

Pupil Premium & EAL Funding July 2016

Report of the impact of interventions on progress

Cohort Information

Year Group	Reception		Year1		Year 2		Year 3		Year 4		Year 5		Year 6	
Group	No of Chn	% of yr grp	No of Chn	% of yr grp	No of Chn	% of yr grp	No of Chn	% of yr grp	No of Chn	% of yr grp	No of Chn	% of yr grp	No of Chn	% of yr grp
All	59	100	66	100	80	100	60	100	52	100	53	100	58	100
EAL	37	63	36	54	42	50	31	52%	28	54	22	42	24	41
New to English	28	47	20	30	11	13	6	12	7	14	6	12	8	14
Pupil Premium	14	24	16	24	34	41	15	29	28	54	22	42	21	36
Not EAL or PP	10	17	14	21	15	18	11	19	12	23	15	28	13	22
Looked after	1	2	1	2	2	2	1	2	1	2	1	2	3	5
Gender - girls	31	53	36	55	38	45	28	48	21	39	33	64	27	46

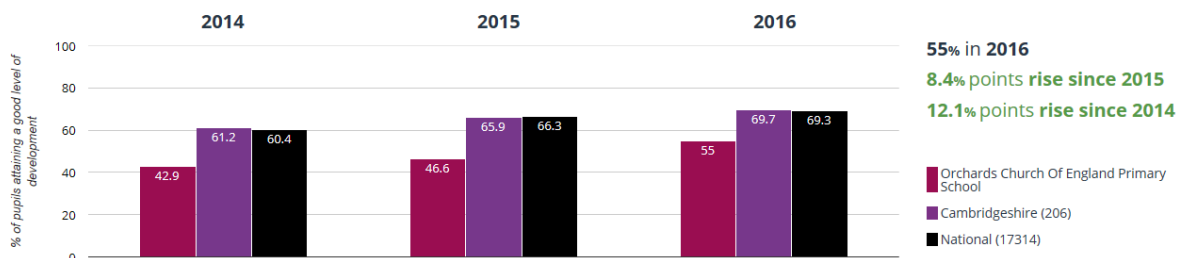
There is little cross over between EAL and Pupil Premium, so most children are either EAL or are in receipt of one form of Pupil Premium. There is crossover with both groups and those who have a Special Educational Need.

Impact of Spending in 15/16

Early Years Foundation Stage - Good Level of Development

	Baseline	End of the year	Narrowing the Gap
Percentage achieving a good level of development July 2016	7%	55%	48%
Percentage achieving a good level of development July 2015	5%	46%	41%
Percentage achieving a good level of development July 2014	17%	43%	26%

★ Good Level Of Development



Children in Reception who have additional funding are supported with interventions within the class setting and access additional guided reading and small group phonics. Year on Year progress for the whole cohort has increased as a result of specific interventions. **72% of the children** who were in receipt of Pupil Premium attained a Good Level of Development at the end of reception compared to 55% for the whole cohort.

Year 1 Progress

%	No. of Chn	Maths AvPP	Reading AvPP	Writing AvPP
All	66	2.9	3.7	3.1
Pupil Premium	16	2.1	5.1	3.6
EAL	36	3.9	3.7	3.8
New to English	20	4.9	2.6	3.6

(2 points progress is the minimum expectation on our tracking system)

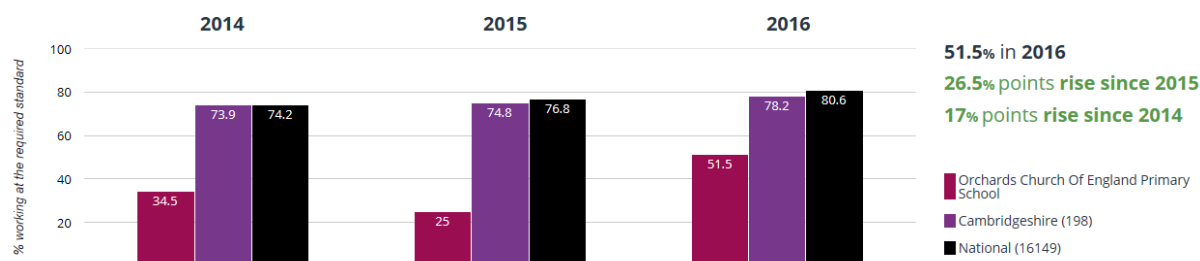
Those in receipt of Pupil Premium made expected progress in Year 1, but this was not accelerated. These children are targeted for more specific gap closing support in Year 2 following detailed analysis of attainment.

