

Pupil Premium Impact Statement 2016/17

Brookburn Primary School

Intervention/ Resource	PP funding £	Rationale for intervention: Barriers children face.	Evidence to support decision to use these approaches	Specific intended outcomes	Agreed impact measured termly / July 2016	Impact
EYFS 6PP						
Early language group	1x 40 mins for 8 weeks £130	Poor development of early listening skills.	Education Endowment Foundation	Children to show improved concentration when listening. Children to respond to what they have heard.	Children to move in line with their chronological age for development.	4/6 pupils met the ELGs for Communication – Listening and attention, speaking and understanding. 1/6 pupils exceeded in the area of understanding.
Circuit training	15mins x5 TA3 £530	Attachment disorder Global Developmental Delay – under developed motor skills.	Medical records and school knowledge of early childhood development needs. Advice from adoption services?	Readiness to learn in Y1. Developed motor skills and personal, social skills	Achieve ELG Smooth transition into Y1. Motor skills developed to enable activities to be accessed.	4/6 pupils achieved GLD achieving the expected standard in all 12 areas of learning across PRIME and SPECIFIC areas. Of the two children not reaching GLD, 1 child reached one ELG and another met 4 ELGs. One of these pupils is on the SEN register.
Motor skills	20mins x 3 TA2 £340					
1:1 support	£6000					
Learning to listen 1:6	£110	Improve key learning skills.	Education Endowment Fund	Develop children's learning behaviours. Improve concentration and ability to follow instructions.		
Y1 3PP						Expected Progress 5+ steps is accelerated 5 steps is expected progress 1-3 steps is slow progress
ECAR (1)	UP3 Teacher 15 hours £10,560 pa	Child behind the expected reading age for their chronological age. Build confidence in reading through structure, continuity and success.	ECAR within our school has been shown to have impact on the reading ability of the child that is sustained over time.	To improve reading and comprehension skills. Segmenting and blending key words. Writing sentences.	Children make accelerated progress to be at least in line with Age Related Expectations.	Reading Progress 100% of pupils made expected progress. 33% of pupils made accelerated progress Attainment 33% working at ARE 67% working <u>just below</u> ARE Writing Progress 100% of pupils made accelerated progress Attainment No pupils reached ARE however narrowed the gap with peers due to progress made.
Motor skills (1)	30mins x 2 TA 3 £210	Child has under developed gross and fine motor skills which impedes their ability to join in with range of Y1 activities.	This approach can be seen to have a major impact as children are able to access activities.	Children develop confidence and better control when using fine and gross motor skills such as writing, building and cutting.	Observations in class and physical activities such as writing and making.	
Catch up maths (2)	40 mins x 2 TA3 £220	To reinforce days learning and have further opportunity to explore the concepts with concrete and pictorial representation	Following the model of Singapore maths where same day intervention with CPA has impact.	Children can reason about their learning and using CPA master and apply the concepts.	Confidence in class. Level / depth of reasoning. Independence in work book.	
Targeted writing (3)	40 mins x 2 £220	Lack of confidence in writing. Slow progress in the development of early writing skills e.g. finger spaces / punctuation for sentences.	Previous success of this approach used at school. Education Endowment Fund	To develop skills needed to become a Y1 writer as defined in the End of Year Objectives	Children show clear improvement in writing ability. Children at 'expected' for End of Year Expectations.	

Extra Guided reading (3)	30mins x 2 TA 3 £210	Lack of confidence in blending and segmenting. Need to develop understanding of plots and characters.	Previous success of this approach used at school. Education Endowment Fund	Increased confidence in reading skills. Accelerated progress shown through movement up the book bands.	Children reach 'expected' for End of Year Expectations.	<p>Maths Progress 100% of pupils made accelerated progress</p> <p>Attainment 33% of pupils reached ARE. 67% of pupils <u>working just below</u> ARE.</p>
Play Therapy (1)	£180	Unable to regulate behaviour. Difficulties in making attachments /relationships with adults. Lack of self-esteem.	Published research by Play Therapy UK. SEFACTO evidence base from play therapy UK.	To provide a therapeutic approach to the specific needs of child – explored through play, art and social interaction.	Higher level of regulated behaviour that enables child to then access the learning.	
1:1 support (1)	TA3 £6000	Attachment / relationship disorder. Early childhood trauma Unable to concentrate on class activities. Disruptive to own and others' learning. Developmentally not ready for the learning environment provided.		Following routines and instructions. Completing work set. Responding appropriately to instructions.	Behaviour indicates happy, calm child, free from anxiety. Increased engagement with learning activities. Achieving to potential.	
Y2 - 4 PP						
Maths Catch up (2)	40 mins x 2 weekly £200	Confidence in Y2 maths concepts. Consistency and clarity in reasoning and explaining concepts.	Following the model of Singapore maths where same day intervention with CPA has impact.	Children can reason about their learning and using CPA master and apply the concepts as expected in Y2 EYE.	Consistency in reasoning about concepts. Attaining the expected for Y2 EYE.	<p>Expected Progress 6+ steps accelerated 6 steps expected 5 steps slow</p> <p>Reading Progress 75% of pupils made expected progress. 25% pupils made accelerated progress</p> <p>Attainment 50% working at ARE 50% working below ARE</p> <p>Writing Progress 0 pupils made accelerated prgs. 25% of pupils made expected progress</p> <p>Attainment No pupils reached ARE</p> <p>Maths Progress 50% of pupils made accelerated progress 75% of pupils made expected progress</p> <p>Attainment 50% of pupils reached ARE. 50% of pupils <u>working just below</u> ARE.</p>
FFT reading (2)	30 mins daily (2.5 hrs wk TA3) £300	Confidence in reading skills and comprehension. Opportunity to regularly practice reading with an adult.	Education Endowment Fund	To improve reading and comprehension skills. Segmenting and blending key words. Writing sentences.	Children make accelerated progress to be at least in line with Age Related Expectations.	
Y3 - 5 PP						
Maths catch-up (3)	1:6 3x 40 mins TA3 £620	Confidence in Y3 maths concepts. Consistency and clarity in reasoning and explaining concepts. Retention of key concepts and key facts	Education Endowment Foundation	Children can reason about their learning and apply the concept in a range of contexts.	Accelerated progress to move children towards end of year expectations for Year 3	<p>Reading Progress (4 pupils) 75% of pupils made expected progress. 25% made accelerated progress</p>

