



Pupil Premium Grant – Impact Review Audit

School/Academy				Academic Year 2015/16
PPG Strategy (PPG Provision Map – D1.6)	Lead	Cost	Evaluation Tools/ Evidence Base	Impact Review
A. Accelerated Reading Programme Project X Code. Lead AT/AB Link to Literacy Leader	AB	£720	4 times per week on rolling programme. Developing comprehension skills- fluency – expression	Out of 11 pupils involved, 7 pupils completed the scheme to Gold, level 9 and four pupils are at Turquoise, level 7. This was good overall but need to see a wider impact for some
B. Book Making project. Lead JW/LM.	JW/AB	£1420	This project involved several different aspects. Story writing - using Create a story. Sequencing Structuring stories Research skills Reading Interviewing techniques Letter writing Art – drawing photography Computing – burning images onto CDs. Decision making Working to deadlines	Y3: By the end of July 16: 4/7 Y3 pupils, 56% had achieved age related expectations. One other pupil had moved from Y2 TI to Y3 TI so had made expected progress but not age related. Y4: By the end of July 16: 4/6, Y4 pupils, 66% had achieved age related expectations and two were at TI. There were other, non-statistical, skills developed in this project, such as confidence, self-esteem, team working. Good for a majority of pupils: Y3 maybe not so much of a wider impact. Y4 were more suited to tasks

C. Assessment to improve efficiency of tracking of standards of PP children.	AT	£1000	New assessment system used to track cohorts and various groups, including PPG pupils.	<p>This enables staff to be able to track closely class assessments more efficiently. It enables staff to access whole class data as well as a variety of different groups (PPG included).</p> <table><tr><th>class</th><th>reading</th><th>writing</th><th>maths</th></tr><tr><td>YF - GLD</td><td>(4/7) 79%</td><td>(4/7) 79%</td><td>(4/7) 79%</td></tr><tr><td>Y1</td><td>(2/4) 50%</td><td>(3/4) 75%</td><td>(3/4) 75%</td></tr><tr><td>Y2</td><td>(3/5) 60%</td><td>(3/5) 60%</td><td>(3/5) 60%</td></tr><tr><td>Y3</td><td>(5/7) 71%</td><td>(4/7) 57%</td><td>(5/7) 71%</td></tr><tr><td>Y4</td><td>(6/7) 86%</td><td>(4/7) 57%</td><td>(5/7) 71%</td></tr><tr><td>Y5</td><td>(4/7) 57%</td><td>(5/7) 71%</td><td>(5/7) 71%</td></tr><tr><td>Y6</td><td>(4/6) 67%</td><td>(4/6) 67%</td><td>(3/6) 50%</td></tr></table> <p>New system is evolving all the time and has become much more user friendly in order to get a variety of data.</p>	class	reading	writing	maths	YF - GLD	(4/7) 79%	(4/7) 79%	(4/7) 79%	Y1	(2/4) 50%	(3/4) 75%	(3/4) 75%	Y2	(3/5) 60%	(3/5) 60%	(3/5) 60%	Y3	(5/7) 71%	(4/7) 57%	(5/7) 71%	Y4	(6/7) 86%	(4/7) 57%	(5/7) 71%	Y5	(4/7) 57%	(5/7) 71%	(5/7) 71%	Y6	(4/6) 67%	(4/6) 67%	(3/6) 50%
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D. Access to high quality use of external support	DB-SENDICO	£1400 SENCO - £2500	Outside professionals visited a small number of pupils throughout the year.	<p>Supported a child in a transition to more specialist provision. This resulted in a successful transition. Additional top up funding was provided as a result. Supported a child with diagnosis of ASD and possible EHCP. This resulted in additional support to meet needs. Supported a child who was not making progress in class and offered strategies to support both pupil and parents.</p> <p>Positive engagement with Ed Psyche and pupils involved were supported.</p>																																

