



Pupil Premium Grant Expenditure **Report to Parents: September 2015 – 2016**

We are very proud that our success in meeting the needs of our Disadvantaged Students at the end of KS2 since 2012 has been recognised by the Minister of State for School; David Laws. A copy of the letter can be found on our Performance Page.

Key Priority:- To continue to close the gap between the academic attainment and progress of pupils qualifying for pupil premium and those not in receipt of pupil premium across all key stages.
To continue to raise standards and progress rates in Grammar, Punctuation and Spelling and Writing across all key stages.

2015-16 Allocation: £172,620

A: Raising standards in the key skills of Reading, Writing and Maths, concentration and focus -

<u>Target</u>	<u>Action</u>	<u>Impact Measure</u>
Raise standards in key skills outcomes for PP pupils across the EYFS	Outdoor area refurbishment (Nursery / Reception) ; additional resources purchased. <i>Continued employment of Early Years Apprentice (from Sept 2014) to ensure high pupil / adult ratio.</i>	Tracking of pupils indicates improved rates of progress and attainment outcomes at the end of Nursery and Reception for PP children % of children achieving a GLD Summer 2016 will be ahead of national. Gaps will be narrowed for disadvantaged pupils.
Ensure high standards in Reading in KS1 (and teaching of Phonics in Y1)	Purchase of additional big books and new read materials purchased. <i>LSAs employed for longer hours to facilitate 'reading together' opportunities (Sept 2015). Parent volunteers provide additional support.</i>	Phonics Screening outcomes ahead of national 2013, 2014, 2015 and again in 2016. (PP outcomes in Y1 Phonics Screening 18% points ahead of national in 2015). Maintain standard in 2015-16.
Further close gap in progress and attainment between PP pupils and	Fund additional members of teaching and support staff to:-	Raise Data indicates closing of gap by end of KS1 and continued gap

<p>non-PP pupils by the end of KS1.</p> <p>Continue to ensure there is NO gap in progress and attainment between PP pupils and Others Nationally and within-school by the end of KS2</p>	<p>Provide 1:1 and group intervention, additional Booster support, Easter School for targeted pupils in Y6, Y2.</p>	<p>closure by the end of KS2 Data shows that from on-entry into EY, gap is closing in KS1. In 2013 gap was successfully closed by end of KS2. Gap from KS1-2 narrowed 2014 and 2015.</p>
<p>Support specific learning needs – Dyspraxia, Developmental Co-ordination Disorder, fine and gross motor difficulties.</p> <p>Support Pupils with issues around concentration and attention/focus.</p>	<p>Future Steps Consultancy support package purchased to provide training and support staff with regard to fine/gross motor, Dyspraxic and Hypermobility / low muscle tone needs. Specialist equipment purchased for individuals/groups as required eg weighted vests (two sizes), modified cutlery etc.</p> <p>NHS training in Fine Motor and Sensory Smart Classrooms for EY staff. Roll out to classroom support staff based in KS1/2.</p>	<p>Children with additional fine and gross motor needs are appropriately supported and skills developed.</p> <p>Improvements in concentration and focus are seen – and associated good progress in key areas of learning in the Basic Skills.</p> <p>As above</p>

B: Raising standards through Curriculum Development and Innovation –

<u>Target</u>	<u>Action</u>	<u>Impact Measure</u>
<p>Ensure all pupils have access to on-line technology and hand-held devices to support learning</p>	<p>On-going maintenance of iPads, Notebooks, RM Unify (cloud) and RM Books.</p> <p>Wireless access enabled across entire school.</p>	<p>Pupil, Parent and Staff Teaching and Learning feedback discussions / questionnaires.</p>
<p>Ensure pupils have access to a broad range of multimedia tools</p>	<p>Purchase green screening equipment / Early Years age-appropriate media equipment eg cameras.</p>	<p>Pupils using multimedia to record responses to learning opportunities</p>
<p>Ensure pupils access technology safely; Digital Safety Curriculum rolled out effectively</p>	<p>Digital Safety Curriculum rolled out by staff. LA EDA support to facilitate with Computing Lead.</p>	<p>All pupils access technology safely and are free from potential harm due to Internet access.</p>

