



Pupil Premium & EAL Funding Interim Review Report March 2017

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces.

In 16/17 the funding allocated was £1,900 for FSM pupil, £1,000 for LAC children and £300 for service children. English as an Additional Language (EAL) funding per pupil is £750 per pupil.

Pupil Premium includes those eligible for FSM at any point in the last six years.

Cohort Information

	Number in the Year group	EAL	New to English	Pupil Premium	Not PP Not EAL
Nursery	63	32		9	22
Year R	73	44		20	9
Year 1	56	34		15	7
Year2	65	33	4	17	15
Year3	80	46	10	33	1
Year4	59	33	8	22	4
Year 5	56	30	7	21	5
Year 6	54	25	5	21	3

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.

Pupil premium and EAL funding 2016/17

Pupil Premium	£211,160
Pupil Premium plus	£9,000
EYFS Pupil Premium	£2,500
EAL Funding	£116,558
Block Spend Allocation	£135,000
TOTAL FUNDING	£474,218

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. Some areas of the grids are not yet complete because of the timings of the cycles. These will be completed in May.

Main spending planned for 2016/17:

The numbers of children relate to the children who have had intervention in the first half of the year, rather than end of year figures. Total cost is for the whole 12 months. Some areas of the grids are not yet complete because of the timings of the cycles. These will be completed in May. Numbers to the top left are number of children accessing the intervention so far. The numbers in bold to the bottom right of each cell are total anticipated allocated spend for this intervention.

Activity or intervention	Year Grp	Not EAL or Pupil Premium	Pupil Premium	EAL Spend	Total cost	Evidence of impact on progress/ attainment
CREDS (Supporting EAL Pupils)	All			£26,168	£26,168	SLA – LA top slice New to English children supported with vocabulary development and reading / writing in English.
Specialist New to English Provision	All			20Children £9,550	£9,550	Support given to families to help their children integrate including through translation. Children assessed quickly so they get the right support and make good progress. Children have a specific English lesson twice weekly and accelerated progress in Reading and Writing. Nursery Parents supported in a Workshop to help prepare children for entering Reception in Sept 17.
English Team – Reading Recovery	Y1-2	2 children £6,233	4 children £12,467	0 children	£54,352	Children made an average of 6 Reading Recovery Levels over 11 weeks (54 sessions), which is approximately a year's expected progress.
English Team –additional guided reading groups	Y2	1 £1040	2 £2080	9 £9360		Over 4 weeks (20 sessions) children made an average of 5.2 Reading Recovery Levels progress.
	Y3	£765	£765	£765		Data available in April.
	Y6	£2674	£2674	£2674		Data available in April.
English Team – Extension teaching for children working at a deeper level	Y2&6		£2,295	£2,295		Children are developing a broader vocabulary and are more confident in using higher order skills both in reading and writing. 80% of children targeted are on track to be working at a deeper level by the end of the year.

English Team – Coaching in delivering Guided Reading	R-Y6					Teachers received internal training and coaching and delivering guided reading. Accelerated progress seen, for instance in one Year 4 class 15 children who had made slow progress in Year 3 were targeted for support following training and they have also used Bug Club to support the children so this is progress following these 2 interventions and additional daily reading where possible. They made an average of 5 Reading Recovery Levels progress since September, in 6 months, which is over a year's expected progress.
English intervention – Project X	Y2-4	5 children	4 children	7 children		The children in Year 2 increased by 5.6 bookbands over 44 sessions. The children in Year 3 increased by 5.8 bookbands over 44 sessions. Children in Year 4 have just been identified for this programme and will start after the Easter holidays.
English intervention – FirstClass@Writing	Y3	4	6	2		Children who are part of this intervention are identified for support because they are not transferring their reading skills into their writing. Progress from the first to the last piece of work is evident, with pupils being able to write in grammatically correct sentences, with a range of punctuation and structuring their writing in paragraphs.
English Intervention – Read Write A-Z	Y1	1	2	1		Over 18 sessions – increase in letter identification of 8, word writing 19.25, word reading 22.5; Reading Recovery 5 levels
	Y3	0	3	5		Over 24 sessions – increase in letter identification of 14, word writing 7.25, word reading 14.9; Reading Recovery 4.4 levels
					£74,860	
		£1243	£1243	£2484		
		£9,394	£7,515	£13,151		
		£1,880	£2,820	£940		
		£509	£1019	£509		
			£1,310	£2183		

