

Charles Dickens Primary School Pupil Premium Impact Statement 2013 – 2014 (Spring Term)

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	313
Total number of pupils eligible	161
Amount of PPG received per pupil	£900
Total amount of PPG received – (April 2013 – March 2014)	£157, 450
Total Spend – Autumn Term and Summer 2013	£51, 197 + £61, 489
Total Spend – Spring Term	£44, 764
Remaining PPG for financial year	£0
Nature of Support Spring Term 2013 /4 - 12 weeks of support	
Focus on Learning in the curriculum	53%
Focus on social, emotional and behaviour	16%
Focus on enrichment beyond the curriculum	11%
Focus on early interventions	20%
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
Increasing learning time and individualising support	<p>Ongoing: 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 continue to support children prior to end of key stage assessments.</p> <p>New for Spring: Phonics sessions before school led by TAs from Y1, 2 x30 min sessions a week consolidating phonics sounds and blending. Additional teacher providing Lower Key Stage 2 Mathematics close the gap sessions.</p>	1 to 1 reading intervention based on reading recovery – Yr 1 and 2	9870	<p>All interventions were evaluated carefully using entry and exit data. All interventions are having quantifiable impact for nearly all children.</p> <p>Particular successes:</p> <ul style="list-style-type: none"> • 1:1 Reading Recovery Interventions – 100% progress and average of 6,2 RR levels from start of year and Y1 readers APP 5.2 compared to cohort 4.7. • Year 6 Interventions (Writing APP 4.7 compared to whole cohort 3.2 and L3/4 Maths APP 4.5 compared to 4.1). • Year 3/4 Springboard Maths 100% progress and APP 2.4 compared to cohort of 1.6 over the term. • Y4 Writers – 2 pupils APP 2.0 compared to cohort 1.2 over term. <p>Phonics Interventions (13 pupils) – 92% progress with APP 1.1 in Reading compared to cohort 2.3.</p> <p>SEN Reading – 2 pupils (Y4 and Y5) no measureable progress.</p> <p>Next Steps – Summer 2014</p> <ul style="list-style-type: none"> - SEN after school reading to be observed to ensure targeted pupils are making progress (2 pupils static on reading) - SAI form for SEN pupil in Y5 static. - Following ½ term, interventions for Year 6 to Year 5.
		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		
		Before school phonics group year 1 – target 32/40 in phonics test – 2 groups with 2 adults providing 30 minute sessions	720	
		Year 3/4/5 1:1 and 1:2 Catch up literacy – lunchtimes and after school – reading focus on KSI low attainers with FSM entitlement	1533	
		After school - Year 6 Maths Booster L5 (sept – summer half term)	960	
		Lunchtime Year 6 reading Booster L4 target	960	
		Lunchtime Year 6 maths booster L4 target	960	
		After school - Year 6 Reading Booster L5 (Sept – summer half term)	960	
Y3/4 Mathematics Booster lessons x2 weekly – modelled on Springboard	£5137			
		£21,100		
Minimising the impact of emotional and behavioural barriers to learning	<p>Ongoing: 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</p>	Family Liaison Officer – full time contract including playtimes	£4188	<p>FLO works with 33 children (with 6 in KSI and 10 in KS2 in more focus). EP works with 13 pupils (4 in KSI and 9 in KS2).</p> <ul style="list-style-type: none"> • 78% PP • Remaining 21% from vulnerable families • 1% pupils with additional needs not FSM or from vulnerable families <p>Overall APP (Y1+) of these pupils since start of Year:</p> <ul style="list-style-type: none"> • 2.9 reading • 3.1 writing