Phonics

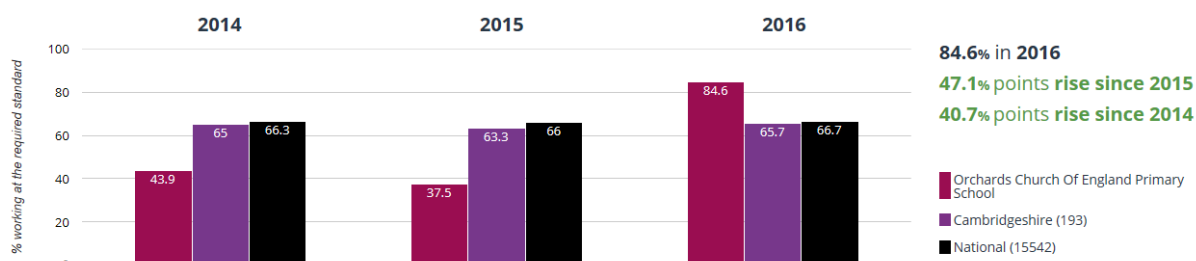
	Year 1	Year 2 (who didn't pass in Year 1)
Percentage Passing the test	52% of 66 Children	84% of 56 children
% of EAL Passing the test	53% of 36 children	74% of 27 children
% FSM Passing the test	53% of 17 children	88 % of 24 children
% passing the test in 2015	25% of 81 children	38% of 57 children

Children in receipt of Pupil Premium Funding and those who speak English as an Additional Language made progress in line with all children in Year 1 and significantly closed the gap in Year 2. Of those children who did not meet the expectations in and were EAL 11 were New to English, of the other children who didn't achieve 2 have an Education and Health Care Plan.

Year 1: Working At



Year 2: Working At



Year 2 Progress

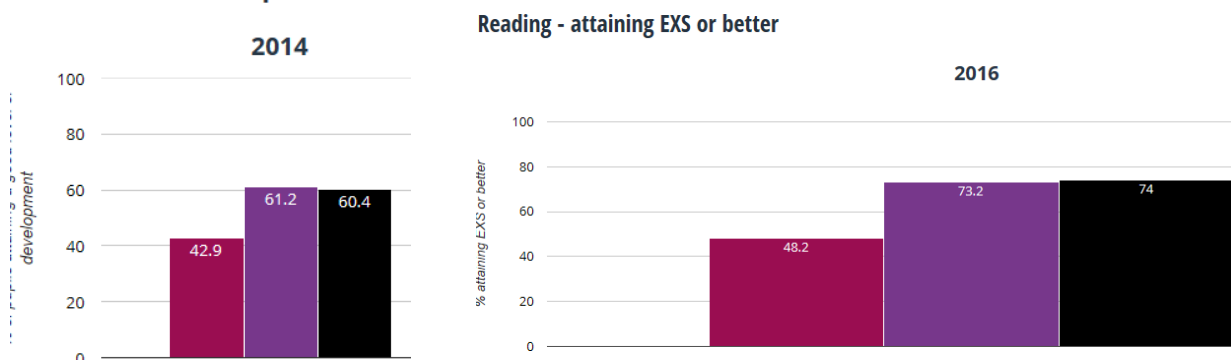
%	No. of Chn	Maths AvPP	Reading AvPP	Writing AvPP
All	80	3.1	2.4	5.9
Pupil Premium	23	2.7	2.5	7.3
EAL	42	3.3	2.3	5.4
New to English	11	3.0	1.9	4.8

Of the groups in Year 2 all made accelerated progress, with the exception of those who are New to English in Reading. This is because they need to spend considerable effort to expand their vocabulary, and therefore were unable to access the more challenging texts. They are able to make accelerated progress in writing as they are able to control the vocabulary they use.

