

Pupil Premium 2015-2016: Evaluation Statement

Berwick St Mary's C of E First School
Mr Hilton (Headteacher)



Introduction

The amount of Pupil Premium allocated to Berwick St Mary's CE First School in 2015-16 was £35,500.

Schools are free to spend the Pupil Premium as they see fit, but are accountable for the success of their chosen expenditure.

- We ensure that teaching and learning opportunities meet the needs of all of the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of disadvantaged pupils are appropriately assessed and addressed.
- We recognise that there are disadvantaged pupils who do not qualify for Free School Meals, the Forces Premium or Pupil Premium Plus. We will allocate resources to support any group or groups of children we have identified as being disadvantaged or vulnerable.
- Pupil Premium funding will follow identified needs. This may mean that not every child who receives Free School Meals will be in receipt of Pupil Premium funded interventions all of the time.
- We recognise that not all pupils who receive the Pupil Premium Grant will experience disadvantage at school. However, we ensure that more able children receive support to access appropriately challenging, motivating and enriching learning experiences.

We have used the Sutton Trust/ EEF toolkit to inform our decisions about the effectiveness of each approach/ intervention.

Most of these interventions have a focus on learning; a number have a focus on social and emotional development and there is some focus on the enrichment of the curriculum.

Allocation	What we plan to do	Rationale for expenditure	Desired Outcome	Impact on disadvantaged pupils
£6,550	<p>Enhance English/Literacy Provision Continue to deliver RWInc initiative from Reception to Year 3. Training specific staff to support small class sized intervention programme.</p>	<p>Evidence based research highlights the impact of small group tuition, especially when pupils are group according to current attainment or identified need.</p> <p>These interventions will result in accelerated progress.</p>	<p>Children who have showed delayed progress will close gap on age related expectations. With primary aim that all children will make age related expectations in reading and writing.</p>	<p>Significant progress was made with targeted children from baselines, reflecting specific progress in key areas of phonics and reading. School data & monitoring showed PP children in all year groups progressed better than non-PP in reading</p>
£3,200	<p>Enhanced Numeracy Provision To offer targeted interventions such as Number 1st class and develop numeracy provision with targeted staff CPD and resources</p>	<p>Evidence based research highlights the impact of small group tuition, especially when pupils are group according to current attainment or identified need.</p> <p>These interventions will result in accelerated progress.</p>	<p>Children who have showed delayed progress will close gap on age related expectations. With primary aim that all children will make age related expectations in maths.</p>	<p>Considerable progress was noted in the targeted year 4 children who gained confidence and became more enthused and willing to apply numerical skills. The impact of these interventions evident in over 60% of children. PP pupils in Y1,2 & 4 progressed quicker than non-PP pupils. The school will evaluate delivery format to reflect the successes in Phonics and Reading. met their target and 50% exceeded their target.</p>
£2,400	<p>Targeted Staff Training Staff to access specific evidenced based training to support targeted pupils, including the Outstanding Teaching Assistant Programme.</p>	<p>To ensure staff are able to meet the needs of all pupils, targeted training in identified areas such as literacy, numeracy, special needs and safe-guarding is required regularly.</p> <p>Evidence shows investment in training develops motivation and enthusiasm in staff, which has a positive impact on learning outcomes for those they work with.</p>	<p>All children have access to a safe and challenging learning environment, which is supported by trained and motivated staff.</p>	<p>Targeted CPD has allowed Early Help interventions to be implemented quickly and effectively. School data and monitoring evidences good or better progress across the school, with summative data indicating continued positive trends in Early Years, Year 1 Phonics and Key Stage 1.</p>

<p>£6,500</p>	<p>Financial Support Subsidise</p> <p>Educational visits including residential trips and travel costs to curriculum planned events.</p>	<p>To enhance learning opportunities by providing a wide and varied set of curriculum linked activities that is not limited by the locality or travel cost.</p>	<p>Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. Children learn the transferrable skills of communication, teamwork, coordination, concentration and rehearsal or practice. Participation would not be available to some of the pupils if school did not offer it as enrichment.</p>	<p>Pupil premium children were given financial assistance to attend all educational and residential visits.</p> <p>Money was provided to support sport , breakfast clubs, sporting/coaching events, uniform and weekly swimming sessions.</p>
<p>£1,100</p>	<p>Monitoring</p> <p>Regular monitoring of pupil progress and interventions by SENCO and subject leaders.</p>	<p>Monitoring and evaluation of pupil progress particularly that of our vulnerable and special needs pupils is essential to assess the effectiveness of interventions and supporting staff to implement new interventions.</p> <p>It allows for early identification of need and targeted responses to close gaps in progress.</p>	<p>Effective monitoring of intervention and pupil progress resulting in timely changes to personalised support if necessary.</p>	<p>Early intervention is based on continual and accurate assessment. Review structures have enable PP pupils to receive targeted interventions promptly to support learning and outcomes.</p>
<p>£1,080</p>	<p>Breakfast Club</p> <p>The school has employed a TA to run with additional staff a breakfast club from 8-8:50am. The school have subsidised the costs to allow pupils access to this resource.</p>	<p>Evidence shows children who are fully prepared for the school day and attend on time make good or better progress in their learning.</p>	<p>All children are able to be supported at the start of the school day, to allow them to make good progress within their learning development.</p>	<p>A number of pupils were offered a place at Breakfast Club resulting in improved attendance and punctuality.</p>

