

Charles Dickens Primary School Pupil Premium Impact Statement 2013 - 2014

| Number of pupils and pupil premium grant (PPG) received | |
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| Total number of pupils on roll | 313 |
| Total number of pupils eligible for PPG | 161 |
| Amount of PPG received per pupil | £900 |
| Total amount of PPG received – estimated as incorrect funding from Southwark linked to free local authority meals | £144900 |
| Total Spend – Autumn Term | £53,992 |
| Remaining PPG for Spring and Summer Term | £90,908 |
| Nature of Support Autumn Term 2013 /4 | |
| Focus on Learning in the curriculum | 66% |
| Focus on social, emotional and behaviour | 15% |
| Focus on enrichment beyond the curriculum | 13% |
| Focus on early interventions | 6% |
| Curriculum Focus: | |
| Increase % of children working at age related expectations in reading, writing and maths | |
| Impact of PPG Grant Spending | |
| (See end of year evaluation) | |

| Target Area | Summary Of Activity | Intervention | Cost | Summary of Impact |
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| Increasing learning time and individualising support | A menu of targeted interventions was established to support early and developing language and reading. This included 1 to 1 reading by 3 specially trained teaching assistant using the reading recovery approach. This is an increase of 1 from 2012. A larger number of booster classes in Year 2 and Year 6 supported children prior to end of key stage assessments. | 1 to 1 reading intervention based on reading recovery – Yr 1 and 2 | £12,352 | <p>All interventions were evaluated carefully using entry and exit data. Particular successes continue to be:</p> <p>1 to 1 reading intervention and after school reading for Years 1 -4:</p> <ul style="list-style-type: none"> 20 pupils – 100% made expected 2 points progress. Average of 6.53 reading recovery levels gained per pupil. <p>Year 6 boosting (36 pupils supported) ;</p> <ul style="list-style-type: none"> All except 1 pupil in reading and 1 in writing made expected 1 sublevel progress APP of groups exceeding overall year APP in level ¾ booster for reading and equal to in all other groups. Year 4/5 SEN boosting (reading and writing) – 4/8 pupils made expected progress Year 3 SEN boosting – 1 pupil no measurable progress in writing. Year 3 – 5 maths SEN boosting – 2/2 made measurable progress <p>Next Steps – Spring 2014 <i>Year 4/5 SEN boosting – lunchtime groups to be observed on regular basis and ensure attendance of these pupils increases.</i> <i>Year 3 – 5 SEN booster – change from handwriting to reading and sessions observed Individual group tracking grid available. .</i></p> |
| | | 1 to 1 reading intervention based on reading recovery Year 3/4/5 (Key stage 1 low attainers focus) | | |
| | | Year R, 1, 2 Speech and language Group – SEN and FSM overlap focus | £560 | |
| | | Before school phonics group year 1 – target 32/40 in phonics test | £426 | |
| | | Year 3/4/5 1:1 and 1:2 Catch up literacy – lunchtimes and after school – reading focus on KS1 low attainers with FSM entitlement | £1363 | |
| | | After school - Year 6 Maths Booster L5 (sept – summer half term) | £1120 | |
| | | Lunchtime Year 6 reading Booster L4 target | £1120 | |
| | | Lunchtime Year 6 maths booster L4 target | £1120 | |
| | | After school - Year 6 Reading Booster L5 (Sept – summer half term) | £1120 | |
| | | £19 181 | | |
| Minimising the impact of emotional and behavioural barriers to learning | A pastoral team provided mentoring and counselling. A family liaison officer supported the most vulnerable pupils both in class, at play times and through direct support for their families with the target of removing barriers to their learning and minimising the impact on other learners. In addition, an educational psychologist provided weekly 30 min group sessions with all pupils identified as having emotional, social or behaviour need as well as specialist educational support for looked | Family Liaison Officer – full time contract including playtimes | £5532 | <ul style="list-style-type: none"> 36 pupils have been supported by regular or time targeted intervention/assessments. 78% PP Remaining 21% from vulnerable families 1% pupils with additional needs not FSM or from vulnerable families <p>Overall APP of these pupils.</p> <ul style="list-style-type: none"> 2.1 reading 1.7 writing 2.1 maths <p>Reading</p> <p>11% no progress reading 11% accelerated progress - 2 sub levels or move</p> <p>writing</p> <p>17% no progress writing</p> |
| | | Education Psychologist – 1 day a week | £2900 | |