Key Stage 1 Statutory Teacher Assessments

%	Maths At	Maths Depth	Reading At	Reading Depth	Writing At	Writing Depth	RWM
All (84)	55%	13%	48%	11%	52%	8%	40%
FSM (34)	53%	12%	47%	9%	44%	9%	35%
EAL (43)	54%	16%	47%	9%	49%	12%	39%

Good Level Of Development



With the increase in expectations in the SATs test, and 11 children arriving in this time being new to English the Gap has narrowed by 5.4% which was our target this year considering the change in the children over the year.

Year 3 Progress

%	No. of Chn	Maths AvPP	Reading AvPP	Writing AvPP
All	59	1.8	2.6	2.1
Pupil Premium	15	1.5	2.8	2.3
EAL	31	2.0	2.7	2.0
New to English	6	2.4	2.6	2.2

Following the analysis of attainment in relation to specific skills within the Year 3 Curriculum, and why progress was not accelerated in Year 3, the teaching and interventions in both Year 3 and 4 have been reviewed. Coaching for the teaching of some aspects is also in place, particularly in Guided Reading.

Year 4 Progress

%	No. of Chn	Maths AvPP	Reading AvPP	Writing AvPP
All	52	3.7	2.1	2.0
Pupil Premium	13	3.7	1.9	1.3
EAL	28	4.9	2.2	2.3
New to English	7	11.7	2.7	2.8

As the children who are in receipt of Pupil Premium made slow progress compared to their peers, groupings and pairings have been reviewed, teachers are having coaching support for Guided Reading and feedback marking in Writing has also been reviewed and some changes put in place. Pastoral support for these children has also been reviewed and some children have the support of the Wellbeing team to help them be ready to learn.

Year 5 Progress

%	No. of Chn	Maths AvPP	Reading AvPP	Writing AvPP
All	53	2.5	2.1	2.3
Pupil Premium	16	2.2	2.0	2.1
EAL	22	2.9	2.2	2.9
New to English	6	2.8	3.3	2.7

It was identified early in the year that the Children in receipt of Pupil Premium and EAL were making slow progress during the Autumn Term in both Reading and Writing so the teachers reviewed how they were teaching and adopted more of a Talk for Writing approach, which was successful in improving progress and was gradually sheared across school.

Year 6 - Key Stage 2 Statutory Assessments – Percentage on track

(Children who are new to English or just left/arrived are removed from the data with the DfE)

%	No of children	Maths At	Reading At	Writing At	GPS At	RWM
All – Test	50	50%	40%	62%	32%	30%
Pupil Premium	15	33%	40%	40%	20%	30%
EAL	19	58%	26%	84%	31%	16%

Children who we expected to pass the test and didn't were predominantly EAL in the reading test (For instance a child who had several Level 5 scores on past reading tests didn't pass the test; she was a long way from completing the assessment.)

The Reading text had a reading age of 16, so for those children who had had significant support, and just reached a reading age of 11 and had some challenges with new vocabulary, the assessment was inaccessible for them.

Of those who we expected to the maths test and didn't were predominantly white British pupil premium children. The majority of these children attained a score in the 90s and made expected progress, however some children who joined school during Year 5 and 6 had a significant gap to close and though they worked hard and were supported well, they also did not attain the expected level.

The above led to a double impact on the combined measure. A significant number of children attained standardised scores in the high 90s and for a large proportion of these children this was from a level below standard in year 2, or those who were not yet living in England.