E. Home/School learning club. Autumn 2 - crafts Spring 1 – arts Spring 2 – cooking Summer 1 - reading Summer 2 - maths Lead DB/SJ/MB/JW - Parent Support Advisor (PSA)	DB/MB/JW/ SJ (PSA)			This did not get enough response so it was postponed. It will be reviewed at another point in the future.																				
F. PSA liaison with families. PSA to work with pupils and families to promote ideas on how to support their children at home.	DB/SJ (PSA)	£2730	The Parent Support Assistant (PSA) was started to try and help and support families and offer advice on how to support their children, and themselves, in times of crisis and difficulty.	The PSA worked with several families throughout the year. Support through face to face meeting. Parent workshops Access to outside agencies: Family support Dreadoughts Penhalligan Friends Breakfast club support																				
G. 1:1 Tuition Y1/Y2, Y3/Y4 Lead: AB/NO Tutor: JCD		£6600	1:1 and small group work with teacher to support development and learning of KS1 and KS2 PPG pupils in English.	End of year data shows: <table><tr><th>class</th><th>reading</th><th>writing</th><th>maths</th></tr><tr><td>Y1</td><td>(2/4) 50%</td><td>(3/4) 75%</td><td>(3/4) 75%</td></tr><tr><td>Y2</td><td>(3/5) 60%</td><td>(3/5) 60%</td><td>(3/5) 60%</td></tr><tr><td>Y3</td><td>(5/7) 71%</td><td>(4/7) 57%</td><td>(5/7) 71%</td></tr><tr><td>Y4</td><td>(6/7) 86%</td><td>(4/7) 57%</td><td>5/7) 71%</td></tr></table>	class	reading	writing	maths	Y1	(2/4) 50%	(3/4) 75%	(3/4) 75%	Y2	(3/5) 60%	(3/5) 60%	(3/5) 60%	Y3	(5/7) 71%	(4/7) 57%	(5/7) 71%	Y4	(6/7) 86%	(4/7) 57%	5/7) 71%
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				This was successful in the majority of cases. Case studies for pupils who did not reach expected standard are available.
H. 1:1 Tuition Year 6 Lead: AB/NO Tutor: LM To start Autumn 15	AT/AB/JY	£4230	1:1 and small group teaching to support developments and learning of PPG pupils in Y6. The focus was to develop pupil's English skills.	End of year data showed that: Reading – (4/6) 67% achieved end of year ARE. Writing – (4/6) 67% achieved end of year ARE. EGPS – (3/6) 50% achieved end of year ARE
				Impact was good overall. Case studies for pupils not at EXS
I. Year F pupils Lead: AB/LM –	AB	£7980	Experienced HLTA assigned full time to class in order to support learning of the whole class a particular focus on PPG pupils who needed emotional support as well.	Evidence showed that out of 4 identified pupils, 2/4, 50% achieved GLD in all three aspects of Personal, Social and Emotional Development of learning and 4/4, 100% achieved two out of the three aspects.
				Impact was good for YF data and was above national headlines
J. Year One Attainment Additional HLTA to raise attainment of PPG children to be in-line with age related expectations and above	AB	£6840	Very experienced HLTA assigned to Y1 class in order to work with and support PPG pupils with their development and learning. Group work and sometimes 1:1 as part of classroom provision, wave 1, and sometimes wave 2 provision.	End of year data shows that: 50% (2/4) of PPG Y1 pupils were at ARE in reading. 75%, (3/4) of PPG Y1 pupils were at ARE writing. 75%, (3/4) of PPG Y1 pupils were at ARE maths.
				HLTA had a positive impact on pupil's learning. One pupil did not achieve ARE expectations a case study has been done for her
K. Year 6 1:1 tuition for pupils	NO/JY	£1250	Small group work	50% 3/6 achieved ARE in maths at the end of July 16

who are working below ARE in maths. Lead: NO/JY				Impact mixed. Need to look at timing of starting this provision. Case studies for pupils not achieving.
L. CPD Development: Teaching and Learning strategies for teachers/ HLTAs and LSAs	AT	£500	My Concern training ITrack CPD Pupil progress meetings Trust Year group meetings and CPD Computing CPD 2simple training Trust moderation events	Training supported staff in the delivery of learning and also acted as a quality assurance for moderating evidence, Positive impact of trust year group meetings and moderation meetings. Staff felt more confident with assessing under the new format
M. Deprivation Fund to support children access to learning experiences.	AT/SJ/DB	£2800	This was used to allow pupils access to school events and facilities, e.g. residentials, breakfast club that they might otherwise struggle to attend.	Breakfast club engagement School residentials – Y5 Carnyorth – Y6 - London Give me a break (Youth Hostel) Y6 London. Dreadnoughts services. Money allowed a number of pupils to access residentials. Breakfast club enabled pupils to get a healthy start to school days and to be more focused for learning
N. Thrive Whole school training & development. Lead: LM	LM	£12000		Thrive co-ordinator went on long term sick. Concerns passed to pastoral team. This has not had the impact because of the sickness of the staff member.

<p>O. Targeted interventions for PPG pupils in writing and maths in Y2</p>	<p>AB/JCD</p>	<p>£2200</p>	<p>Pre teaching sessions or addressing identified gaps in learning in order to develop pupil's learning.</p>	<p>End of year data shows that: 60% (3/5) of PPG Y2 pupils achieved expected standard in reading 60% (3/5) of PPG Y2 pupils achieved expected standard writing. 60 (3/5) % of PPG Y2 pupils achieved expected standard maths. The two pupils who did not achieve expected standard are SEND pupils. 40 % of pupils achieved greater depth in reading, which was above national average. 40 % of pupils achieved greater depth in writing, which was above national average.</p> <p>Good impact overall. More focus needed on GDS pupils in maths. The two pupils who did not achieve expected standard are SEND pupils. Case studies have been done for these pupils.</p>
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