

St Thomas CEP

Proposed spend of Pupil Premium 2015 – 2016

The pupil premium provides funding for children:

- Who have been in receipt of free school meals at any point during the last 6 years (£1320)
- Who have been previously looked after, subject to a special guardianship order and/or adopted from care(£1900 per child)
- Pupil premium plus children currently being looked after or are in care (£1900 per child per academic year held by the LA Virtual School Head accessed via PEP meetings)
- Whose parents are currently serving in the armed forces (£300 per child)

Schools are held accountable for spending these funds, performance tables will capture the achievement of children covered by Pupil Premium.

Our school is committed to providing effective resources and ensuring support is in place for our disadvantaged children to improve their academic outcomes.

Anticipated funds for 2015/6 is £147,840

Actual funds for 2015/6 is £121,250

Our key objectives are

- To improve outcomes in English and Maths for FSM children
- To have a focussed early language intervention and support for FSM pupils in Foundation Stage, Key Stage 1 and Key Stage 2.
- To improve curriculum engagement and academic achievement for FSM and CIOC children.

To improve outcomes in English and Maths for FSM children

To deploy additional teachers and teaching assistants to provide small group and 1:1 intervention for FSM/CIOC who are working below year group expectations and or at risk of falling below 100 in standardised scores in English and maths

Success Criteria: A reduction in the attainment gap of FSM and Non FSM across year groups in July 2016 in English and Maths

Date	Person responsible	Monitoring and evaluation	Cost
Sept 2015	LB – Assessment/Tracking CRS – RR and SENCo JM – ECC LN – AHT Maths Classteachers DW – Phonics lead MD – Homework Club	Tracking and monitoring of data for FSM children Entry and exit data analysed for intervention programmes Increased target support from TAs for phonics, reading and maths Focussed ‘narrowing the gap’ support including: Reading Recovery, Every Child a Counter, Read Write Inc, Better Reading, Pre teaching Vocabulary, inference, 1 st Class@number, Success at arithmetic, Homework Club Additional Teacher support in Reading Recovery, ECC for children who are currently working below age related expectation	£62000

Early Years Foundation Stage

Interventions to all FSM and PP pupils as well as additional pupils

- Derbyshire Language Scheme
- Funky Fingers
- PTV
- Narrative Programme
- Reading
- Phonics

Year 1

Interventions to all FSM and PP pupils as well as additional pupils

- Phonics
- IEP work
- PTV
- Write Dance
- FFT
- Better Reading
- Talk Boost
- Reading Recovery
- Public Speaking workshops
- Specialist ECC support
- PWBC

Year 2

Interventions to all FSM and PP pupils as well as additional pupils

- Reading Fluency
- Reading Comprehension
- PTV
- Maths
- Public Speaking workshops
- Specialist ECC support

Year 3

Interventions to all FSM and PP pupils as well as additional pupils

- Better Reading
- Inference
- PTV

- Daily Reading
- In class interventions.
- Public Speaking workshops
- Specialist ECC support
- ELSA
- PWBC

Year 4

Interventions to all FSM and PP pupils as well as additional pupils

- PTV
- Reading
- Public Speaking workshops
- Specialist ECC support

Year 5

Interventions to all FSM and PP pupils as well as additional pupils

- Better Reading
- PTV
- Daily Reading
- Speech and Language through debating and poetry.
- Curriculum Maths.
- Specialist ECC support
- Digismart

Year 6

Interventions to all FSM and PP pupils as well as additional pupils

- Better Reading
- Daily Reading
- PTV
- Maths Easter School
- Reading Easter School
- Writing Easter School
- Speech and Language through debating and poetry

