



Pupil Premium Review

Narrowing the gap in attainment 2015-2016

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Executive Summary

The Gipsy Hill Federation is committed to narrowing any identified gaps in attainment between pupils. We are totally transparent in how we use the Pupil Premium funding to enable us to tailor provision to meet individual need through the use of tested intervention programmes that can offer sustained and accelerated progress for our pupils.

What are we doing to narrow the gap?

- ❖ Attainment and progress data bench marked across all Federation schools for those eligible for pupil premium compared to their peers
- ❖ Half termly and termly Pupil Progress review of progress for those eligible for pupil premium compared to their peers
- ❖ Teachers targeting children eligible for pupil premium in class – evidenced by formal and informal observations
- ❖ Above age related expectation data to be analysed and strategies to be in place to narrow any gap between those eligible for pupil premium compared to their peers across all sites
- ❖ Full Governing Body update on pupil premium
- ❖ Resources Committee updated at every meeting (agenda item)
- ❖ Chart of Accounts changed from April 2013 to separately monitor income and expenditure of PP Funding
- ❖ Additional intervention funded using PP funding where a need has been identified (Maths booster, Target)
- ❖ Website updated to have parent/child friendly information – full breakdown of expenditure and impact to end



What impact has this had against National Indicators?

As can be seen by the results below for KS2 SATS at Phoenix Primary School, children eligible for pupil premium average for Maths (100% compared to 75% nationally), Writing (96% compared to 79% nationally), Reading (92% compared to 78% nationally), and English (100% compared to 78%).

Against other national indicators, eligible children in the early years outperformed against national indicators in all areas: Communication and Language; Literacy; Mathematics; Physical Development; Personal, Social and Emotional Development; Expressive Arts and Design. In Year 1, eligible children exceeded national (94% compared to 70%).



In KS1 SATS, pupils eligible for pupil premium were below national for Reading (67% compared to 78% nationally), Writing (67% compared to 70% nationally) and Maths (72% compared to 77% nationally). Although attainment for children eligible for pupil premium remains below those not eligible, the gaps close as they progress through the school. This is clear evidence that high quality outstanding teaching coupled with outstanding targeted interventions is able to close the gaps.

Pupil Premium Analysis 2015/2016

Pupil Premium funding = £229,540

Number on Roll = 447

Number of pupils eligible for deprivation Pupil Premium = 172

Percentage of pupils eligible for deprivation Pupil Premium = 38.4%

How the Funding was Spent:

The funding was spent on key areas of our core provision. Our Speech and Language Therapist delivers training to key members of staff (TAs and 1:1 TAs) who then run interventions across the school, including Universal interventions to improve language outcomes for all children. TAs have also been working in partnership with an NHS Occupational Therapist with the inclusion team to develop targeted Motor Skills groups to support physical development for children who face barriers in their fine and gross motor skills. We have also employed a play therapist to work with prioritized children across the school.

We have also been able to continue to provide our Years 6 and 4 classes with high quality small group Maths taught by Deputy Headteachers and the SENCO. We have employed higher-level teaching assistants who work with children who are new to English, and provide additional support for targeted children to close the gap in Maths, Reading, Writing or Phonics. A Reading Recovery teacher is employed who works with the children struggling the most with reading in Year 1, and in addition there was a higher level TA doing follow up work with those children who had recently left the reading programme. Daily Supported Reading has been introduced throughout year 1 to support all children with a particular focus on supporting children in receipt of pupil premium. This ensures that all children read to an adult every day.

In addition, there was a range of enrichment including; horse riding, residential trips for Years 4 and 5, subsidised places at after school clubs, and regular trips, visitors and enrichment days/weeks for all year groups.

Phoenix Primary School intervention staff work specifically with target groups to ensure that children make accelerated progress. These groups are targeted for all learners that require support, however, children entitled to Pupil Premium are prioritised and tracked during pupil progress. We then ensure that intervention staff work directly with these children. We also work with teaching staff to ensure that during main teaching time, children eligible for pupil premium are part of key questioning and focus groups – we then monitor this as part of our lesson observation cycle.

We use Pupil Progress review meetings to track progress of the identified children, this enables us to ensure that the funding is having the required impact - We can use this information to further identify and tweak the provision map to ensure that the impact is sustained and continuous. All classes have an inclusion folder which is updated termly and includes the Class Context sheet. The Class Context sheets and provision maps include data including those eligible for pupil premium, EAL, Summer Born, SEN and Vulnerable and CP children.

