

- PUPIL PREMIUM, **Summary of impact** [2014 – ‘15]

<p><b>1:1 tutoring</b></p> <p>Staff professional development – Fischer Family Trust (literacy intervention)</p> <p><b>Phonics</b></p> <p>Staff training – in (Ruth Miskin) ‘Read, Write, Inc’</p>	<p>Training for three Learning Support Assistants, enabled them to work through the Fischer Family Trust reading program with 2 pupils for up to 20 weeks each (as necessary).</p> <p>In groups, Teachers and LSA’s sent on training, in readiness for Aut term move to Read, write, inc; An additional phonic session (from 1.15 – 1.30pm), with a focus on ‘blending/ segmenting’, was started - the Year 1 ‘Phonic screen’ results for Summer 2015, were 10%+ higher than the previous year (at 68%).</p>
<p><b>Early intervention</b></p> <p>- additional qualified teacher appointed in Foundation Stage</p>	<p>In Foundation Stage, the EYFS Co-ordinator and Class Teacher identified needs and possible interventions. These were planned and delivered by an additional Teacher – as a result, 50% of those children identified achieved the Good Level of Development and 1/3 of boys made ‘rapid’ progress in reading.</p>
<p><b>Equipment</b></p>	<p>In terms of resources and equipment, the new positional carpet areas and arc tables, have impacted upon ‘all’ children - Teacher feedback and HT observations (learning walks, lesson observations) confirm their effectiveness in the form of improved ‘readiness’ for learning, engagement and concentration.</p>
<p><b>Writing</b> – new area developed in EYFS</p>	<p>Progress: for [all pupils] on entry 30% Age-related Exp in writing &gt; 44% yr end; PPM children, 33% ‘on-entry’ &gt; 50%... slightly better rate of progress and outcome</p>
<p><b>Early intervention</b></p> <p>Appoint additional qualified teacher in Year 1</p>	<p><u>Within Yr 1 Pup Prem grp</u> – re Maths, Writing: 4/ 16 (25%) achieved above target; 9/ 16 (56.25%) at pupil target = 81% expected or above; <u>Of cohort</u>: 7 FSM – 3 ‘D’ for Ph screen (EAL, SEN considerations); 5/7 (71%) at or above in Wr/ Ma</p>
<p><b>Early intervention</b></p>	<p>Based upon pupils targeted, 2x Yr 1 achieved 1A (ARE); 1x Yr 1 good progress from p8 &gt; 1B, 1x yr 2 achieved target and 6 points progress from 1C &gt; 2C</p>
<p><b>Effective feedback on learning</b></p> <p>Appoint additional qualified teacher in Year 2</p>	<p>RWM 72% of PPM ch achieved L2+, 2% lower the Last yr but sig gap between ‘not PPM’ ch (94%) – HT and T. feels this yr, intervention tried to reach too many individuals, i.e. diluted support</p>
<p><b>Effective feedback on learning</b></p> <p>Extend teaching hours of current member of staff/ CI teacher</p>	<p>Difficult to measure impact – trialled but inconsistent, as T unable to commit owing to unforeseen change in family circumstances</p>

## ICT

Renew 'Bug Club' subscription

Measure in relation to reading and phonic outcome: 63% PPM ch achieved 'Wa' / pass, equal to National – next step, focus on FSM; Reading, 7% rise for 'all' from previous year - however, PPM gap increased sig <> case studies

## Curriculum enrichment

Educational trips, visits

Difficult to measure in terms of academic impact; Ch enjoyment evident and school aiming to create a 'love of learning'... also, respond to significantly low starting points for 'KUW' in FS 'on entry', [2014/ '15] 25% (PPm) > end of yr 75%; **Next steps** – survey ch views

## Attendance incentive scheme

- Wristbands;
- Clothing/ school items

Over the period of the incentive scheme, punctuality improved significantly – most, if not all families were on the playground by 8.45am - Teachers reported completion of registers and subsequently lessons starting on time, or in fact early

## Nutrition:

### Free school milk

Linked wth FFLP and achievement of 'Bronze' award – promote and ensure ch have access to healthy food/ drink - ongoing

### Snacks