

Reception Pupil Premium

Reception Pupil Premium spend Spring 2015

Thrive extensive ****		Focused writing support		Booster literacy limited **		Focused reading support (phonics)		Extra literacy		Booster maths limited **		Focused maths support		Extra maths		Forest School moderate **	
13		1		4		1		1		4		1		1		6	
£21.22		£10.30		£27.29		£10.30		£29.35		£27.29		£10.30		£25.19		£50.38	
£1.63		£2.57		£6.82		£2.50		£29.35		£6.82		£5.15		£25.19		£8.40	
16	£26.08	7	£17.99	7	£47.74	105	£262.20									6	£50.40
4	£6.52	7	£17.99	7	£47.74	105	£262.20									6	£50.40
		60	£154.00	15	£102.03	35	£87.50									6	£50.40
		45	£115.65	15	£102.03	35	£87.50									6	£50.40
				22	£149.77	105	£262.20									6	£50.40
				22	£149.77	105	£262.20									6	£50.40

- Additional funding has been provided for 1 child to allow 1:1 support on a daily basis to support SEBD
- Funding for a child in care has just been received to support additional Thrive help that is greatly needed at this time

Reception	
<ul style="list-style-type: none"> 11%(5) of the reception cohort are PP (with an additional 1 child pending funding who is an adopted child). <ul style="list-style-type: none"> 20%(1) girls 80% (4)Boys (+1 boy) 17% (1)summer born (+1 boy/summer born +SEN) <ul style="list-style-type: none"> 2 children are adopted (1 pending funding) <ul style="list-style-type: none"> 1 child has full statement of need 1 has additional needs, supported by 1-2-1 <ul style="list-style-type: none"> 1 has SEN in mainstream environment <ul style="list-style-type: none"> 50% have identified SEN 	<ul style="list-style-type: none"> 3 children started school in September – new to our school 4 of the 6 children in total are base lined on entry as working at 22-36 months, significantly below age related levels <ul style="list-style-type: none"> 2 children are adopted with significant emotional needs
<p>What happens to support these children?</p> <ul style="list-style-type: none"> 40%(2) of these children receive daily full time adult intervention, focussing on essential skills, such as toileting, dressing, self care, safety and classroom skills. <ul style="list-style-type: none"> 40% (2) of these children receive Thrive support, 1 of which is daily to support his emotional needs 66% (4) take part in weekly fun fit sessions which is developing their coordination, fine and gross motor skills and hand eye coordination. 66% of these children receive specific daily support/intervention in class, focussing on their personal targets, or if SEN, on their IEP targets. <ul style="list-style-type: none"> 32% (2) receive individual name writing and phonic support daily at their level and are making good progress. 	
<p>Where this has worked well:</p> <p>Child A has 1:1 support as they are on the autism spectrum and are supported by a statement of need. However they have made a great deal of progress this term, a combination of 1:1 support and additional support given to the pupil through pupil premium funding. Child A receives daily fun fit, differentiated phonics support and additional speech and language support. They entered reception working broadly within 22-36 months and is now broadly working within 30-50 months. We have also seen a big improvement in Child A’s communication and language skills and they are now engaging independently with the adults child A works with and peers which is a joy to see.</p>	
<p>What next:</p> <ul style="list-style-type: none"> Monitor impact of Thrive support on achievement in class at the level of the child <ul style="list-style-type: none"> Development of small groups for pre-writing and reading skills <ul style="list-style-type: none"> Daily reading for all on 1-2-1 basis 	

Year 1	
<ul style="list-style-type: none"> 10 of the yr1 cohort are PP <ul style="list-style-type: none"> 6 girls / 4 Boys 5 summer born 1 child is in the S&L centre full time 3 Reached a good level of development in reception 	<ul style="list-style-type: none"> 1 child joined the school at the start of year 1 and 1 mid-year. 1 child is undergoing hearing tests involving regular visits to the hospital. 1 child was very ill as a baby and we are aware that he may have not gone through the 'typical' stages of child development
<p>What happens to support these children?</p> <ul style="list-style-type: none"> 3 require speech and language support and this was highlighted from the speech link assessment carried out earlier in the year. 14 take part in daily funfit sessions which is developing their coordination, fine and gross motor skills and hand eye coordination. <p>1 child in particular has been able to access more writing opportunities and has become comfortable when writing due to his gross and fine motor skills marrying together.</p> <ul style="list-style-type: none"> All children benefit from having 1:1 reading sessions and this is in place to happen at least three times a week. Tricky words are checked throughout the week and children are motivated to work towards their certificate after a new set of words are learnt. <ul style="list-style-type: none"> Children are supported in small teaching groups. Groups no larger than 6. 2 children enjoy regular small group cooking activities. 	
<p>Where this has worked well:</p> <p>Child B has found transitions difficult throughout school life so far. The family are well known to the school and work closely together with staff to support any trouble or difficulties that happen at home or in the classroom and this joined up approach works well. The first area of support given to this child is that someone is there to meet and greet them in the mornings and welcome them into school. Child B needs to feel safe and secure and this time in the morning is really important and sets up the school day. Child B also needs an adult to touch base with during the day to ensure they remain feeling safe and secure so they are able to focus on learning. Child B has engaged and really benefitted from regular 1:1 reading especially the time spend with an adult making them feel special as well as improving reading skills. As a result we have seen Child B's confidence grow and is beginning to use skills independently in the classroom and attainment and progress has improved.</p>	
<p>What next:</p> <ul style="list-style-type: none"> 1:1 Consultation with each child to unpick positives/school challenges/issues <ul style="list-style-type: none"> Highlight specific interests/strengths Opportunities to practise skills that are not supported at home 	