<p>£2,180</p>	<p>Social & Emotional Mentor</p> <p>Employ Elsa trained staff to provide social and emotional support for Pupil Premium Pupils. This includes training of identified staff, and monitoring of multi-agency approaches to support children and families.</p>	<p>On average social and emotional interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself.</p> <p>Impacts on families of social & emotional support is recognised through multi-agency working.</p>	<p>Barriers to learning which are often related to social and emotional issues are addressed and resolved. Social and emotional interventions targeted at individuals are the most expensive, however our school recognises the value of this to both pupils and to learning and outcomes</p>	<p>The ELSA approach by staff has supported individual children through a range of issues and has routinely met with vulnerable pupils. The ELSA approach has become an integral part of additional targeted support for pupils as a result of involvement with other agencies and is now routinely involved in providing feedback to these meetings.</p>
<p>£5,490</p>	<p>Targeted Phonic Support</p> <p>Trained staff to deliver targeted sessions for identified children in Early Years and Key Stage 1</p>	<p>Identified children require targeted support for their speech and language to ensure they are able to access the full curriculum and appropriate learning opportunities fully.</p>	<p>All children will make age related expectations in speech and language.</p>	<p>PP performed achieved 85.7% in Y1 phonics (Nat 2015 66%) .</p> <p>85% of EY PP achieving 5 or more progress steps in reading compared to 77% for non-PP.</p>
<p>£540</p>	<p>Homework Club</p> <p>All children require access to the resources to encourage independent learning. The school have subsidised homework club by providing a trained member of staff for one night per week, with access to appropriate resources including ICT.</p>	<p>To allow basic skills to embed children require the opportunity to access the correct resources. Homework club will allow children a safe and supported environment in which to develop these skills.</p>	<p>All children are able to demonstrate and embed basic skills across the curriculum, in opportunities beyond the classroom.</p>	<p>Access to this has provided targeted families with resources required to support learning at home. Social impact in reduced anxiety for home learning has been noted with targeted children.</p>
<p>£500</p>	<p>Library Service SLA</p> <p>All children in school have regular access to a wide range of texts that they can access and use to support their learning</p>	<p>Reading for pleasure and to learn is a skill that we promote and value in all of our pupils. The SLA gives us access to high quality resources and can respond to the school's needs matching resources to the curriculum and themes we cover.</p>	<p>Reading resources will stimulate and inspire our pupils. The gap will close between pupil premium eligible pupils and their peers in reading and writing.</p>	<p>All pupils have access to a range of texts through our school library – enhancing topic resources and access to appropriate information sources.</p>
<p>£1,000</p>	<p>After-School Activities – Weekly sports sessions delivered by trained coaches offering a variety of sports</p>	<p>We acknowledge that being involved in extra-curricular sporting activities may increase attendance and retention. Research indicates that participating in after school programmes improves performance on measures of academic achievement. At risk children are more</p>	<p>Children look forward to and value the opportunities to excel in school in non-academic as well as academic contexts. They learn the transferrable skills of communication, teamwork, coordination, concentration and</p>	<p>The school focused on providing a range of after school activities designed to support the physical, emotional and communication development of all pupils.. Disadvantaged pupils received some subsidies to support their</p>

		likely to benefit as are younger children (5-10 year olds).	rehearsal or practice.	engagement . Participation would not available to some of the pupils if school did not offer it as enrichment.
£1,200	<p>Healthy Schools</p> <p>The school purchase a Service Level Agreement for Play Rangers who support us in training Junior Playleaders.</p>	In order to raise self-esteem and awareness of how to initiate positive, structured play, we will continue to invest in training for Basic Junior Play Leaders and for staff in promoting positive playtimes. We also have an LSA presence in the play areas at lunchtimes to ensure that the Junior Play Leaders are supported in initiating play.	There will be a reduction in behaviour incidents recorded during lunchtimes. All children will be active and busy at lunchtimes. All pupils are able to access learning more quickly in lessons following playtimes due to issues being reduced.	Pupils are accessing a range of resources for non-supervised times, as well as developing social responsibility through a range of roles such as play-ground buddies and lunch time crew.
£4,800	<p>Targeted Small Group & 1:1 Interventions</p> <p>We fund teaching assistants who implement small group teaching interventions to close gaps in literacy and numeracy using the focused programmes such as Read Write Inc., BRP, and other more bespoke interventions defined by pupil needs.</p>	Evidence demonstrates that intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need.	The small group interventions have the impact we intend and close gaps in attainment for most of the identified pupils. Data supports this.	<p>Targeted interventions such as RWI, BRP, Precision Teaching and Number First class have supported progress in literacy and numeracy , plus made pupils more confident learners.</p> <p>Data shows progress for targeted students, with over 75% achieving targets set. Those unsuccessful have received Early Help interventions through assisted reviews.</p>
£35,500				