



TEAM Dore – Pupil Premium Headline Numbers

Pupil Premium (23 children) 2013/14

Senior Leadership at school recognises the gap between the progress of our pupil premium children in comparison to their peers and national. We applied to be a part of the pupil premium action research project (Pam Smith – strategic lead). Our school was not eligible as it was deemed we did not show significant gaps in the following criteria:

- The attainment gap between your FSM cohort and the whole school cohort over the last three years;
- The attainment gap between your FSM cohort and the national averages for the FSM cohort over the last three years.

Attendance analyses

- 2013/14 8 of the 23 pupil prem children had attendances of below 94%. Of these, 4 of them were part of the significant group in Y3. The family advocate is engaging with the families of these children in order to improve these outcomes. There is also a termly follow up of all children whose attendance falls below 90%.
- 2012/13 11 of the 26 pupil prem children had attendance below 94%, 6 of them had attendance below 90%. Poor attendance is commented upon in annual reports as well as reminder letters being sent home.
- 2011/12 4 of the 16 children had attendance below 94%, 3 of them were below 90%.

Spending on Pupil Premium (does not include wider opportunities which are listed at the end of this report)

This analysis shows the approximate spend on children who are categorised as pupil premium in both the infants and juniors. This spending relates to intervention carried out during the academic year 2013-14.

Total Spend = £26658

Total children = 23

Average Spend = £1159

Total Income = £20700

Recommended Average Spend = £953

GROUP	APPROXIMATE SPEND AND INTERVENTION TYPE
INFANTS	
Rec = 3	Phonics - £720 1:1 – 30 mins daily - £2200 VIP - £300 Personalised learning - £600 TOTAL = £3820
YR1 = 1	1:1 Reading 2 x week - £200 Phonics - £240 ELS - £60 Maths Booster £60 Personalised learning - £200 TOTAL = £760
YR2 = 2	Phonics group £480 Maths boosters £30 x 2= £60 MG Small group intervention (Focus group) 4hrs week over year = £1440 Project X = £500 TOTAL = £2580
GROUP JUNIORS	
YR3 = 9	Phonics/Spelling x 9 = £2160 TA Focus support 12 hours = £4320 Rainbow reading x 4 = £800 Daily Readers x 9 = £720 Springboard maths = £60 TOTAL = £8060

YR4 = 3	ABI inset x 2 = £400 1:1 support £7000 Phonics/Spelling X 2 = £468 ICT support - £400 Writing Group - £200 Spelling zappers - £50 <p style="text-align: right;">TOTAL = £8518</p>
YR5 = 3	1:1 readers x 3= £150 Spelling zappers – x 3 = £50 1:1 Lit/num = summer Phonics/Spellings x3 = £240 TA Focus time = £1080 <p style="text-align: right;">TOTAL = £1520</p>
YR6 = 2	English comprehension - £180 Maths 1:1 - £40 x 6 =£240 x 2 = £480 Eng 1:1 - £40 x 6 = £240 x2 = £480 Boosters - £133 x 2 = £260 <p style="text-align: right;">TOTAL = £1400</p>
<ul style="list-style-type: none"> • Group intervention costs calculated proportionally • Additional spending on school trips with £20-£40 reduction in total cost of residential. • Additional spending on school trips with all day trips and visits paid for. • Homework books paid for. • Some holiday club funding available. • Children have funded access to Sing Up Choir & selection of sports clubs + Forest Schools. • Average teacher pay and cover taken from Jim Knight (2008) DfES • Average TA pay taken from National Salary Data • 10 hours of TA level 1 salary as informed by Mary Collins (Ed Psych) • All costs and times rounded down and any approximations are low. 	

Intervention/spending

‘Maximising the Impact of Teaching Assistants’ – Anthony Russell, Rob Webster and Peter Blatchford.

Evidence based research and practical strategies for school staff in unleashing the huge potential of our support staff. SENCO trained in delivery of this inset and it has been introduced as a method of working within school. Both teachers and TAs are given guidance on identifying pupil premium children and establishing focus groups within their classes. Both teachers and TAs will allocate further time supporting children identified as part of our focus groups. (£ ?)

Forest School’s Initiative- Delivered by Qualified teacher.

Initially projects will run from our own grounds/gardens/playing fields (where appropriate) allowing the children to become comfortable with an outdoor approach to education and play whilst in familiar surroundings. Allowing relationships based around trust and self-exploration to develop with the Forest School Leaders who start to facilitate a more child led outdoor curriculum when the group are ready they familiarise themselves with the route to the wood either on foot or by bus. The group then have their introductory sessions in the woodland exploring the site establishing physical and behavioral boundaries. (£40 weekly)

Vocabulary Improvement Programme – Sheffield Speech & Language Service

The school has delivered this intervention for the last two years and is currently leading a research project which will provide further evidence as to the interventions efficacy. The Vocabulary Improvement Programme (VIP) was developed by Sheffield Speech and Language Therapy Services. It is designed to be carried out in two 30 minute sessions per week for 6-8 weeks, for groups of 2-4 children. The intervention is led by teaching assistants who have attended a one day training session run by the Sheffield SLT service. It is appropriate for children between F1 and Y4 who have limited vocabulary skills for a range of reasons. This could include children with English as an additional language, children with poor speaking and listening skills, or children who have had limited opportunities to develop their oral language. The VIP aims to teach children vocabulary

learning strategies to support storage and retrieval of vocabulary as well as new word learning. Activities that are used in the VIP include; noun sorting, sentence building, phonology games, verb sorting and semantic games. (£2000 start up costs including training, cover and resources)