Year 2	
<ul style="list-style-type: none"> • 10 Of the cohort are PP <ul style="list-style-type: none"> • 1 Girl and 9 boys • 4 are PP and SEN (4 boys) • 2 are from service families <ul style="list-style-type: none"> • 5 summer born • 50% reached a good level of development in reception. 	<ul style="list-style-type: none"> • Year 2 is boy heavy several with challenging behaviour • 45% (5) children assessed as having a Thrive concern • Consistent behaviour strategies needed to support children with SEBD needs or concerns
<p>What happens to support these children:</p> <ul style="list-style-type: none"> • 2 children receive 15 minutes daily S&L support • 6 children benefit from regular Thrive sessions in small groups as identified through the Thrive screening process. • 4 children have daily 1:1 reading sessions and key words checked and achievements rewarded using certificates. <ul style="list-style-type: none"> • 4 children take part in regular cooking sessions in a small group. • Beginning and ends of the day are important times and contact with parents essential on a daily basis 	
<p>Where this has worked well:</p> <p>Child C is a pupil premium and is on the SEN register. Child C has had poor attendance throughout his school life so far. This year they have received daily 1:1 reading and an adult works with Child C on tricky words at least twice a week. Within the classroom Child C works in a small group that is supported by an adult as frequently as possible. With this daily support Child C has slowly developed a can do attitude to school and the work that they do each day. Child C has made accelerated progress in reading so far this year going from below age related expectations to above and has made 6.8 average tracking points so far. Child C is beginning to see progress and improvement in their own ability and is beginning to share this with the family. Child C's attendance has also improved from 84% last year to 94% currently.</p>	
<p>What next:</p> <ul style="list-style-type: none"> • 1:1 Consultation with each child to unpick positives/school challenges/issues <ul style="list-style-type: none"> • Highlight specific interests/strengths • Opportunities to practise skills that are not supported at home 	

Year 3 and 4 Pupil Premium	
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Year 3 and 4 Pupil Premium spend Spring 2015

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Year 3	
<ul style="list-style-type: none"> 15 children are Pupil Premium <ul style="list-style-type: none"> 7 girls and 8 boys 7 children Pupil Premium and SEN <ul style="list-style-type: none"> 7% (1) child in care 50% (7) summer born 3 children joined since reception. 	<ul style="list-style-type: none"> 1 child has a statement of need and an ADHD assessment 6 children had very low EYFS scores at the end of reception <ul style="list-style-type: none"> 6 children are assessed as needing Thrive/SEBD support <ul style="list-style-type: none"> 6 children have very low self-esteem and confidence <ul style="list-style-type: none"> 4 have had low attendance 8 were assessed at being below national average at the end of Key Stage 1
<p>Effective Interventions:</p> <ul style="list-style-type: none"> 1:1 Reading support three times a week minimum Writing conferencing sessions with a teaching assistant each week <ul style="list-style-type: none"> Focussed literacy and maths support within the lesson Additional phonic support in small groups using Truggs or similar <ul style="list-style-type: none"> Additional maths support groups each week 	
<p>Other Effective Strategies:</p> <ul style="list-style-type: none"> Family Thrive groups where children work alongside parents spending quality time together Fun Fit sessions with Teaching Assistants to improve gross motor skills and special awareness Forest school / Life skills course / cross country / music lessons access to experiences they would not normally get <ul style="list-style-type: none"> Additional resources used as incentives and practical role play type activities to support learning 	
<p>Where this has worked well:</p> <p>Child D has had significant disruption in their home life with parents splitting and Dad being away for a significant period of time when in KS1. Things remain difficult at times at home with some financial difficulties. Mum communicates well with school and tries her hardest so Child D can attend extra-curricular activities. Although achieving just above national average at the end of year 2 Child D can have periods of distractions at school where progress can be very slow or non-existent often linked to difficult periods at home. This year we have supported Child D in accessing activities such as music lessons, forest school, play equipment and additional support for reading and maths both in class and out. This extra focus and understanding by the adults Child D works with has supported them to make great progress this year (read 7.3 pts, write 2.0pts, maths 8.8pts) and improve Child D's attendance this year (94% to 99%).</p>	
<p>What Next?</p> <ul style="list-style-type: none"> Make Pupil premium children a priority for interventions and clubs and trips out of school. <ul style="list-style-type: none"> Changes to reward systems linked to children's interest (beads/lego) Flexible working groups rather than ability groups to improve engagement and attainment Breakfast and homework club to support attendance and to give children additional support outside school hours 	