	<p>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 after children, SEN pupils (also FSM) and vulnerable families</p>	<p>Education Psychologist – 1 day a week</p>	<p>£2900</p>	<ul style="list-style-type: none"> 3.4 maths <p>Reading 100% Progress</p> <p>Writing 97% Progress (1 pupil in Yr5)</p> <p>Maths 94% Progress (2 pupils in Yr5)</p> <p>The number of behaviour incidents recorded termly has continued to decrease – by 18% from Autumn Term. Support for the most challenging pupils ensures behaviour of these pupils in lessons is good or better and enables good or better learning to take place for these pupils.</p> <p>Next Steps Summer 2014:</p> <ul style="list-style-type: none"> Continue with effective support and monitor behaviour records to see if any other children need additional support. <p><i>Individual group tracking grid available.</i></p>
<p style="text-align: right;">£7088</p>				
<p>Extending more able pupils - increasing targeted provision for FSM pupils identified as more able</p>	<p>Ongoing Ensuring that all FSM pupils, not just those needing boosting in years 2/6 or below average attainment - receive support. Focussed interventions in Year 4 and 5 for RW and M.</p>	<p>Extending more able pupils in afternoon groups - Years 4 and 5 – senior teacher extending pupils in groups of max 8 – reading, writing , maths - 2 days a week.</p>	<p>£2245</p>	<p>Y4/5 all pupils making progress in R, W and M. In W APP exceeding cohort with 4.3 compared to 2.9.</p> <p>R – APP 2.7 compared to 3.5 W – APP 4.3 compared to 2.9 M – APP 3.1 compared to 3.7</p> <p>Next Steps for Summer 2014:</p> <ul style="list-style-type: none"> Continue support in small group settings and ensure clear handover of information to upper KS2 teachers at the end of the Year for pupils in Y4.
			<p style="text-align: right;">£2245</p>	
<p>Narrowing the gap between FSM and Non FSM in Early Years</p>	<p>Ongoing: 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>£3813</p>	<p>All children have made progress over the term in Reception and Nursery. Part Time TA focused on SEN pupils from FSM backgrounds and pupils with poor gross and fine motor skills.</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 progress across Development Matters bands). At 30-50 mths secure: Speaking – 35%, Listening – 47%, Reading – 33% and Writing – 28%. 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 –
			<p>Additional TA in nursery - 2 1/2 days a week</p>	<p>£3579</p>
			<p>Additional TA in Year R - 2 days a week</p>	<p>£1719</p>
			<p style="text-align: right;">£ 9111</p>	

				<p>60 secure).</p> <ul style="list-style-type: none"> Little Dorrit – 5/7 FSM pupils achieving expected attainment levels (40 – 60 Secure) – 1 pupil not achieving poor attendance and FLO and EWO involvement. The other pupil achieving at 40-60 developing (on track to meet EYFSP). <p>Evaluation and Next Steps:</p> <ul style="list-style-type: none"> Marked difference between full time and part time pupils – continue to support with strategic use of additional TAs. Restructuring of teaching support in Reception will allow focus on ensuring chn
Removing financial barriers to school visits which have direct impact on achievement through enrichment.	See Autumn Term Evaluation			
			£0	<p>Next Steps</p> <p>Consider blind audition for bursaries for KS1 and KS2 – 2014 – 2015. Wick Court to be repeated 2014.</p>
Increasing access to curriculum focused arts enrichments	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.	<p>Musician in residence – working in year 3/4 where additional learning, behaviour and engagement barriers identified. Nelson Mandela concert linked to Africa topic.</p> <p>Music Bursaries for FSM pupils to have 1 to1 music tuition in violin or keyboard</p> <p>Actor in residence working with Year 1/2 in role. Setting up 'shop', planning writing project around experience and acting in role for chn.</p>	<p>£2500</p> <p>£340</p> <p>£1500</p>	<ul style="list-style-type: none"> Nelson Mandela concert lead to high levels of pupil engagement with all children being involved in shared singing, composition and performance. Concert very well attended by parents and members of the community with ex-headteacher praising the level of creativity publicly at the end. Concert linked with topic and writing about Africa – Writing Y4 APP 3.1 (Tgt 2.7) and Y3 APP 3.7 (Tgt 2.7). Actor (Jack) in residence project – Mr Weevil's Bric a Brac Shop – engaged all chn in all grps and had an impact on high quality descriptive writing. Strong writing outcomes in year ½ unit of Velveteen Rabbit <p>Evaluation and Next Steps:</p> <ul style="list-style-type: none"> Musician in Residence to use similar skill sets to work with Year 6 on end of year performance.

		Visit for Years 1 and 2 to see The Velveteen Rabbit at The Unicorn Theatre.	880	
				£5220