Below is a the pupil premium expenditure year 2015-2016;

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|-------------------------|--|---|---|--|--------------------------------------|--|
| Reading Recovery | Lowest 20% in reading of children in Year 1 | Receiving support in Reading & Writing. Used for Yr 1 & Yr 2 children, TA training (1:1 TAs and general TAs) | Children to make accelerated progress and to be back in class after 20 weeks of intensive intervention. | Tracking children has shown that RR children have maintained their progress after leaving the programme. | Beginning middle and end of 20 weeks | Pupil premium Participation = 50% Total Intervention Cost: £ 28,924 |
| Numbers Count | Lowest 20% attaining children in Maths in Year 2 | Identified chn receiving support from the NC teacher. Teacher delivers staff training | Children make accelerated progress in Maths after 20 weeks | Tracking children has shown that NC children have maintained their progress after leaving the programme | Beginning middle and end of 20 weeks | Pupil premium Participation = 50% Total Intervention Cost: £ 25,938 |
| Daily Supported reading | All year 1 children and lowest 20% of year 2 | Receiving daily support for reading, following the 'daily supported reading programme. Teaches and TAs read with children in targeted groups, supported and organised by Reading Recovery Teachers. | Children to make accelerated progress throughout their reading skills | Tracking children has shown the DSR has supported all children to progress in reading and writing | Weekly | Pupil premium Participation = 34.4% Total Intervention Cost: |

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|--|---|---|---|--|--|--|
| | | | | | | £ 14,250 |
| Play Therapy | Working with children with social, emotional issues. | 1:1 and group work. Up to 20 sessions. Working with parents. | Children to have had the opportunity to receive therapeutic sessions when experiencing personal and social difficulties | Not being at risk of exclusion. Settling into school routines, focusing on learning, supporting social and emotional development, improved relationships and ability to communicate. | Beginning, middle and end of 20 weeks | Pupil premium Participation = 60% Total Intervention Cost: £9,022 |
| Alternative literacy/maths teaching (Deputy Head) | Chn who are either working below or above expected in Maths, Literacy and SPAG in Yr6 | Chn receive daily maths/ literacy teaching following differentiated plans and taught by a deputy head teacher | Chn to improve in their maths/literacy skills | Chn to access the curriculum and progress in targeted area | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 44.8% Total Intervention Cost: £3,866 |
| Alternative literacy/maths teaching (SENCO) | Chn who are either working below or above expected in maths and literacy in Yr4 | Chn receive daily maths/ literacy teaching following differentiated plans and taught by a SENCO | Chn to improve in their maths/literacy skills | Chn to access the curriculum and progress in targeted area | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 30% Total Intervention Cost: £570 |
| Working with Men (conflict resolution & 1:1 mentoring) | Working with chn who find regulating emotions and behaviour challenging | Chn receive a weekly group session with a specific focus, e.g. emotional well being | Chn to self-regulate, explore and manage their emotions and behaviour better | Less incidents in the playground, less likely risk of exclusion, contributing more positively to school life, building self- | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress | Pupil premium Participation = 41.7% Total Intervention |

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|---|---|---|---|--|--|--|
| | | | | esteem/confidence | Constant: feedback & discussions | Cost: £6,250 |
| S< Support (NHS therapist) | Targeted work with chn on the S< caseload; training staff to deliver interventions for these children | Chn with identified S&L needs on the school caseload to receive assessment, 1:1 work and relevant staff receive training to deliver regular weekly work. Child receives targets, parents have consultations and child is regularly assessed by the S< | Chn's S&L needs to improve; staff to be planning, running and assessing 1:1 and group work; reports regularly submitted | Chn to transfer skills learned to wider context; staff to be successfully running S< groups; reports for specific children are completed in order to support further work or additional funding requirements | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions S< and SENCo monitor staff delivery termly | Pupil premium Participation = 10% Total Intervention Cost: £1,380 |
| Chatterbugs (Independent therapist and SENP training TAs) | Chn in Nursery and Reception, working on attention, listening, turn taking and sharing | Therapist and SENP trained TAs to deliver Chatterbugs groups | Staff to be competent in planning, delivering and assessing Chatterbugs groups | Staff regularly running groups, children making progress and applying skills across the curriculum | Termly: adults are monitored by SLT and the S< | Pupil premium Participation = 37.5% Total Intervention Cost: £2,850 |
| Chatterbugs (TA) | Chn in Nursery and Reception, working on attention, listening, turn taking and sharing | Identified chn to receive group input by a trained TA 5 x per week for 15 minutes | Chn to improve in their attention, listening, sharing and turn taking | Chn to transfer skills learned to wider context | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 37.5% Total Intervention Cost: £2,850 |
| HLTA interventions: Reading | Chn who need additional | Chn to receive extra teaching in maths, reading and phonics at | Chn to be able to answer | To close the gap between chn | Termly: pupil progress mtgs / | Pupil premium Participation = |