Year 4	
<ul style="list-style-type: none"> 31% (12) of the cohort are Pupil Premium <ul style="list-style-type: none"> 50% (6) girls 50% (6) boys 50% are Pupil Premium and SEN (3 girls and 3 boys) <ul style="list-style-type: none"> 42% (5) summer born 3 children joined since reception. 	<ul style="list-style-type: none"> 41% (5) children had very low EYFS scores at the end of reception <ul style="list-style-type: none"> 33% (4) children are assessed as needing Thrive/SEBD support <ul style="list-style-type: none"> 17% (2) have had low attendance <p>50% (6) were assessed as being below national average at the end of Key Stage 1</p>
<p>Effective Interventions:</p> <ul style="list-style-type: none"> 1:1 Reading support three times a week minimum Writing conferencing sessions with a teaching assistant each week <ul style="list-style-type: none"> Focussed literacy and maths support within the lesson Additional phonic support in small groups using Truggs or similar <ul style="list-style-type: none"> Additional maths support groups each week 	
<p>Other Effective Strategies:</p> <ul style="list-style-type: none"> Family Thrive groups where children work alongside parents spending quality time together Fun Fit sessions with Teaching Assistants to improve gross motor skills and special awareness Forest school / Life skills course / music lessons access to experiences they would not normally get <ul style="list-style-type: none"> ipad time for children to access mathletics to improve maths 	
<p>Where this has worked well:</p> <p>Child E previously made slower than expected progress however this year has developed a good attitude to learning and this has been recognised and fostered by the class teacher. Child E has had timely interventions put in place such as phonics, sentence work, reading and additional maths and pupil premium funding has supported this. Child E's class teacher has worked alongside Child E during maths and literacy and where not possible this has been a teaching assistant or student. This additional resource has enabled very good progress this year. Child E has struggled with friendship issues and although extremely well supported by the class teacher having some dedicated Thrive time with these friends has been invaluable and ensured Child E's well-being and self-esteem remains high.</p>	
<p>What Next?</p> <ul style="list-style-type: none"> Make Pupil premium children a priority for interventions and clubs and trips out of school. <ul style="list-style-type: none"> Breakfast club and homework club to improve attendance Participate in sports coaching to improve engagement 	

Year 5 and 6 Pupil Premium

Year 5 and 6 Pupil Premium spend Spring 2015

1 to 1 reading	Fun Fit	Maths group with HB	Maths focus group with LY.	SPLD group	Level 6 maths HB	Level 6 literacy	THRIVE lunchtime group.	Homework Club	THRIVE Greet or garden	Thrive or grandparents group	PP Maths or Numicon	Literacy in class support	School visits	Residential	Music/PE enrich	Total Cost Per Child	Child Cost Per Year
1	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	1 to 4	1 to 6	1 to 4	1	1 to 6	1 to 4	1 to 4	1	1	1 to 10		
£2.53	£2.53	£15.47	£10.12	£10.12	£15.47	£15.47	£10.12	£15.47	£2.53	£15.47	£10.12	£10.12	50% off	50% off	£15.47		
£2.53	£0.63	£3.87	£2.53	£2.53	£3.87	£3.87	£1.69	£3.88	£2.53	£3.88	£2.53	£2.53			£1.55		
			£12.65											£155	£4.11	£171.76	
													£4.50	£155	£23	£181.10	
####				####				£11.64			£35.40	#####		#####	£15	£716.07	
								£27.16				£12.65	£89.40	£155	£23.16	£307.37	
£240				53.63			£3.88	£27.16			£86.00	#####		£155	£2.16	£757.58	
												#####			£15	£184.51	
####				####				£58.24			#####	#####			£11.87	£674.99	
15.2										£31.04		55.66	£66	£155	£15	£337.90	
####											£78.43	#####	£66			£599.43	
															£9.83	£9.83	
											63.25				£5.72	£68.97	
			15.18								63.25						£78.43
			£80.11	£131.66									£7.90		£15	£234.67	
####			£17.86										£4.50	£155		£303.86	
			£85.14	55.66	####				40.48				£12.40		2.16	£337.08	
			£50.31	£131.56										£155	£15	£351.87	
			£50.31	£131.56	####			£27.16		£50.44			£66	£155		£518.42	
			£89.01	£131.56						£50.44		£75.90	£4.50			£306.41	
			£89.01	£131.56	####				£131.67				£4.50			£432.63	
			£77.43			£50.28	£38.70							#####	£11.66	£333.07	
			#####	£88.55				£58.14				96.14	£7.90		£15	£391.94	
			#####	£88.55			£3.88				63.25	#####		£155		£685.77	
			#####	£72.47								83.49	£66	£155	£23	£504.59	
			£71.74	30.36		£3.87	£38.70					30.36	£4.50	£155	£15		£349.53
			#####	£106.26						£62.08		30.36	£66	£155	£15		£557.04
			£59.09				£38.70					30.36		£155	£25.36		£309.32