English intervention – Bug Club inc club	YR-4					Data available in April. 20 children currently access the weekly afterschool club; these are children who don't have computers at home, so this provision supports equality of access for the children. Approximately 15 children access the lunchtime drop in over the session, where the leader and volunteers are able to support the children in accessing this programme.
		£705	£705	£705		
English Intervention – Talking Partners , a programme which supports children in developing their speech and language skills including information giving and developing knowledge of subject specific vocabulary. 4 x groups of 3 children = 12 children @ 30 hours 11 children are currently accessing a follow up 1 hr per week.	Y2& Y3		6 Y3 children 3 Y2 children	3 y2 children		The children all grew in confidence and were more able to access the main class teaching, as part of the Talking Partners programme focusses on pre-teach, vocabulary support and developing language structures. <u>In 3 months:</u> 6 x Y3 children made 6months progress in information giving skills 6 x Y2 children made 7 months progress
			£4,725	£1,575		
English Intervention- FFT Wave 3 Reading Intervention	Y5	0	1	2		An average of 6 Reading Recovery Levels made over 24 Sessions
			£650	£1,300		
English Intervention – 1:1 5 mins reading at least 3x weekly.	Y1	2	6	20		Average Reading Recovery Levels Progress= Pine = 5.6; Walnut = 5.3; Willow = 5.7
		£982	£2946	£9,820		
	Y2					Data available in April.
		£1227	£1227	£2455		
English Intervention – Library support for children including being open at lunchtime.	All					The library is well attended at lunch time with children listening to stories as well as
		£1024	£1024	£1024		Intervention started in January. Data available in May
English intervention - Inference and intensive additional reading (Supporting both EAL and Pupil Premium pupils)	All					
		£512	£512	£512		
Maths Team inc. Every child Counts and ECC2 and coaching of staff across school	Y2		1	1		Intervention started in January. Data available in May
			£2,640	£2,640		
	Y6	0	3	5		Half way through the sessions the children have achieved half of their targets.
			£3000	£5000		
1:1 Support	Y6		4	3		In an average of 5 lessons children have met 4 of 8 targets.
			£2769	£2070		
	Y5			1		Of ten lessons half of the targets have been met.
				£690		
					£38,917	

Maths Team - coaching of staff across school	All		£2,830	£2,830	£2,830	One teacher coached achieved an exemplary assessment from a University Tutor in February. Another teacher has moved into having more consistent good lessons. The children are making good progress in these classes.	
Monitoring and planning interventions			2,830	£2,830	£2,830		
Higher Achievers Extension Group	Y3	1	£106	£424	£848		In the 17 lessons completed to date 4 of 5 targets have been achieved.
	Y4	2	£219	£328	£547		In the 9 lessons completed to date 5 of 9 targets have been achieved.
	Y5	0		£219	£437	In the 12 lessons completed to date 5 of 8 targets have been achieved.	
Mathematics intervention – FirstClass@Number	Y3-4	2	£388	£582	£582	Group 1 progress averaged 19.5 months progress in number age in 6 months. Group 2 progress will be available in May.	
Mathematics intervention – Success@arithmetics	Y5-6	2	£614	£1237	£927	£54,782 Groups have happened less regularly than planned and budgeted for as both staff have covered other areas of school as required. This is taught in pairs. Group 1 progress increased by 15.5 percentile points in PIM, compared to a target of 9. Other group progress data available in July.	
Mathematics intervention – Sumdog Maths Club inc Y6 morning club	All	6	£307	£1025	£667	39 children currently access the weekly afterschool club; these are children who don't have computers at home, so this provision supports equality of access for the children. Children averaged 201 questions answered in one week. Participation across school has increased from 65% in November to 77% in March. Accuracy of questions answered has also increased, for example in Pine Class the accuracy improved from 51% in November to 70% in February and 77% in March.	
Mathematics intervention – intensive additional maths sessions including 1:1 tuition	2	2	£432	£432	£1728	Though these intervention groups focus more on Years 2 and 6, some children in years 3,4&5 have support. This funding is used for specialist intervention teachers to work with children 1:1 or 1:2 to close gaps in skills and knowledge through teaching to specific targets. Over 10 hours of teaching children close 2 or 3 gaps. Progress towards these is good and all the children having this intervention are on track to meet age related expectations.	
	6	2	£1481	£3703	£2222		
						£9,775	