Sample Intervention Data 2015-2016

Numbers Count 1 in Year 2 averaged 18.5 months progress in number in 5 months of teaching. (5 children)

In Year 3, **FirstClass@Number2** averaged 18.1 months progress in number age in 4 months. (12 children)

In Year 4, **FirstClass@Number2** averaged 13.3 months progress in number age in 4 months. (8 children)

Numbers Count 2 in Year 6 averaged 13.5 months progress in number age in 8 months. (2 children)

The **Success@Arithmetic** intervention (focussing on calculation methods for 4 children in Year 6) saw the average Progress in Maths 9 (PIM 9) age standardised score increase by 16.5 percentile points.

Reading 1:2 Tuition: Of the 15 children who participated in 1:2 reading tuition, 20% closed the gap and 80% narrowed the gap. Those who narrowed the gap had standardised scores in the high 90s and some scored 99.

Maths 1:2 Tuition: Of the 13 children who participated in 1:2 mathematics tuition, 30% closed the gap and 70% narrowed the gap. Narrowing the gap was similar to reading.

Bug Club in Year 4 - 70% increased by 6 bench marking levels, 10% increased by 5 levels and 20% increased by 4 levels.

Reading Recovery - The average increase in bench marking levels is + 13.

Year 2 Intervention - 100% achieved expected and beyond in the new standards.

Talking Partners Intervention Progress

Yr group	No of children	AvPP Information giving	AvPP Grammar	Average progress Information giving	Average Progress Grammar
1	6	6.8	7.2	6 months*	6 months*
2	11	4.9	5	14.7 months progress in 4 months	13.6 months progress in 4 months
3	11	4.1	4.1	17 months progress in 4 months	16 months progress in 4 months

Pupil premium and EAL funding 2016/17

Pupil Premium	£221,160
Pupil Premium plus	£9,000
EAL Funding	£116,558
TOTAL FUNDING	£346,718

This funding enables us to do a lot of children to raise their aspirations and support children to meet their full potential. We also need to support children in being ready to learn and monitor their progress individually and within groups. Quality first teaching and some additional support narrows the gap for most children, but we then need to put something extra in. We therefore also commit to spending some of the block funding to allow children to make accelerated progress, meet their potential and be ready for Secondary education.

Main spending planned for 2016/17:

CREDS (Supporting EAL Pupils)	£26,168
English Team including reading Recovery and coaching of staff across school	£66,991
Additional English intervention including Project X, FirstClass@Writing, Bug Club, Inference and intensive additional reading (Supporting both EAL and Pupil Premium pupils)	£136,863.80
Maths Team inc Every child Counts and ECC2 and coaching of staff across school	£37,071.40
Additional Mathematics intervention including Success@arithmetics, FirstClass@Number; Maths Club, intensive additional maths sessions including 1:1 tuition	£54,782.90
Wellbeing Team Pastoral Support for children and parents	£94,172
Specialist SEN and Challenging Behaviour Support	£43,535
Specialist New to English Provision	£9,550
Teacher CPD, training and coaching	£39,395.60
TA Training Sessions and INSET Days	£18,750
Continuation of Lesson Study Project	£5,740
Phonics Additional Planning, Intervention Coaching and Monitoring	£2,500
Sumdog, Accelerated Reader and Bug club Subscriptions	£2,367.60
Revision Books for Y6, Easy Readers for the Library, additional Reading books for benchmarking	£6,000
Dienes Base 10 and Numicon	£500
Plays and performances	£1,500
Breakfast Club	£7,448
Instrument lessons for children in Y2-Y6	£14,000
Gymnastics Coaching for children in Y1-Y6	£3,040
Sensory Circuits for Nursery and Reception	£1,270
Attendance trip, certificates and supporting parents with attendance	£1,500
1:2 Tuition in Year 6 (19 pairs over English and Mathematics)	£6,270
1:2 Tuition in Year 2	£3,200
Subject immersion weeks	£2,250
TOTAL ALLOCATED AT THIS STAGE	£584,865

Impact of actions on attendance:

Last year the average attendance for the year was 94.3% which is now a sustained improving trend over four years. Though not yet at National each year has seen a significant narrowing of the gap. The graph below shows attendance this academic year by the week.

Absence