Year 5	
<ul style="list-style-type: none"> • 10 PP children. • 80% are girls and 20% are boys. • 40% of the group have learning needs and are SEN as well a pupil premium which is 4 children and one child in this group is EAL 	
<p style="text-align: center;">Effective interventions</p> <ul style="list-style-type: none"> • Targeting TA's to reading and maths support in am and pm sessions. <ul style="list-style-type: none"> • Maths lead additional maths lessons • Daily grammar and phonics / Daily mental maths sessions <ul style="list-style-type: none"> • Guided reading • Matheletics club to support maths homework. <ul style="list-style-type: none"> • Reading comprehension groups. • Year 6 maths and writing groups- ability. 	
<p style="text-align: center;">Effective interventions to support social and emotional wellbeing:</p> <ul style="list-style-type: none"> • Thrive meet and greet family link groups and small groups. • Gardening group and Social skills SEB groups. 	
<p style="text-align: center;">Effective interventions which have supported pupil progress which will continue:</p> <ul style="list-style-type: none"> • •1 to 1 reading • Spld group / Speech therapy • Auditory memory group • Additional in class maths support <ul style="list-style-type: none"> • Homework Club • Numicon group. 	
<p style="text-align: center;">Where this has worked well:</p> <p>Child F is a quiet child and can worry about friendships. Child F has been supported in this area by her class teacher this term. Child F has also had low attendance of below 90% due to being late for school and this has been followed and monitored by the Head of School and is back to nearly 90% at 89.7%. Child F is making good progress in reading and writing and has been supported by focused sessions with a teacher of TA during class time to focus on reading and writing skills. This term Child F is being taught in a small group of 20 year 5's over half a term to focus on developing a deeper level of both reading and writing. Child F is supported for maths this term by being in a small teaching group of 20 with an emphasis on number knowledge and application of this knowledge to practical tasks to ensure more rapid progress in this area. The group works daily on number bonds and times tables to ensure that these skills are secure. Child F has also been supported to take part in the BBC 10 pieces protect and BLC 10 pieces concert which has enhanced their learning experiences in the area of music, theatre and performance.</p>	
<p style="text-align: center;">What Next?</p> <ul style="list-style-type: none"> • Mathletics club for those without IT access. • Numicon 1 to 1 maths programme for 4 children daily. 	

Year 6	
<ul style="list-style-type: none"> • 14 PP children. • 43% are girls and 57% are boys. • 43% of the group have learning needs and are SEN as well a pupil premium. <ul style="list-style-type: none"> • 2 children in the group are gifted and talented academically. 	
<p>Effective interventions to support social mobility and life experiences which have been taken up by 57% of the group.</p> <ul style="list-style-type: none"> • Targeting TA's to reading and maths support in am and pm sessions. <ul style="list-style-type: none"> • Maths lead additional maths lessons • Daily grammar and phonics / Daily mental maths sessions <ul style="list-style-type: none"> • Guided reading • Matheletics club to support maths homework. <ul style="list-style-type: none"> • Reading comprehension groups. • Year 6 maths and writing groups- ability. 	
<p>Effective interventions to support social and emotional wellbeing:</p> <ul style="list-style-type: none"> • Thrive meet and greet family link groups and small groups. • Gardening group and Social skills SEB groups. 	
<p>Effective interventions which have supported pupil progress which will continue:</p> <ul style="list-style-type: none"> • 1 to 1 reading • Spld group / Speech therapy <ul style="list-style-type: none"> • Auditory memory group • Additional in class maths support <ul style="list-style-type: none"> • Homework Club • Numicon group. 	
<p>Where this has worked well:</p> <p>Child G is a more able child who lacks confidence in their abilities. They have received intensive maths support with the maths TA in a small group daily for the last half term which has given them the confidence to achieve level 4b securely and be within 8 marks of a 4a. They have had intensive literacy support in class at least 3 times a week which has secured level 5 in writing and has had intensive reading support which has secured level 5 in reading.</p>	
<p>What Next?</p> <ul style="list-style-type: none"> • Supporting breakfast club attendance to improve attendance levels. • Providing music lessons for those who would like to undertake them. 	