Project X – Edge Hill University

Evidence based reading intervention that cites 13.4 months of reading progress over 4 months of intervention. Intervention designed for children in year groups 2-4 or beyond Y4 with children with significant reading difficulties. This intervention has clear entry and exit measures and is currently delivered by one specialist trained TA. A further TA will shadow this member of staff in order to maximise the potential scope of delivery next year. . (£2000 start up costs including training, cover and resources)

Personalised Learning Programme – Specialist Support Staff

School have invested in a dedicated member of the support team who is working alongside teachers in delivering a highly personalised learning programme for targeted pupil premium children. This programme runs for two full days with children receiving two sessions per week each. Teachers inform the SENCO of the specific current needs of the children and the SENCO plans with the Support staff in order to tailor the teaching to the need of the child as well as developing baseline and outcome measures for the individuals. This timetable illustrates current focus group as high priorities with further additions to the group to be made after Easter. (£110 weekly)

1:1 Personalised Teaching – Fully qualified and experienced teaching practitioners

Teachers work closely alongside school staff from years 5 and 6 to identify the needs of the children and support them with specific maths and literacy skills that directly link to the children’s current curriculum. The teachers are fully qualified and highly experienced and they work with the children for one hour slots. This has been one of the most effective interventions used in the juniors for demonstrating progress in years 5 and 6.

IMPACT

TEAM Dore Groups – % Children working at or exceeding ARE By Group at the end of Summer 2 2014

Age related Expectations 2013-14 Pupil Premium

<u>Year & Number</u>	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	<u>All</u>	<u>Group</u>	<u>All</u>	<u>Group</u>	<u>All</u>	<u>Group</u>
<u>1</u> (1)	72%	0%	63%	0%	85%	0%
<u>2</u> (2)	79%	0%	68%	0%	81%	0%
<u>3</u> (9)	94%	77%	76%	45%	89%	55%
<u>4</u> (3)	89%	100%	72%	100%	66%	66%
<u>5</u> (3)	92%	100%	95%	100%	91%	66%
<u>6</u> (2)	94%	100%	90%	100%	92%	100%

TEAM Dore Groups – Trend in gap size for group calculated from first available data or KS1 attainment. Gap is compared to rest of cohort attainment. End of Summer 2 2014

2013-14 Pupil Premium

<u>Year & Number</u>	<u>Reading</u>		<u>Writing</u>		<u>Maths</u>	
	<u>All</u>	<u>Group</u>	<u>All</u>	<u>Group</u>	<u>All</u>	<u>Group</u>
<u>1</u> (1)	-0.8		0.6		-0.4	
<u>2</u> (2)	-1.1		-0.8		-1.3	
<u>3</u> (9)	0.5		1.2		0.1	
<u>4</u> (3)	1.3		0.1		-0.3	
<u>5</u> (3)	-0.1		0.5		-1.1	
<u>6</u> (2)	0.6		-2.0		-2.0	

The above table illustrates the trend in gap widening and closing from either first national curriculum data inputted into Y1 or from KS1 results. The vast majority of year groups show minimal gaps either positive or negative. The key group of last year's Y3 are closing the gap in all subject areas. Last year's Y6 children had larger gaps in trends from KS1 in maths and writing, however one of these children scored well above Dore average in reading and above in writing.

2014-15

Current intervention for disadvantaged children has increased following the successful model of provision followed last year. We now have 3 members of staff contributing to individual & personalised learning.

1:1 individual teaching on specific literacy and maths skills for Y5 and Y6 pp increased.

Project X including pp children has been widened.

Speech intervention training has increased with more coverage including pp children.

Pupil Premium Funding to be read in conjunction with IL information

WIDER Opportunities

2013-2014

- ❖ **The statements below apply to children who are on FSM and those who are Ever6**
- ❖ 1:1 support from specialist TA who also acts as a mentor
- ❖ 20% take-up over year – high levels of engagement by those who attend
- ❖ Targeted for Forest Schools club after school, also a Forest Schools DAY OUT – 40% take-up – high levels of enjoyment
- ❖ Targeted for after school sports clubs – 30% take-up
- ❖ Targeted for Music activities after school – 20% take-up
- ❖ Targeted for 5 week Cookery Course for parent + child – meal cooked and taken home – disappointing 10% take-up – excellent course and feedback from parents and children – HEAVILY subsidised by school.
- ❖ Opportunity for Children's University Awards

2014-2014

- ❖ 1:1 support from specialist TA who also acts as a mentor
- ❖ Further 1:1 support pms from TA
- ❖ 2 hrs 1:1 support from a teacher
- ❖ Homework books e.g. Schofield Mental Maths are given/funded –
- ❖ ALL school trips or visitors in are funded. There is a reduction in fee for residential visits in KS2 –
- ❖ KS2 Targeted for SING-UP specialist choir weekly. This choir performs termly in concerts or musical events outside school e.g. Christmas CD recorded in Sheffield Cathedral; Combined choirs at University Firth Hall; Opening Ceremony at National Student Games; Launch event of new SACRE scheme of work at Sheffield Hallam University.
- ❖ Targeted for Forest Schools club after school
- ❖ Targeted for after school sports clubs
- ❖ Targeted for Music activities after school
- ❖ Opportunity for Children's University Awards
- ❖ Designated Senior TA lead to focus on extra-curricular provision offers to PP children
- ❖ Subsidy for some of the larger extra-curricular trips e.g. Matilda, Westminster