

Charville Primary Academy Trust

Pupil Premium Grant Report



School Context

In the 2015/2016 academic year the 28% of pupils were eligible for Pupil Premium Funding. Pupil Premium Grant received was £251, 680

Grant Expenditure in 2015/2016

Strand 1:	Learning in the Curriculum	£179,189
Strand 2:	Social and Emotional Development	£25, 092
Strand 3:	Enrichment Beyond the Curriculum	£7,710
Strand 4:	Supporting Families and Communities	£14,167
Total:		£251,680

Areas of Expenditure 2015 - 2016

Strand 1: Learning in the Curriculum

- SLT teaching in Year 6 English and Maths – Year group of 3 classes split into four classes
- Pupil Matrix developed to raise awareness of key pupil groups to be targeted in class
- PEPP (Pupil Eligible for Pupil Premium) narratives developed to identify the needs of and strategies used to support all pupils eligible for the Pupil Premium Grant
- Targeted interventions
 - o Reading Recovery
 - o Numbers Count
 - o Phonics
 - o Specialist Writing Support
 - o Reading Help
 - o CLIC
- Early Intervention Lead assessed and identified the needs of our EYFS children to ensure timely interventions were in place.
- Mathematics – Online math learning portal for KS2 enabling teachers to target children based on individual learning needs.
- I pads – to engage children in learning and provide personalised opportunities
- Additional Educational Psychology Service Support

Strand 2: Social and Emotional Development

- Speech and language therapy – Additional therapy to meet the Speech and Language needs of identified children through early intervention
- Play Therapy – Targeted therapy to meet individual needs
- Learning Mentor Support and Intervention

Strand 3: Enrichment Beyond the Curriculum

- Subsidised club
- Trips and visits
- Specialist music lessons, choirs and arts provision

Strand 4: Supporting Families and Communities

- Pastoral Manager support
- Breakfast and After school club provision

Data 2015 - 2016

EYFS

	% of Pupil Premium children achieving
GLD	54 %
Reading	46 %
Writing	54 %
Number	54 %

Focused interventions in the EYFS ensure that the children make rapid progress from their starting points with 87 % of disadvantaged pupils making good or better progress in reading. 76 % in writing and 83% in Number. This raises the standard of achievement in the phonics screening as well as by the end of Key Stage 1.

Year 1 Phonics

92% of disadvantaged children in Year 1 passed the Phonics Screening. Disadvantaged pupils outperformed all pupils.

Year 2 Combined Phonics

100% of disadvantaged children in Year 2 passed the Phonics Screening. Disadvantaged pupils outperformed all pupils.

Key Stage 1

	% of Pupil Premium children	
	At expected standard	Achieving greater depth
Reading	74 %	30 %
Writing	63 %	19 %
Maths	67 %	9 %
Reading, Writing and Maths combined	52%	7%

Key Stage 2

	% of Pupil Premium children	
	At expected standard	Achieving greater depth
Reading	56 %	9 %
Writing	84 %	19 %
Maths	69 %	9 %
EGPS	75 %	9 %
Reading, Writing and Maths combined	44 %	3 %

Impact 2015 - 2016

Strand 1: Learning in the Curriculum

<u>Action or Item</u>	<u>Impact</u>
Year 6 Maths and English Sets	See the KS2 results above for Year 6.
Pupil Matrix	The pupil matrix has been used to raise whole staff awareness of the pupil premium children across the school.
PEPP Narratives (Pupils Eligible for the Pupil Premium)	The PEPP narratives effectively identify the Pupil Premium children in each class and their individual needs stating the support they receive through quality first teaching. It also identifies other areas of need including the involvement of the attendance officer and social care.
Reading Recovery	<p>Eight pupil premium children in KS1 received Reading Recovery intervention. Five in Year one and three in Year 2.</p> <p>Year Two - One child left the school part way through the intervention. The remaining two children made significant progress throughout the year and were working towards standard at the end of the year. One was referred back to school for further support.</p> <p>Year One – All children made better than expected progress during the period of intervention. Two children were developing at the end of the year. Both were referred back to school for further support. Three children were achieving at the end of the year. One of these will continue the intervention in 2016/2017 to secure understanding.</p>
Numbers Count	Seven Pupil Premium children in KS1 – Year 2 received Numbers Count interventions. One of these left 6 weeks into the intervention. At the end of the academic year three of these children were working at the expected standards and three were working toward the standard.

