of 4.0 sub bands progress in Language and communication throughout the year from starting points which were below their chronological age. This represents excellent progress as the vast majority (9 out of 11 pupils) of pupils made progress of more than 3 steps which meant that their attainment accelerated and closed the gap on age related expectations.</p>	
<p>Maths 1:1 Numbers Bonds Booster for 13 pupils in Y1 – Y6 who are struggling to retain or have gaps in basic number concepts.</p>	<p><u>Maths 1:1 Number Booster Year 1 – Year 6 (12 pupils)</u></p> <p><u>In KS1 (7 pupils)</u></p> <p>7 pupils received this intervention have previously made insufficient progress. APS progress for this group overall was 4.7, which represents good progress.</p> <p><u>KS2 (6 pupils)</u></p> <p>6 pupils received this intervention have previously made insufficient progress. APS progress for this group overall was 4.5, which represents excellent progress.</p>	
<p>Maths Catch-Up (tried intervention to establish effectiveness) for 8 pupils, Y2 to Y4. Programme to support learners to catch up who are struggling with the development of key mathematical skills</p>	<p><u>Maths Catch Up Year 4 and Year 6 (4 pupils)</u></p> <p>Following the successful trial of this intervention last year it was repeated for pupils struggling to make progress in Mathematics.</p> <p>APS progress for this group of pupils was 4.5 overall. This represents excellent progress.</p>	

Area of Focus

Minimising the impact of barriers to learning

Specific Interventions	Summary of Impact	Cost
<p>Learning Mentor/ Attendance External Education Welfare Officer</p> <p>Learning Mentor's role in relation to attendance has been significantly expanded – this involves monitoring and tracking key pupils, liaison with the EWO, regular meetings with vulnerable families and pupils.</p> <p>Following the closure of the Islington Education Welfare Service, the school also utilises the services of an Education Welfare Officer to support vulnerable families and pupils at risk of persistent absenteeism.</p>	<p><u>Learning Mentor / Attendance:</u></p> <p>This has remained a significant school priority over the past year following the Attendance strategy launched in Summer 2013. As a result of sustained work to improve attendance, the overall attendance figure is dramatically improved compared to the previous year.</p> <p>Attendance in 2012-13: 92.5% Attendance in 2013-14: 95.8%</p> <p>In 2014-15, the priority was to embed systems and sustain this improvement, including engagement with vulnerable families and parents of pupils who were persistent absentees.</p> <p>Attendance in 2014-15: 96%</p> <p>In addition, analysis of key pupil groups shows that attendance has dramatically improved for key groups of pupils, including pupils in receipt of the Pupil Premium, whose attendance is above both national and Islington average. See attendance action plan for full details.</p>	<p>Learning Mentor: Part of Inclusion for Achievement Team</p> <p>EWO Support: £4,500</p>
<p>Learning Mentor 1:1 Sessions Learning Mentor Supporting vulnerable pupils with BESD, at risk of exclusion or lacking confidence for learning from Y1-Y6.</p>	<p>A number of vulnerable pupils received additional 1:1 support from the learning mentor, particularly linked to social skills, anger management and managing their relationships. This includes 1 pupil who was a managed move to this school following risk of permanent exclusion from the previous school.</p> <p>In all cases, these pupils have been supported to manage their emotions and to engage in learning in class over time in order that they can make progress that might not otherwise be the case.</p>	<p>Part of Inclusion for Achievement Team (see above)</p>

<p>SEAL / Behaviour Intervention</p> <p>1 hour per week to support two year groups (Y3 and Y5) in order to support improvements in lunchtime behaviour following indications in behaviour data tracking that there may be escalation and concerns around some pupil relationships.</p>	<p>In both classes, there was considerable improvement in lunchtime behaviour as a result of improved behaviour.</p> <p>In Y3, from Autumn to Summer Term: 75% improvement</p> <p>In Y5, from Autumn to Summer Term: 80% improvement</p> <p>Several pupils made dramatic improvements in behaviour and there was a complete reduction in incidents. For both cohorts, behaviour at lunchtimes was typically very good by summer term.</p>	<p>Part of Inclusion for Achievement Team</p>
<p>Speech and Language Therapy Group, including targeted follow up TA support.</p> <p>This was for pupils identified with a significant and specific speech and language difficulty impacting on their communication and learning. This interventions is supported by the school's visiting Speech and Language Therapist.</p>	<p><u>Reception</u></p> <p>3 pupils were supported to overcome barriers to learning made an average of 3.7 sub-bands progress within Development Matters (C+L). This represents good progress.</p> <p>1 pupil made 2.5 sub-bands progress. This pupil has complex SEN and this represents good progress from his starting points and taking into account significant medical and learning challenges.</p> <p><u>Year 1 to Year 6 (9 pupils)</u></p> <p>All pupils in receipt of this intervention made consistently good or outstanding progress.</p> <p>In reading pupils made an average APS progress of 4.7.</p> <p>In writing pupils made an average APS progress of 5.0.</p> <p>In maths pupils made an average APS progress of 4.4.</p>	<p>Part of Inclusion for Achievement Team</p>
<p>School Journey (Year 6)</p>	<p><u>School Journey</u></p> <p>Pupil feedback about school journey is overwhelmingly positive about how it supports their team-work, confidence and growth as young people coming to the end of Primary School. It instills the values of the school creed and further promotes Year 6 pupils sense of responsibility towards themselves and each other.</p> <p>As one Y6 pupil previously stated:</p> <p><i>"I cried at parents evening, I didn't feel ready for the (SATS) test. Mrs Brown said you can grow your confidence in Dorset. I learnt teamwork and did scary stuff like abseil and by doing it I go more confident. And then I was more confident in myself when I did my next test."</i></p>	<p>£3000</p>
<p>ADAD Drugs Awareness – Specialist Workshop for Y6 pupils</p>	<p>Effectively raised awareness of Y6 pupils around dangers of illegal drugs and issues around peer pressure and managing risk and decision making (a key issue for pupils in this locality).</p>	<p>£450</p>