- Specialist maths support
- PWBC

	PP/PP+ Pupils	Other Pupils	Gap
EYFS	9/60 (5 SEN) 83% GLD	72%	+11%
Year 1	12/59 (3 SEN) 92% attained phonic standard	96%	-4%
Year 2	At Age related expectations FSM/PP Pupils 10/59 (6 SEN)	Other Pupils	Gap
	Reading 78%	Reading 78 %	0.0%
	Writing 67%	Writing 78%	-11%
	Maths 67%	Maths 82 %	-15%
	Reading Writing and Maths 44%	Reading Writing and Maths 66%	-22%
Year 3	At Age related expectations FSM/PP Pupils 13/60 (8 SEN)	Other Pupils	Gap
	10/13 Reading 77%	35/47 Reading 75%	+2%
	7/13 Writing 54%	33/47 Writing 70%	-16%
	11/13 Maths 85%	34/47 Maths 72 %	+13%
Year 4	At Age related expectations FSM/PP Pupils 15/59 (3 SEN)(1PP+)	Other Pupils	Gap
	13/15 Reading 87%	32/46 Reading 67%	+20%
	7/15 Writing 47%	29/46 Writing 63%	-16%
	13/15 Maths 87 %	31/46 Maths 67%	+20%
Year 5	At Age related expectations FSM/PP Pupils 19/60 (8 SEN)	Other Pupils	Gap
	14/19 Reading 74%	29/41 Reading 71%	+3%
	14/19 Writing 74%	30/41 Writing 73%%	+1%
	14/19 Maths 74%	32/41 Maths 78%	-4%
Year 6	At Age related expectations FSM/PP Pupil 22/59 (9 SEN)(1PP+)	Other Pupils	Gap
	Reading 46%	Reading 60%	-14%
	Writing 91%	Writing 97%	-6%
	Maths 77%	Maths 81%	-4%
	Reading Writing and Maths 46%	Reading Writing and Maths 57%	-11%

To provide early language intervention and support for PP children in FS and KS1 and to provide oracy support in KS2 through intervention programmes

To employ apart time Language for life consultant
 Early intervention through access to specialist Level 3 TA in FS (NN)
 Employment of Level 2 TA to deliver intervention programmes (SH)
 Employment of a speech development drama specialist (PS)
 Introduction of Speaker of the week and Drama Stars of the week initiatives

Success Criteria: Language acquisition of PP children in line with national expectations

Date	Person responsible	Monitoring and evaluation	Cost
Sept 2015	PSJ – L for L CRS SENCo DW – FS Leader PS – Drama Specialist	Tracking and monitoring of data for FSM children Entry and exit data analysed - Baseline, BPVS, DLS Focussed ‘narrowing the gap’ support	£36000

Early Years Foundation Stage

- There were 9 FSM entitled/PP pupils in this cohort (5 SEN)
- All of these pupils were in receipt of specialist speech, communication interventions, targeting these skills.
- 8 out of the 9 made a ratio gain of above 1.0.
- Teaching work diaries and assessments supported data which pointed to the high impact of these interventions.

Year 1

- There were 12 FSM entitled/PP pupils in this cohort (3 SEN)
- All pupils were in receipt of Pre Teaching Vocabulary Intervention or Talk Boost. All children tested in Talk Boost showed gains in their scores.
- Teaching work diaries, staff and pupil conferencing, and assessments, combined with hard data suggest that the interventions are highly effective.
- All the pupils in the year group (59) accessed the Speaking and Listening: Poetry weekly sessions.

Year 2

- There were 10 FSM entitled/PP pupils in this cohort (6 SEN)
- All pupils (both SEN) were in receipt of PTV intervention
- Teaching work diaries, staff and pupil conferencing, and assessments, combined with hard data suggest that the interventions are highly effective
- All the pupils in the year group (59) accessed the Speaking and Listening: Poetry weekly sessions.

Year 3

- There were 13 FSM entitled/PP pupils in this cohort
- All of these pupils were in receipt of PTV interventions (8 SEN) and those tested showed gains in their scores
- 2 FSM entitled /PP pupils accessed a number count intervention
- All the pupils in the year group (59) accessed the Speaking and Listening: Poetry weekly sessions.