	<p>The children made between 17 and 21 months progress in their number age over an average of a 3 month period. This is a good basis for them to develop in KS2.</p> <p>Seven Pupil Premium children in KS2 received the Numbers Count intervention.</p> <p>Four of these children were in Year 4. One of these left before the end of the academic year. Three children were achieving at the end of the academic year. The children made between 19 and 25 months in their number age over an average of a 3 month period.</p> <p>Three of these children were in Year 6. The children did not meet the expected standard at the end of Year 6, however, two made 20 months and one made 30 months progress in their number age over an average of a 3 month period. Giving them a good basis to develop in KS3.</p>
Phonics	<p>In Year 1 92% of children passed the Year 1 phonics screening. Ten children received phonics interventions. 90 % of these children passed the Year 1 phonics screening.</p> <p>Five children received phonics intervention for the duration of the academic year. Four of these children passed the Year 1 phonics screening.</p> <p>Five children received phonics intervention initially and then writing intervention based on use of phonics. All of these children passed the Year 1 phonics screening. In writing two children were achieving, two were exceeding and one child was mastering. The additional writing support enabled the children to make better than expected progress.</p> <p>Phonics support was provided to 4 Pupil Premium children in Year 2 who did not pass the phonics screening in Year 1. 100% of Pupil Premium children in Year 2 have now passed the phonics screening.</p>
Specialist Writing Support	<p>The specialist writing teacher worked with twelve Year 2 Pupil Premium children in two groups throughout the academic year.</p> <p>The first group was working towards achieving the expected standard. 50% of these children achieved the expected standard in writing and better than expected progress was seen in all children.</p> <p>The second group was working towards achieving greater depth in writing. 83 % of these children achieved greater depth. All children made better than expected progress.</p>
Voluntary Reading Support	<p>Three Pupil Premium children received support from the Voluntary readers. One of these children left part way through the academic year. The remaining two children made good progress and were achieving at the end of the academic year. Further to this, they developed their interest and enjoyment in reading as well as their speaking and listening skills.</p>
Early Intervention Lead	<p>The Early Intervention Lead provided the following areas of intervention to Pupil Premium children in Reception during the 2015/2016 academic year.</p> <p>ELG = Early Learning Goal</p>

	<p>Writing – Three children who all exceeded the ELG</p> <p>Reading – Three children who all exceeded the ELG</p> <p>Speaking and Listening – Six children. One exceeded the ELG, one achieved the ELG. All made good progress in relation to their starting points narrowing the gap between them and their peers.</p> <p>CLIC – Four children attended CLIC. Further information under CLIC Provision.</p> <p>Once Upon a Time – Eight children. One exceeded the ELG, two achieved the ELG. The others all made good progress during the intervention based on their individual starting points.</p>
CLIC Provision	<p>EYFS – Four children attended CLIC and all made good progress from their starting points.</p> <p>Year 2 – One child attended CLIC until he was referred to a tuition programme. One attended CLIC and made good progress. This child exited CLIC as they were able to access differentiated classroom work with the support of a 1:1.</p> <p>Year 3 – One child attended CLIC. Attendance is an on-going concern.</p>
Mathletics	<p>The use of technology continues to aid mathematics teaching alongside quality first teaching in the classroom. All Pupil Premium children in KS2 have had access to Mathletics both in school and at home to support learning in the classroom. Pupil who access Mathletics on a regular basis are reported to have increased confidence in class and make good progress.</p>
Ipads	<p>Ipads have been purchased for use across the curriculum. They will be used to facilitate the learning of Pupil Premium children in a variety of contexts as well as providing additional opportunities.</p> <p>Planned uses for the 2016/2017 academic year include in the classroom based on individual learning needs, in the music studio to allow children to experience wider opportunities and use technology to create music and to provide additional opportunities including for children to take part in a news crew.</p>
Additional Education Psychology Service Support	<p>Three Pupil Premium children were assessed by the additional Educational Psychologist. One child has now received an EHC plan. The other two children have EHC plans due to be submitted in September 2016.</p> <p>The advice from the Educational Psychologist has been used to support the learning of these children. The impact of the advice given by the Educational Psychologist and the EHC plan applications will continue to be monitored in the 2016/2107 academic year by the SENCO.</p>