<p>Arts Insight – Performing Arts</p> <p>Inspirational KS2 'whole week' performing arts workshop to develop cooperative life skills in pupils, including providing targeted opportunities for vulnerable pupils to develop talents. School was transformed into a production company for 1 week, with opportunities including: stage management, props department, publicity department, acting and singing.</p>	<p>Substantial opportunities for 'deep learning' and experience which promoted SMSC and high achievement in the performing arts.</p> <p>See video: http://videocentralhd.lgfl.org.uk/Play.aspx?id=HOgJRbxXTrSWvY</p>	<p>£3,000</p>
<p>Musical Tuition – Performing Arts</p> <p>Pupils in Y3 to 5 given opportunity to learn how to play a musical instrument (recorder, clarinet or violin)</p>	<p>All pupils made good progress in their musical ability, as demonstrated through end of year performance. Some pupils took up greater interest in music as a result.</p>	<p>£3,500</p>

<p>Total Targeted Pupil Premium Expenditure:</p>	<p>£129,111.56 (Additional £411.56 funded by school)</p>
<p>Total Pupil Premium allocation:</p>	<p>£128,700</p>

2015-16 Pupil Premium: Outline of Planned Expenditure

<p>Using specialist or specific support to improve overall provision</p>	<ul style="list-style-type: none"> ➤ Additional support from Deputy Head for Year 6, given the higher demands of the new curriculum, to ensure that all pupils, including disadvantaged pupils, achieve highly and that the gap between FSM and Non-FSM pupil remains narrow. ➤ Additional support from Assistant Head in Year 6 to accelerate progress in Reading of targeted learners and disadvantaged pupils. ➤ Easter School in year 6 to accelerate progress in maths of targeted learners and disadvantaged pupils. ➤ Numicon Resources, Training and Developing to enhance early number concepts and improve the teaching of Maths using models and images, particularly for those pupils falling behind and needing to catch.
---	--

<p>Securing the progress of targeted learners</p>	<ul style="list-style-type: none"> ➤ Additional targeted interventions and support to accelerate progress of SEN and disadvantaged pupils. (specific pupils will be targeted in pupil progress meetings). ➤ Continuation of interventions with proven impact, including Reading and Maths 'Catch-Up' to ensure early intervention for any pupils falling behind in reading, including those pupils who did not pass phonics test at end of Year 2. ➤ Deployment of Inclusion for Achievement Team based on outcomes of Pupil Progress Meetings to intervene quickly to support any pupils causing concern or not making expected progress, including: <ul style="list-style-type: none"> ▪ Toe-By-Toe: Targeted at pupils with specific literacy difficulties and dyslexia in KS1 and KS2 ▪ Socially Speaking Groups: Targeted at pupils in KS1 and KS2 with SLCN and Social Communication difficulties impacting on learning in core subjects. ▪ Time to Talk Groups for pupils with lower than expected language and communication skills. ▪ Catch Up Literacy for pupils with specific literacy difficulties and struggling to read. ▪ Phonics Intervention for pupils who did not pass the national KS1 phonics test in Y1 and Y2. ▪ Precision Teaching Probe intervention for pupils who struggle with reading and spelling. ▪ Catch Up Maths for pupils, including SEN pupils, who are struggling with basic number skills and EAL pupils who require more structured mathematical language support as described by Gibbons (1991): 'The language of the playground is not the language associated with learning in mathematics'. ▪ Targeted handwriting and spelling programmes for pupils with fine motor control difficulties and specific literacy difficulties including dyslexia.
<p>Minimising the impact of barriers to learning</p>	<ul style="list-style-type: none"> ➤ Continued deployment of learning mentor to support and raise achievement of vulnerable pupils, in particular to support improvements in attendance and to embed recently introduced systems. ➤ Investment in additional EWO support, as needed, to ensure attendance strategy is sustained, particularly targeting disadvantaged and vulnerable pupils. ➤ Solihull Training for whole staff to further enhance the already very robust culture of safeguarding through a deeper understanding of attachment theory; and to further deepen staff confidence around dealing with complex issues linked to vulnerable and disadvantaged pupils. ➤ Investment in creative arts, including performing arts and musical instruments, to increase opportunities for all pupils (including disadvantaged pupils) to gain cultural capital and experience of the arts.