

# Sessay CE Primary School

2015 - 2016

## Impact and Spend Summary for Pupil Premium

**Total Fund generated via Pupil Premium for 2015-2016: £7,200**

**% of pupils throughout the school: 6.5%**

Through a high quality planning, teaching and assessment with the headteacher and ATAs providing small group and in class support the High Level impact “over time” strategies were as follows:

### **Priorities linked to School Development Plan:**

- ✓ To raise the levels of progress in across the school – focus reading/boys and maths
- ✓ To hold accurate data on each child so that next steps are identified and shared
- ✓ To embed the new curriculum and raised expectations
- ✓ To be proactive in removing barriers to learning; promote readiness to learn.

| Rationale  | Description   | Allocation Pupil Premium funding | Impact   |
|--|---|----------------------------------|--|
| Additional Teaching assistant hours to provide support for vulnerable learners within the classes                          | ATA in each class every morning. 40 minutes each morning dedicated to interventions and guided reading activities         | £5000                            | Pupil progress is improving. This is particularly evident in the end of year results for Y1 – Y5. Analysis shows that pupils entitled to pupil premium, are achieving in line with their peers.                            |
| Use of of an online tracking system to ensure that pupils are carefully tracked and monitored against aspirational targets | O Track used by all staff. Aspirational targets shared with parents and tracking information provided throughout the year | £500                             | Staff, pupils and governors are now aware of levels and expectations of progress. This can be easily communicated. Underperformance is now identified early and appropriate intervention strategies can be put into place. |
| Licence for Purple Mash supporting pupils learning over a variety of subjects  | Purple Mash purchased and to support teaching   | £300                             | Purple Mash is supporting pupil's learning and ICT access across a range of subjects.  |
| Licence for Mathletics   | Mathematic programme to support the development of maths both in school and at home                                       | £500                             | Mathletics is supporting pupils maths development and has encouraged a home/school link. Children's mental maths skills are strong and Y6 outcomes (progress) in maths have improved                                       |
| To improve speech and language intervention  | Teaching assistant accessing specialist Elkan speech and language training  | £550                             | Support provided for pupils with speech and language difficulties – earlier intervention to prevent gaps from forming  |

|  |   |      |   |
|--|---|------|---|
|  |   |      |   |
| Reading resources to promote interest  | Boy friendly books and First News                 | £150 |   |
| Cookery opportunity to promote small group skills  | Cookery opportunity to promote small group skills | £150 | Target pupils showing better listening and turn taking skills |
| Supporting access to for Educational visits  | Visits supported                                  | £300 | Pupils not excluded from Educational Visits due to costs      |
| <b><u>Overall Impact</u></b>   |   |      |   |
| <p>Small group work was very successful and providing ATAs to provide targeted interventions.</p> <p>Pupils are using marking and feedback time to improve their learning</p> <p>In class support of the ATAs was successful in supporting pupils within lessons rather than withdraw.</p>   |   |      |   |
| <b><u>Recommendations</u></b>  |   |      |   |
| <ul style="list-style-type: none"> <li>✓ <b><u>Continue targeted work using ATAs to split the class learning focus</u></b></li> <li>✓ <b><u>Support for Literacy/Numeracy to maintain cohort progress and reach at least national expectations.</u></b></li> <li>✓ <b><u>Greater schools' collaboration</u></b></li> <li>✓ <b><u>Continue to provide support for Educational visits</u></b></li> <li>✓ <b><u>Consider 'forest school' provision for targeted pupils</u></b></li> </ul> |   |      |   |

% of Pupil Premium pupils attaining or exceeding Age Related Expectations (2 pupils)

|         |       |
|---------|-------|
| Reading | 50 %  |
| Writing | 100 % |
| Maths   | 100%  |

Sessay CE Primary School

2014 - 2015

Impact and Spend Summary for Pupil Premium

**Total Fund generated via Pupil Premium for 2014-2015: £11700**

**% of pupils throughout the school: 8%**

Through a high quality planning, teaching and assessment with the headteacher and ATAs providing small group and in class support the High Level impact “over time” strategies were as follows:

| <b>Priorities linked to School Development Plan:</b>   |   |                                  |   |
|--|---|----------------------------------|---|
| <ul style="list-style-type: none"> <li>✓ To raise the levels of progress in Maths across the school</li> <li>✓ To raise the levels of attainment in the Y1 /Y2 Phonics reading</li> <li>✓ To be proactive in removing barriers to learning; promote readiness to learn.</li> </ul> |   |                                  |   |
| Rationale  | Description   | Allocation Pupil Premium funding | Impact  |
| Additional Teaching assistant hours to provide support for vulnerable learners within the classes  | ATA in each class every morning. 40 minutes each morning dedicated to Read Write Inc and guided reading activities                      | 7500                             | Pupil progress is improving. This is particularly evident in the end of year results for Y1 – Y5. Analysis shows that pupils entitled to pupil premium, are achieving in line with their peers.                                       |
| Investment in Read Write Inc providing targeted and closely monitored support for vulnerable learners  | Read Write Inc materials and training for all staff.  | 2522                             | Pre and post assessments of pupils show that children are making good progress during this intervention. Extended writing books show that pupils are beginning to apply the skills that they have learnt to their every day learning. |
| Purchase of an online tracking system to ensure that pupils are carefully tracked and monitored against aspirational targets   | O Track purchased and used by all staff. Aspirational targets shared with parents and tracking information provided throughout the year | 480                              | Staff, pupils and governors are now aware of levels and expectations of progress. This can be easily communicated. Underperformance is now identified early and appropriate intervention strategies can be put into place.            |
| Licence for Purple Mash supporting pupils learning over a variety of subjects  | Purple Mash purchased and training given.   | 960                              | Purple Mash is supporting pupil's learning and ICT access across a range of subjects.   |
| Licence for Mathletics   | Mathematic programme to support the development of maths both in school and at home   | 500                              | Mathletics is supporting pupils maths development and has encouraged a home/school link. Children's mental maths skills are strong and Y6 outcomes (progress) in maths have improved  |
| To improve mathematical calculation methods  | Individual/small group sessions, once a week focussing on number and calculations.<br><br>1x45m per week                                |                                  | Pupils progress and end of year results show improvements in Mathematics in line with their peers.  |
| Supporting access to for Educational visits  | Visits supported  | 300                              | Pupils not excluded from Educational Visits due to costs  |

### **Overall Impact**

Small group work was very successful and providing ATAs to provide targeted interventions.

In class support of the ATAs was successful in supporting pupils within lessons rather than withdraw.

In 2015-2016 is there scope to work more collaboratively with the cluster of school.

### **Recommendations**

- ✓ **Continue Maths Boosting**
- ✓ **Support for Literacy/Numeracy to maintain cohort progress and reach at least national expectations.**
- ✓ **Greater schools' collaboration**
- ✓ **Continue to provide support for Educational visits**
- ✓ **Consider 'forest school' provision for targeted pupils**

% of Pupil Premium pupils attaining or exceeding Age Related Expectations

|         |      |
|---------|------|
| Reading | 86 % |
| Writing | 86 % |
| Maths   | 100% |