Strand 2: Social and Emotional Development

<u>Action or Item</u>	<u>Impact</u>
Speech and Language Therapy	<p>Twenty nine pupils were assessed by the Speech and Language therapist. Of these twenty two pupils were seen for therapy. One remains on the waiting list and will be seen in 2016/2017.</p> <p>Of the 22 pupils seen for therapy 19 completed 12 sessions and were reassessed. 3 children left the school and could not be reassessed.</p> <p>Phonological Awareness – 7 children were seen and 5 made good progress.</p> <p>Processing Speed – 3 children were seen and all made good progress.</p> <p>Expressive Language – 5 children were seen and 3 improved their expressive language score.</p> <p>Receptive Language – 11 children were seen and 8 made good progress.</p> <p>Social Communication – 5 pupils were seen. Lego therapy training was provided to support staff to allow ongoing support in this area to take place.</p> <p>Speech Sounds – 4 children were seen. 1 has completely resolved the identified speech sound difficulties, 1 made good progress but has some inconsistent difficulties, 2 students require ongoing intensive speech therapy to help with delayed speech.</p> <p>All pupil premium children who received therapy have achieved the targets set or are continuing to receive support in 2016/2017.</p> <p>1 child has been referred to the Educational Psychology service for further support.</p>
Play Therapy	<p>One child entitled to Pupil Premium Plus received play therapy in the 2015/2016 academic year to address therapeutic needs identified by the health service. The identified child has made progress through the therapy and will continue to receive therapy in 2016/2017.</p>
Learning Mentor Support and Intervention	<p>A wide variety of Pupil Premium children have been supported by the Learning Mentors in the 2015/2016 academic year. Support has included social skills, attendance, academic support and bereavement support through the Seasons for Growth programme. The positive impact of Learning Mentor involvement has been reported by teachers. The support has enabled children to focus on their learning in class impacting on achievement.</p>

Strand 3: Enrichment Beyond The Curriculum

<u>Action or Item</u>	<u>Impact</u>
Enrichment beyond the curriculum has enabled Pupil Premium children to have access to a wider variety of opportunities. Enriching their life experiences and providing new experiences for the child.	
Subsidised club	All Pupil Premium children were given the opportunity to take part in an after school club with subsidised costs. This opportunity was taken up by thirty one children across the 2015/2016 academic year.
Trips and Visits	All Pupil Premium children have been able to attend all school trips due to funding from the Pupil Premium Grant. The benefits of trips and visits in engaging children in their learning has been widely fed back by both teachers and parents.
Specialist music lessons, choirs and arts provision	Support from the specialist music teacher has targeted identified Pupil Premium pupils to participate in a variety of opportunities including choir, the showcase squad and Beck Theatre performance team. The pupils have had the opportunity to perform in front of a wide variety of audiences. This has impacted on the focus and engagement of these children in their classroom learning as well as in confidence. This also included provision of external clubs for two Pupil Premium Plus children.

Strand 4: Supporting Families and Communities

<u>Action or Item</u>	<u>Impact</u>
Pastoral Manager Support	On-going support has been provided by the Pastoral Manager to all Pupil Premium families in need. This support has focused on ensuring the wellbeing of our children and their families to allow them to engage effectively in learning.
Breakfast and after school club provision	Breakfast and after school club continue to run successfully as part of the extended schools provision at Charville. They have been utilised by identified Pupil Premium families and provided a constant and supportive base for children with wider family issues.