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| | after children, SEN pupils (also FSM) and vulnerable families | | | <p>11% accelerated progress - 2 sub levels or more maths 14% no progress maths 19% accelerate progress - 2 sublevels or more</p> <p>Increased % of pupils have met or exceeded their targets in maths and English due to the minimisation of barriers to learning.</p> <p>The number of behaviour incidents recorded termly has decreased by 47%. Support for the most challenging pupils ensured behaviour of these pupils in lessons was at least good and enabled good or better learning to take place for these pupils.</p> <p>Next Steps Spring;</p> <ul style="list-style-type: none"> • focus on pupils who did not make measurable progress - Year 1 writers, KS2 SA+ SEN pupils. • Increase support for Year 1 teachers • Active playtime timetabled. <p>Individual group tracking grid available.</p> |
| <p>Extending more able pupils - increasing targeted provision for FSM pupils identified as more able</p> | <p>Ensuring that all FSM pupils, not just those needing boosting in years 2/6 or below average attainment receive support</p> | <p>Extending more able pupils in afternoon groups - Years 4 – 5 – senior teacher extending pupils in groups of max 8 – reading, writing , maths - 2 days a week</p> | <p>£5986</p> | <p>KS2</p> <ul style="list-style-type: none"> • 6 pupils year 4/5 reading • 6 pupils year 4/5 writing • 6 pupils year 4/5 maths <p>All pupils made at least 1 sub level of progress and APP exceeded whole year APP</p> <p>KS1</p> <ul style="list-style-type: none"> • 15 pupils year 2 reading – 14/15 made 1 or more sub levels progress • 9 pupils Year 2 writing - 8/9 made 1 or more sub levels progress • 14 pupils Year 2 maths – 15/15 made progress. <p>Next Steps</p> <ul style="list-style-type: none"> • Support strong but not exceeding whole year APP. Continue support for HA in KS2 and retarget rest of funding to 1 x L3 reading and closing the gap in KS2 |
| <p>Narrowing the gap between FSM and Non FSM in Early Years</p> | <p>Largest gap in attainment was seen in YN and Yr – additional TAs employed and graduate TA employed to increase ratios and support teachers to improve quality of learning through increased small group work and feedback sessions.</p> <p>Support for 2 year old place</p> | <p>Additional graduate TA in nursery</p> | <p>£4872</p> | <p>All children have made very good progress over the term in Reception. PT TA focused on SEN pupils from FSM backgrounds and pupils with poor gross and fine motor skills.</p> <p>Baselines from reception (not transferring from CDPS nursery very low)</p> <p>Nursery</p> <ul style="list-style-type: none"> • 17% registered FSM but expected higher. Baselines very low – all except 1 pupils/ (both 17 Ft and 25 PT have made measurable |
| | | <p>Additional TA in nursery - 2 1/2 days a week</p> | <p>£1011</p> | |
| | | <p>Additional TA in Year R - 2 days a week</p> | <p>£2252</p> | |
| | | <p style="text-align: right;">£9458</p> | | |

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| | | | £ 9471 | <p>progress across Development Matters bands).</p> <ul style="list-style-type: none"> Over 50% pupils now at 30 – 50 months emerging in speaking and listening and 33% in reading and writing. This is an increase from 0% at baseline. Additional TA supporting SEN/developmentally low pupils and 2 year old. <p>Reception 30 in each class</p> <ul style="list-style-type: none"> Gargery – 7/7 FSM pupils achieving expected attainment levels (40 – 60 developing) Little Dorrit – 6/7 FSM pupils achieving expected attainment levels (40 – 60 developing) – pupil not achieving poor attendance and FLO and EWO involvement. <p>Evaluation and Next Steps <i>FSM with additional needs identified for additional reading. Increased small group writing sessions for all pupils. Increased role for graduate TA. Increase in 1 to 1 conferencing in writing for all pupils supported by additional TA in reception.</i></p> |
| Removing financial barriers to school visits which have direct impact on achievement through enrichment. | <p>The funding has supported bringing learning to life and making it as real as possible for the children. 2013-4 pupils have benefit from focused workshops on school trips or providing transport where trips cannot be reached by public transport:</p> <p>One of the most valuable experiences offered to older children is their residential trip to Wickcourt Farm where they take part in a range of outdoor pursuits and team building exercises.</p> | School Journey to Wick Court Farm for year 6 - 17/36 pupils. All pupils subsidised by half and FSM all pupils subsidised by at least half | £2140 | <ul style="list-style-type: none"> All FSM able to attend - pupil engagement high and strong PSHCE outcomes for all pupils attending Wick Court. All FSM progressing well with lessons and feedback from teachers and parents very positive <p>Next Steps <i>Consider blind audition for bursaries for KS1 and KS2 – 2014 – 2015. Wick Court to be repeated 2014.</i></p> |
| | | Music Bursaries for FSM pupils to have 1 to 1 music tuition in violin or keyboard | £340 | |
| | | | £4980 | |
| Increasing access to curriculum focused arts enrichments | <p>Analysis of writing across the school has evidenced that where pupils have had literacy and topic work enrichment by drama or music, outcomes for FSM pupils are stronger – particularly with reference to language and quantity of writing produced by pupils with access to FSM. An identical project is repeated in the autumn and summer and writing tracked and analysed.</p> | <p>Musician in residence – working in year $\frac{3}{4}$ where additional learning, behaviour and engagement barriers identified. Project based on 'Leon and the Place Between'.</p> | | <ul style="list-style-type: none"> Musician in residency - Standards of writing across the curriculum for FSM pupils strong and creative project tightly linked to literacy planning and outcomes. Feedback from parents very high and levels of parent attendance for year $\frac{3}{4}$ performances and exhibitions high. <p>Evaluation and Next Steps: <i>Strong writing outcomes for 'Leon and the place between' musician books to enrich project on South Africa in Spring Term.</i></p> |
| | | | £2500 | |