Ensure staff and pupils have access to hands-on guidance in the use of a broad range of multimedia tools	Staff Training :- Purchase additional expertise from 'Learning Beyond the Boundary'	Staff and pupils are empowered to use multimedia tools purposefully in the course of their learning
Compliment curriculum studies with a raft of educational visits off-site and from specialist visitors on to the school site	Educational visitors and visits out timetables across every year group compliment long-term curriculum map. Additional Durham Music Service Provision Specialist Music Provision – 'Ucreate' Steel Pans Tuition; Arts Awards ('Discover' and 'Explore' - Trinity College London) Commitment to financial support for FSM pupils receiving small group instrumental / vocal peripatetic tuition	Pupil, parent and staff stakeholder surveys / pupil Teaching & Learning interviews evidence positive impact on learning. All pupils learn to play an instrument on a 'rolling programme' e.g. Recorder, Ukulele, Samba / African Drums / Steel Pans Certificates from Trinity achieved by broad cross-section of students. Drumming and Violin tuition subsidized.

C: Increasing student engagement & pastoral support-

<u>Target</u>	<u>Action</u>	<u>Impact Measure</u>
Ensure pupils with additional behavioural and emotional needs are well-supported – raising standards in their achievement and that of their peers	Additional Specialist Educational Psychology SLA (£1200) Crisis Response & Early Intervention SLA (1400) Counselling to provide specific intervention (£1200 per term) Additional Breakfast Club Staff (£2000) Anti-Bullying Service (£600) Learning Mentor Nurture Group staffing	Raise Data indicates PP pupils with social and emotional needs are making at least expected progress or better from entry into school until they leave at the end of Year 6.
Ensure that pupil families with needs are well-supported and advised	Employ a part-time Counsellor to support vulnerable families in need of additional support (£7200)	Outcomes for relevant pupils are significantly improved in academic and social and emotional terms

The impact of investment Academic Year 2012-13:-

- In 2012-13, school was very successful in closing the gap between the attainment and progress of pupils in receipt of Free School Meals and those pupils who were not.
- At KS2 pupils qualifying for FSM achieved higher APS in Reading, Writing Maths and Spelling and Grammar than the National Average for FSM pupils. These pupils also achieved a higher APS than their school-based non-FSM counterparts in Reading, Writing and Maths.
- At KS1 pupils qualifying for FSM achieved higher APS in Reading, Writing Maths than the National Average for FMS pupils. These pupils also achieved the same APS as the National Average for non-FSM pupils in Maths and were just below in Reading and all core subjects as a whole

The impact of investment Academic Year 2013-14:-

- In 2013-14 the gap again widened a little between Disadvantaged Students compared to Others Nationally and peers in-school at KS2. However, this cohort had only 21% of students qualifying as Ever6 – and this smaller number had an impact on the data – and especially relative % outcomes - overall.
- Conversely, the KS1 Disadvantaged students represented 42% of the cohort. Whilst % outcomes were similar to National at Level 2, gaps widened when compared with children achieving at the higher levels – particularly in Writing and Reading.

The impact of investment Academic Year 2014-15:-

- In 2014-15 – from at least 5 out of every 6 starting points, the proportions of KS2 pupils making and exceeding expected progress in Reading, Writing and Maths was close to or above the national figure. Their attainment to level 4 and level 5 was also equal to – or above – the national figure.
- The proportion of disadvantaged Year 1 pupils that met the expected standard in Phonics was well above the national figure.
- Continuing to close the gap between disadvantaged pupils and others across all areas EY – notably in the specific areas of Literacy, Maths and Understanding the World.