Wellbeing Team Pastoral Support for children and parents SENCO support and TA support for children who do not have an EHC plan. Family support Worker to help parents help their children be ready for school All children are able to access Wellbeing support as they need it. 181 children are currently supported, the majority of whom are supported by pupil premium funding.	All	£22,206	£100,000	£10,000	£132,206	14 children have Nurture group support to help them be ready to learn and have a successful day. 32 children have support in Managed Lunch to help them build friendships and manage social situations. 51 children have support in Speech and Language groups/lego therapy/ socially speaking to help them have the confidence to talk about learning and work as part of a team within the classroom context. 84 children are in families who are having support / help from the FSW for various aspects of family life including safeguarding. The break down between groups is approximate and representative of the proportion of children accessing support over the year.
Teacher CPD, training and coaching	All	£29,395			£29,395	The quality of teaching has improved by 20% across school and children who are in classes where teacher have support are making expected or better progress because in school experts are supporting the children's learning.
TA Training Sessions and INSET Days	All	£8,750			£8,750	Whole school messages and development is quickly rolled out to all staff as all TAs received the same training as teachers. These are organised with the TAs split between two groups for training on a Monday or Thursday Morning.
Continuation of Lesson Study Project	All	66 £274	158 £656	277 £1151	£5,740	Children who are stuck and making slow progress are the focus of this project. Each child has a targets or support materials identified which will help them make good progress. A separate report about this is available.
Phonics Additional Planning, Intervention Coaching and Monitoring	N-3	53 £515	61 £593	143 £1391	£2,500	All teaching of phonics is at a good level, and attainment in phonics is better than in 2016 in all target year groups. This is a three year trend of improvement.
Sumdog, Accelerated Reader and Bug club Subscriptions	All	66 £311	158 £746	277 £1308	£2,367	Clubs, lesson and home use of these programmes helps engage children who have previously not focussed well on their reading or development of basic number skills. EAL pupils are able to hear a good model of spoken English at home and teachers are provided with additional assessment information.
Revision Books for Y6, Easy Readers for the Library, additional Reading books for	N-6	66	158	277	£4,000	Engaging children in reading remains high priority and this year we have looked at adding Easy Readers which are high

benchmarking, books for colour banding and Accelerated Reader			£729	£1187	£2082		interest, but have a lower reading level as well as responding to children's interests in stocking the self-selection readers as well as adding some books to the library. As much as possible we used Red House, Bargain Books and charity shops to make the money go further.	
Dienes Base 10 and Numicon	All					£500		
Plays and performances	R-6					£1,500		
Instrument lessons	Y2- Y6	48	£1725	122 £4383	164 £5892	£12,000		
Gymnastics Coaching	Y1-6					£3,040		
Sensory Circuits for Nursery and Reception	N-R					£1,270		
Attendance trip, certificates and supporting parents with attendance	All		£1,500			£1,500	High profile all year. Trip in July. Attendance has improved year on year.	
TOTAL ALLOCATED AT THIS STAGE			£105,095	£175,552	£133,312	£473,172		
Total Pupil Premium funding	£211,160							
Total Block, Pupil Premium and EAL Funding	£474,218							

The remaining Pupil premium funding is allocated to 1:1 support for children in years 2 and 6 until May and then some children in Year 5 will be targeted.

Spring Progress Data showing the impact of funding on progress of the key groups

Mathematics

Year Group	All	Pupil Premium	EAL	SEN	Girls	Not EAL/PP/SEN
1	2.37	1.86	2.70	2.10	2.23	1.77 (9)
2	1.83	1.76	2.02	2.80	1.54	1.14 (8)
3	1.29	1.49	1.14	1.31	1.57	1.33 (6)
4	1.90	1.32	2.20	1.58	1.67	2.00 (5)
5	1.13	1.05	1.13	0.94	1.24	1.00 (4)
6	2.21	3.04	1.34	4.73	2.22	1.00 (7)

Reading

Year Group	All	Pupil Premium	EAL	SEN	Girls	Not EAL/PP/SEN
1	1.60	1.94	1.69	2.70	1.38	0.80
2	1.49	1.17	1.51	2.23	1.02	1.14
3	1.57	1.67	1.40	1.34	1.80	1.83
4	1.91	1.96	2.12	2.17	1.90	1.00
5	1.10	1.00	1.23	1.02	1.38	0.50
6	2.03	2.10	2.14	2.82	1.97	1.57

Writing

Year Group	All	Pupil Premium	EAL	SEN	Girls	Not EAL/PP/SEN
1	2.33	2.37	2.61	2.58	2.08	1.47
2	1.43	1.17	1.50	1.71	1.13	1.00
3	1.22	1.67	0.94	1.23	1.50	1.50
4	1.71	1.96	1.65	1.01	1.71	2.40
5	1.22	1.00	1.23	1.15	1.24	1.00
6	1.62	2.10	0.94	2.37	1.15	2.00

Individual children making expected progress from Autumn 1 to Spring 2 will have made 1 point progress and over 2 points progress are making accelerated progress and narrowing the gap. Children making slower progress will make progress within a band, and this gives individual progress of 0.

There is no pattern across subjects and year groups, ie. girls or boys can do better, children who received pupil premium make more or less progress than those who are not pupil premium. There are five points where the children have made slower progress and they will be supported in the summer Term to narrow the gap. The children who do less well are in the group who are not EAL, Pupil Premium or SEN.