

PUPIL PREMIUM REPORT
Report for the Academic Year 2014-2015

Summary of initiatives to date:

- Tuition with a teacher for identified pupils in Key Stage One and Key Stage Two classes
- Additional Teaching Assistant time of five hours a week to support FSM pupils in Year Five
- Additional Teaching Assistant time of thirteen hours a week to support FSM pupils in Year Four
- Additional Teaching Assistant time of ten hours a week to support FSM pupils at Year Three
- Additional Teaching Assistant time of twelve hours a week to support FSM pupils at Year Two
- Additional Mid-day Supervisor time of five hours a week (from November)
- Behaviour Support Service (10 hour block)
- Educational Psychologist involvement in a TAF meeting for one child

Impact of initiatives to date:

- **Tuition with a teacher for identified pupils in Key Stage One and Key Stage Two classes**

Two teachers have provided additional tuition with small groups of pupils in school. 19 pupils have been identified for small group or one to one tuition with one of the teachers. The other teacher worked with 17 pupils in small groups with a focus on Mathematics. Some of these pupils have session with both of these teachers. For Key Stage Two these arrangements were reviewed in Summer Term One and some pupils received shorter but more regular sessions to develop fluency in recalling Mathematical facts and Spelling, punctuation and grammar activities. Support for the Key Stage One groups finished at Easter and the impact was measured. School has worked strategically in deploying the support where needed on a more flexible basis this academic year.

Altogether 9 pupils were identified from Key Stage One and 22 pupils were identified from Key Stage Two. Some of these pupils were identified as working below age expectations in Reading, Writing or Mathematics. Some pupils were identified as working in line or above expectations. Others were identified to bridge the attainment gap between Reading, Writing and Mathematics.

Class teachers identified key areas/gaps in understanding for each child to work on in sessions. Baseline assessments were completed by class teachers. Teachers delivering the tuition were asked to build upon or extend work linked to class based lessons. Over the year a new proforma was developed to record specific gaps in learning for the class teachers to fill out. These outlined the success criteria and resources and types of activities needed over a series of sessions. In the Summer Term a provision map was created to support with measuring the impact further. It details the Key Performance Indicators to be worked on for each child, shows baseline assessments and regular assessment information. This will continue to be used across school next academic year.

- **Additional Teaching Assistant time of five hours a week to support FSM pupils in Year Five**

There are 7 pupils in Year 5 on the FSM register (three ever 6 pupils) and this pupil is also on the EAL register (English as an Additional Language). Teaching assistant support has been used in a number of ways. For three of the pupils who are working below age related expectations, interventions have been put into place. These children have used Lexia and the teaching assistant has worked on the results periodically by completing the activities recommended tasks to fill the gaps and recent progress has been seen.

The other five pupils are achieving above age related expectations in Reading, Writing and Maths. They have been supported by the class teacher in guided sessions each week. They have worked hard in in the subject and talk positively about the extra support that they get. Additional small group work has supported pupil progress.

- **Additional Teaching Assistant time of 13 hours a week to support FSM pupils in Year Four (Autumn One, Two and Spring One)**

Three pupils are identified on the FSM register in Class Four (one pupil is Ever 3) One pupil is on the SEND register and he is working above age related expectations in Reading, Writing and Maths. The other two pupils are working slightly below age related expectations. In writing one of the pupils improved at verbalising ideas and both were beginning to apply their skills in using punctuation correctly. Some of the Teaching Assistant time was used to support one of the FSM pupils with their behaviour.

- **Additional Teaching Assistant time of 10 hours a week to support FSM pupils in Year Three (Autumn One, Two and Spring One)**

There are three pupils in Class Three identified as FSM. Two pupils are working above age related expectations and one is slightly below. All three children have been listened to read three times a week. They have all had spellings to work on. Two of the pupils had 2 additional spelling slots each week to practice their spellings. For one pupil there was notable progress and she is able to apply spelling strategies in her work. For the higher ability pupils they were pushed on in writing with further use of punctuation and in Maths supported with strategies to work more efficiently when calculating.

- **Additional Teaching Assistant time of 12 hours a week to support FSM pupils in Year Two**

There are 5 FSM pupils in Class Two. Two of the pupils are SEND and identified for Behavioural difficulties. Both of these children are working below age related expectations. One of these pupils received TAP's funding at the beginning of the year and school has continued to support at this level even though funding stopped in the Spring Term. As the child's concentration and willingness to learn has increased she is now able to go back in a text to find evidence to back up her responses. Therefore this support has had good impact recently.

The other SEND pupil's behaviour has settled and the child is more eager to work independently, particularly in Maths. This child has completed Lexia three times a week and records show good progress. Some areas show an improvement but impact is limited as he does not always apply his skills into his independent reading. Some work was done to address

fundamental skills in the Autumn and Spring Terms and the child is confident with the place value of two digits.

Three FSM pupils made good progress in reading. They took part in precision teaching at least three times a week in the Autumn Terms and their graphs showed the desired trajectory. They have all moved on through the book bands since the start of the Year and two pupils have exceeded their personal targets

- **Additional Mid-day Supervisor time of five hours a week**

The additional Mid-day supervisor was appointed in November. There has been support for pupil having school meals including encouraging the correct use of cutlery and social etiquette. In the playground there has been support with facilitating play activities including skipping.

- **Behaviour Support Service**

A 10 hour block of support has been purchased from the Behaviour Support Service. She has observed five high need pupils in school (3 FSM) and has provided written record of support for teachers and teaching assistants giving recommendations. She has also recommended resources to be used with pupils with Anger and Anxiety issues. Some of these resources have been purchased and have been used. One pupil related well to these materials. One FSM pupil with SEND has received a series of 1 to 1 support sessions to develop calming down and problem solving skills. The child uses some of the strategies and applies the skills learned in some social situations. The behaviour support teacher has also supported a member of staff with an intervention plan for one pupil. This has enabled school to evaluate strategies for this pupil and put in for further funding.

- **Educational Psychologist involvement in a TAF meeting for one child**

The Educational Psychologist was involved in a TAF meeting to talk about the support and progress of a child with other professionals and the pupil's parent. The child is identified as SEND and of high need. The Educational Psychologists role was to outline the support required for the child to progress further. Over the Spring and Summer Term the impact has been positive and recommendations have been followed which have led to progress in Literacy and Maths. The relationships between parent and school have continued to be positive.