

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

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	313
Total number of pupils eligible	165
Amount of PPG received per pupil	£1300
Total amount of PPG received – (April 2013 – March 2014)	£214,500
Total Spend – Summer Term	£63,842.90
Remaining PPG for financial year	£150,657.10
Nature of Support Summer Term 2013 /4 - 12 weeks of support	
Focus on Learning in the curriculum	39%
Focus on social, emotional and behaviour	19%
Focus on enrichment beyond the curriculum	17%
Focus on early interventions	17%
Focus on staff training	8%
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 RR levels from start of year Year 6 Interventions – APS well above national expectations of 27 points APS: – Reading 31.6, 30.0 Writing, Maths 29.5 Gap Narrowed for Year 3 pupils - Springboard Maths 100% - 6/8 pupils now at age expected levels - 2 pupils (with identified additional needs) made 1 sub level of progress and at 2B. Y5 Writers – 2 pupils APP 5.0 compared to cohort 3.7 over term. <p>Phonics Interventions (13 pupils) – 85% pupils passed phonics check. 8 pupils – on target to pass re-take in 2015.</p> <p>All cohorts made above expected average progress from baseline to Summer 2014.</p> <p>Next Steps – Autumn 2014</p> <ul style="list-style-type: none"> TA teaching ‘springboard’ – 3 half hour sessions at lunchtime to reduce impact on access to broad and balanced curriculum Introduce After school handwriting and spelling provision – Year 5 HLTA to be non-class based – supporting Year 6 in core lessons and increasing quantity of booster groups provided through the school day TA providing 1 to 1 support for Year 6 pupils with moderate to significant special learning needs
		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 KS1 low attainers with FSM entitlement	1533	
		After school - Year 6 Maths Booster L5 (sept – Autumn 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 – Autumn half term)	960	
Y3/4 Mathematics Booster lessons x2 weekly – modelled on Springboard	£5137			
			£20,140	
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 impact on other learners.</p>	Family Liaison Officer – full time contract including playtimes	£4188	<p>FLO works with 33 children (with 6 in KS1 and 10 in KS2 in more focus). EP works with 13 pupils (4 in KS1 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>Pupil progress of these pupils exceeding 2 sub levels of progress</p> <p>Reading - 100% Writing 97% (1 pupil in Yr4 made 1 sub level progress)</p>
		Additional adult to support 2 pupils in Year N and Year 2 - with emotional and behavioural needs	£4854	

	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	Education Psychologist – 1 day a week	£2900	<p>Maths 97% (1 pupils in Yr4 – as writing)</p> <p>The number of behaviour incidents recorded termly has continued to decrease – 20 red forms (monitor inappropriate behaviour) – reduced by 3 forms from Spring Term.</p> <p>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 Autumn 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. - Continue links with Summerhouse PRU - Individual group tracking grid available.
£11,942				
Extending more able pupils - increasing targeted provision for FSM pupils identified as more able	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.	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>Year 4/5 pupils made expected progress – due to the creative curriculum, trips and projects and staff illness, the frequency of the groups decreased and impacting on the potential progress of the pupils involved</p> <p>Next Steps for Autumn 2014:</p> <ul style="list-style-type: none"> - 2 x HLTAs in Year 2 and Year 6 to target more able children both in core subject lessons and additional groups - Year 4 – after school GT maths groups - Home learning support to extend more able pupils - Year 6 smaller class sizes to improve opportunities for conferencing and guided groups
£4900				
Narrowing the gap between FSM and Non FSM in Early Years	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. Support for 2 year old place	Additional graduate TA in nursery	£3813	<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 – 60 secure). • 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).
		Additional TA in nursery - 2 1/2 days a week	£3579	
		Additional TA in Year R - 2 days a week	£1719	
£ 7199				

				<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
<p>Removing financial barriers to school visits which have direct impact on achievement through enrichment.</p>	See Autumn Term Evaluation			<p>£</p> <p>Next Steps Consider blind audition for bursaries for KS1 and KS2 – 2014 – 2015. Wick Court to be repeated 2014.</p>
<p>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.	Musician in residence – working in year 3/4 where additional learning, behaviour and engagement barriers identified. Nelson Mandela concert linked to Africa topic.	£2500	<ul style="list-style-type: none"> Year 6 show – children displayed high levels of engagement and performed songs written alongside Musician in Residence – feedback from parents from very positive and concert very well attended by parents and members of the community Strong writing outcomes in Nursery <p>Evaluation and Next Steps:</p> <ul style="list-style-type: none"> Dancer in Residence to work with Year 3 -6 on skills, confidence and performance technique YR to visit Unicorn Theatre to see 'Suitcases'
		Music Bursaries for FSM pupils to have 1 to 1 music tuition in violin or keyboard	£340	
		Visit for Years N to see Not Now Bernard at The Unicorn Theatre.	880	
	Artist in Residence (3 days per week) teaching specific art skills, gifted and talented,	£6480		
			£10,200	
<p>Improving the</p>	Training for KS1 and EYS teachers and TAs in teaching differentiated phonics in whole			<ul style="list-style-type: none"> 85% of pupils passed the phonics test in Year 1 (increase of 16%).

<p>quality of teaching and learning in classrooms through staff training</p>	<p>class setting using Letters and Sounds Training for all staff - teaching grammar through whole class literacy and guided groups £5107</p>	<p>86% of pupils passed Year 2 re-takes (increase of 8% from 2013)</p> <ul style="list-style-type: none"> 92% pupils achieved level 4 or above in SPAG test (year 6) and 69% achieved level 5 and 3% at level 6. <p>Next Steps</p> <ul style="list-style-type: none"> Phonics Training for All KSI/EYFS teachers and support staff plus KS2 TAs working with pupils below Level 2A
<p>Improving provision for pupils with speech and language needs</p>	<p>Private Speech and Language Therapist employed 1 day per week to support pp pupils with speech and communication need and to support professional development of SALT specialist teaching assistant - individual session targeted towards 8 pupils. Total Cost: 3600</p>	<ul style="list-style-type: none"> All pupils met targets set by SALT. <p>Next Steps</p> <ul style="list-style-type: none"> Increase opportunities for SALT group within KSI to follow up on targets set by SALT.
<p>Ensuring the all children leaving Charles Dickens can swim a minimum distance of 5m</p>	<p>Additional Swimming Provision for non swimmers in Year 5 ½ day week HLTA Total Cost £ 754.90</p>	<ul style="list-style-type: none"> All swimmers except for 1 pupil with additional needs (statemented) passed 5 and 10m swim distances <p>Next Steps</p> <p>5 pupils from Year 5 plus 1 pupil (statemented) to receive additional lessons</p>