Year 4

- There were 15 FSM entitled/PP pupils in this cohort (3 SEN).
- All of these pupils accessed the PTV interventions for a range of weeks.
- 6 FSM entitled/PP pupils accessed ELSA intervention
- 5 FSM entitled /PP pupils accessed Read Write Inc Intervention
- 80% were expected in maths. As above staff work diaries and conferencing suggesting that this had been effective in impacting on the progress of pupils.
- 5 FSM entitled/PP pupils accessed Inference Intervention
- 80% were expected in reading. All the pupils in the year group (59) accessed the Speaking and Listening: Poetry weekly sessions.

Year 5

- There were 19 FSM entitled/PP pupils in this cohort (8 SEN).
- 10 FSM/entitled/PP pupils accessed PTV intervention
- 5 of these pupils accessed ELSA interventions
- 4 FSM entitled/PP pupils accessed the Better Reading Intervention and moved up at least one band.
- Pupil conferencing showed the pupils enjoyed the activities and felt they had helped boost their confidence and communication skills
- . All the pupils in the year group (59) accessed the Speaking and Listening: Poetry and debating weekly sessions.

Year 6

- There were 22 FSM entitled/PP pupils in this cohort (9 SEN)
- All of these pupils accessed the PTV interventions
- All the pupils in the year group (59) accessed the Speaking and Listening: Poetry and debating weekly sessions.
- This included the 22 FSM entitled/PP pupils.
- Pupil conferencing showed the pupils enjoyed the activities and felt they had helped boost their confidence and communication skills.

To improve curriculum engagement and academic achievement for PP children

Implement subsidies for FSM pupils to allow them to fully access the curriculum and contribute to 'Narrowing the gap'
 Identify and provide support for children who have barriers to learning related to delayed behavioural, emotional and social development.
 Employment of PWC
 Engagement of Familywise service

Success Criteria: A reduction in the attainment gap of FSM and Non FSM across year groups in July 2016

Date	Person responsible	Monitoring and evaluation	Cost
Sept 2015	VB – PWC PW – ELSA CRS – SENCo LB – Assessment/tracking LN –AHT - Att and Punct	Evaluation of Familywise Children identified and ELSA support in place Liaison with AP – The Heights and placements sought as appropriate Children with delayed behavioural needs identified and provision in place Assessment data and attendance/punctuality data monitored	£45000

One child required 'The Heights' placement
 6 pupil premium children accessed Familywise
 24 pupil premium children were given ELSA support.

To provide PP pupils with access to Breakfast club and Walking Bus, particularly those who are not meeting year group national standards and/or those for whom attendance and punctuality is a cause for concern

Success criteria: Offer of Breakfast club/Walking Bus taken up and improved attendance and punctuality

Date	Person responsible	Monitoring and evaluation	Costs
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September 2015	LB – assessment and Tracking LN – Attendance and Punctuality Breakfast club staff Office staff	Attainment data and attendance and punctuality data of PP Breakfast club children monitored	60p per pupil per day (£114 per year)
8 children accessed the walking bus			
To ensure CIOC entitlement is met and attainment is monitored			
Success criteria: CIOC children make academic progress in line with expectations			
Date	Person responsible	Monitoring and evaluation	costs
	DS – DHT – CIOC teacher VB - PWC	Progress of CIOC to be monitored CIOC evaluation of spend via PEP reports	£1900 per child for current pupils depending on numbers in school
Two children were entitled to this with all appropriate monies drawn down on Local Authority receipt of completed PEP.			
To provide free/subsidised access to out of school learning opportunities for FSM pupils			
To provide free/subsidised educational visits			
date	Person responsible	Monitoring and evaluation	costs
	Classteachers LN AHT VB - PWC	Monitor attendance at Out of school clubs Monitor attendance at school visits Evaluate impact on confidence and self-esteem through attendance data and pupil wellbeing logs.	£10000

5 Pupil Premium children attended Saturday morning Drama club.

11 attended Dodgeball on a Saturday morning.

12 children accessed Homework club.

9 children took part in Holiday club during half terms.

13 children attended Easter school.