

Charles Dickens Primary School - Pupil Premium – Impact Statement

In 2012 – 2013, Pupil premium was targeted at:

- Children Eligible for Free School Meals
- Looked After Children
- Children not on track to be at age expectations in reading at the end of KS1
- Children at Risk at not achieving age expected levels at the end of KS2
- Children requiring additional pastoral support including children ‘in need’ or subject to child protection plans

Target Area	Summary Of Activity	Interventions	Cost	Summary of Impact
Securing Progress for targeted learners	A menu of targeted interventions was established to support early and developing language and reading. This included 1 to 1 reading by 2 specially trained teaching assistant using the reading recovery approach. 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 – YrR R, 1 , 2		<ul style="list-style-type: none"> • All interventions were evaluated carefully using entry and exit data. The majority of children. Particular successes were the 1 to 1 reading intervention and after school reading for Year 1; pupils made an average of 4.75 reading recovery levels progress per term. • Pupils in the ‘after school reading’ made 4.25 APP from very low starts. Year 2 Booster-pupils made APP of 5.1pts in reading, 6pts in writing, 5.64pts in maths. 52% made accelerated progress in reading, (3 sub levels or more in reading,) 45% in writing, 73% in maths. • In Yr 6, targeted pupils for L4 and L5 achieved at least expected progress (4pts) in maths, including all FSM pupils. In English targeted pupils for L4 achieved targets including all FSM pupils. Pupils targeted for L5 achieved average 2 pts progress - 60% targeted pupils converted from 4c to 5c or higher. <p><i>Individual group tracking grid available. Evaluation identified need for additional 1 to 1 reading recovery intervention in year 3 2013 – 2014 and TA appointed. Proportion of boosted FSM pupils in Yr1/2 to increase in 2013- 2014 to include increase % of FSM achieving at expected levels.</i></p>
		Year R,1, 2 Speech and language Group		
		After school reading group year 1 – target 1B		
		Year 2 – Reading Booster L3		
		Year 2 – Writing Booster L3		
		Year 2 – Maths Booster L3		
		Year 3/4 1:1 and 1:2 Catch up literacy		
		Lunchtime - Year 3/4 Booster Reading L3 (summer term start)		
		After school - Year 5 ‘Press gang’ writing group – L5		
		Lunchtime - Year 6 Maths Booster L4 (sept– summer half term)		
		After school - Year 6 Maths Booster L5 (sept – summer half term)		
		Lunchtime Year 6 reading Booster L4 (set – summer half term		
		Lunchtime Year 6 writing Booster L4 (set – summer half term)		
		After school - Year 6 Reading Booster L5 (Sept – summer half term)		
	£67, 908			

Minimising the impact of 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 needs	Family Liaison Officer	<ul style="list-style-type: none"> The majority of targeted pupils have met or exceeded their targets in maths and English due to the minimisation of barriers to learning. The number of behaviour incidents recorded termly has decreased by 64%. Support for the most challenging pupil's ensured behaviour of these pupils in lessons was at least good and enabled good or better learning to take place for these pupils.
		Education Psychologist	
		£17,280	<i>Individual group tracking grid available. Evaluation identified KS2 pupils benefitted disproportionately from support from FLO. Timetable for June 2013 onwards adjusted accordingly to support KSI in class.</i>
Narrowing the gap between FSM and Non FSM in Early Years	Largest gap in attainment was seen in YN and YrR – additional nursery nurse and graduate TA employed to increase ratios and support teachers to improve quality of learning through increased small group work and feedback sessions.	Additional graduate TA	<ul style="list-style-type: none"> All children have made very good progress over the year from often low beginnings. Despite expectations of pupils increasing, pupils still achieved 75% expected level in reading, 67% in writing, 75% in number and 74% in shape space and measure. Attainment levels in PSE and the expressive arts were even higher. 64% of pupils achieved a 'good level of progress'.
		Additional Nursery Nurse in Year R	
		39,520	<i>Evaluation identified writing as an area of focus for 2013-4 with increased timetabling of fine motor skills and laying the foundations for phonics through rhyme and rhythm and sound discrimination. FSM pupils identified for target groups in year 1.</i>
Removing barriers to school visits which have direct impact on achievement through enrichment	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: Ragged School (YR5/6), Museum of London (EY), The British Museum for Year (3/4 and 5/6), Bocketts Farm (YR), Kew Gardens (1/2) and Joss Bay (Y1/2)	School Journey to Wick Court Farm for year 6	<ul style="list-style-type: none"> Standards of writing across the curriculum for FSM pupils high during and following 'coming to England Project'. Pupils' engagement high and pupils citing trips as highlights of the year. Trips highlighted used as 'immersion experience' for pupil cross curricular learning. Evidence of 'closing the gap' seen from YR to
		Creative Arts 'Coming to England' Project – Musician in residence.	
		Museum workshops and Theatre Visit subsidies	

	<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>		<p>Y6 in both average points progress. Evaluation identified impact on FSM attainment not direct and measurable as many variables. Most successful enrichment project for impact on attainment was 'coming to England' as 6 week project impacting positively on writing in Year 3/4 over time – this type project will be repeated 2013 - 2014</p>
<p>£10,160</p>			