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|---|--|--|---|--|--|--|
| comprehension / maths group / phonics group/ EAL | support in maths/ reading comprehension / phonics in Reception and Years 1 - 5 | least once a week EAL: Working with chn from Yr1 – 6 who are stage 1-3 in their English skills. Using a range of activities to target the specific needs of chn | reading comprehension questions Chn to have a solid understanding of basic maths skills Chn to have a solid understanding of phonics skills | working below expected and their peers Chn to progress in maths, reading and phonics Chn to improve in their English acquisition, understanding and skills | provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | 50% Total Intervention Cost: £116,104 |
| Chill out (HLTA) | Calm space to enjoy games and socialise at lunch time | Chn to enjoy a structured lunch break where they can socialise with peers and play games in a quiet and calm environment | Chn to feel calm and happy at lunch time and socialise appropriately with their peers | Less incidents in the playground. Chn to learn turn taking/sharing etc skills | Weekly discussions regarding social/interaction support needs in playground | Pupil premium Participation = 40% Total Intervention Cost: £789 |
| Emotional / Nurture Groups / Social Buddies (SENCo) | Chn in Year 2 – 6 with additional social, emotional and mental health needs | Identified chn to work weekly 1:1 or within a group to mentor and support social, emotional and mental health needs | Chn to improve self-awareness and regulation | Chn to improve their self-awareness and regulation of emotions | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 70% Total Intervention Cost: £1,982 |
| Target Readers (TAs) | Chn in Year 1 – 6 who are working below the expected level within reading | Identified chn to receive 1:1 reading 3 x week | Chn to improve and develop reading skills | Chn to improve reading skills and development | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: | TOTAL TA GROUP |

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|---|--|---|---|---|---|---|
| | | | | | feedback & discussions | Pupil premium Participation = 42.2% Total Intervention Cost: £32,856 |
| Target Maths (TAs) | Chn in Year 1 – 6 who are working below the expected level within maths | Identified chn to receive 15 mins of focused target maths work 3 x week | Chn to develop basic maths/number knowledge | Chn to improve maths/number knowledge | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | |
| Sounds-Write / Phonics Intervention (TA) | Chn in Year 1 & 2 working below the expected level with phonic knowledge | Identified chn to receive 30 mins of group phonics 3 x week | Chn to improve phonic knowledge to use in reading and writing | Chn to increase phonic knowledge and transfer skills to learning contexts | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | |
| OT groups (TA) | Working on fine and gross motor activities | Chn receive daily input on either fine or gross motor skills within a group of 6 chn | Chn to improve in their fine/gross motor skills | Impact on behaviour and/or work and progress | Every 6 weeks | |
| S< groups including Lego therapy (trained TA) | Targeted children with S&L needs | Chn with identified S&L needs to receive weekly support specifically addressing their S&L needs | Chn's S&L needs to improve | Chn to transfer skills learned to wider context | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions; S< and SENCo monitor termly | |

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|--------------------------------------|---|--|---|--|--|--|
| 1 st Class at Number (TA) | Chn who need additional support in Maths | Chn follow a structured programme delivered by a trained 1 st Class at Number TA, designed to improve basic number skills | Chn to have a solid understanding of basic Maths skills | To close the gap between chn working below expected and their peers | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 50% Total Intervention Cost: £967 |
| Beanstalk | Chn from Yr2-4 working below the expected level in reading | Identified chn to receive 30 mins of 1:1 reading/comprehension support from trained volunteer twice a week | Chn to improve reading and comprehension skills, confidence | Children's confidence and reading skills improved | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 33.3% Total Intervention Cost: £230 |
| Toe by Toe (TA) | Targeted children from Years 3-6 working below expected for writing and reading | Identified chn to receive 10 mins of 1:1 support three times a week by a trained TA | Chn to improve in sight reading, and spelling | Chn showing progress in phonic knowledge in both reading lessons and in Literacy books | Termly: pupil progress mtgs / provision map mtgs Half Termly: mid-term pupil progress Constant: feedback & discussions | Pupil premium Participation = 22.2% Total Intervention Cost: £156 |
| WAM (FSW & TA) | Targeted chn from Years 3-6 identified as being skilled at Art | Identified chn accessing community Art project, delivered by external professionals, supported by FSW and TA | Boost to chn's confidence and develop skills in Art | Chn were confident when sharing work back at school | After 12 week intervention | Pupil premium Participation = 60% Total Intervention Cost: £2,577 |

| Area | Pupil Premium used for | Summary of intervention/activity, year groups | Intended outcomes | Actual Impact | Evaluation | PP participation |
|----------------------------------|------------------------|---|--|---|---|--|
| Debate Mate (Deputy Headteacher) | Targeted chn from | Identified chn work with Deputy Headteacher for two hours a week to complete debate tasks | Boost to chn's confidence and develop skills in effective speaking and listening | Chn showed increased confidence in public speaking and teamwork | Throughout intervention and during termly and half termly pupil progress mtgs | Pupil premium Participation = 40% Total Intervention Cost: £1,385 |

Total Spend £252,946