1:2 in class support (1)	15 hours TA2 £5200	Under developed listening and concentration skills. ADHD diagnosis. Inadequate early years' provision.	Education Endowment Foundation	Improved engagement with class activities. Increased learning and progress towards literacy and maths skills.	Gap closed towards end of year expectations in literacy and maths.	Attainment (5 pupils) 40% of pupils met ARE 20% of pupils exceeded ARE Writing Progress (4 pupils) 75% of pupils made expected progress. 25% made accelerated progress Attainment (5 pupils) 20% of pupils reached ARE
Individual reading (1)	1:1 2x 20 mins wkly £300	Confidence in reading skills and comprehension. Catching up on poor early childhood provision.	Education Endowment Foundation	Improved consistency in reading texts. Ability to segment and blend unfamiliar words	Able to read with more confidence and maturity. Accelerated progress. End of year expectations achieved.	Maths Progress (4 pupils) 75% of pupils made expected progress. 25% made accelerated progress Attainment (5 pupils) 20% of pupils reached ARE
Precision spelling (1)	1:1 5x 10 mins TA3 2 terms £80	Ability to retain spellings learnt.	Education Endowment Foundation	Higher retention in the spelling of HFW	Higher retention in the spelling of HFW	Maths Progress (4 pupils) 75% of pupils made expected progress. 25% made accelerated progress Attainment (5 pupils) 20% of pupils exceeded ARE 40% of pupils reached ARE. 60% working below ARE
Picture detectives (1)	1:3 3x 40 mins TA3 £310	Confidence in comprehension. Communication and processing of information received.		Understanding and comprehension of texts.	Accelerated progress towards end of year expectations in reading.	
Writing (2)	1:4 40 mins x3 TA 2 £310	Low confidence and self-esteem.	Education Endowment Foundation	Confidence and consistency in the application of Y3 writing skills.	Accelerated progress towards end of year expectations.	
Ladies that lunch (1)	1x 40 mins 5 wks Play therapist £150	Social and emotional maturity to positively interact with peers. Low self-esteem and anxiety around friendships.	Research from Play therapy UK	Improved social interactions with peers. Improved self-esteem and confidence in negotiating friendships.	Observed positive interactions between peers and an increase in effective strategies to resolve conflicts.	Improved friendship and social skills.
Y4 4PP						Expected Progress 6+ steps accelerated 6 steps expected 5 steps slow
Catch up reading (3)	1:1 2 x 20mins TA4 1 term £140	Confidence in reading skills and comprehension.	Education Endowment Foundation		Accelerated progress towards Y4 end of year expectations.	Reading Progress 75% of pupils made expected progress. 0 made accelerated progress Attainment 50% of pupils met ARE
Reading comprehension (2)	1:1 2 x 20mins TA4 2 terms £220	Confidence in comprehension. Communication to show understanding.	Education Endowment Foundation	Accuracy in answering questions on texts. Answers show a deeper understanding of the language.	Accelerated progress towards Y4 end of year expectations.	Writing Progress 50% of pupils made expected progress. 25% made accelerated progress Attainment 0 pupils reached ARE 25% working <u>just below</u> ARE
Catch up maths (3)	1:4 2 x 40mins TA4 £220	Confidence in Y4 maths concepts. Consistency and clarity in applying learning.	Education Endowment Foundation	Work completed with more independence, confidence and accuracy.	Accelerated progress towards Y4 end of year expectations.	
SPAG / class support (2)	1:6 2x 40mins TA4 £220	Ability to recall learning and apply it in other curriculum areas.	Education Endowment Foundation	Evidence of key SPAG skills being used in all writing. Able to self-edit and check work.	Accelerated progress towards Y4 end of year expectations.	Maths Progress

Nessy Spelling (2)	1:6 2 x 40mins TA3 £180	Ability to retain spellings learnt.	Education Endowment Foundation		Accelerated progress towards Y4 end of year expectations.	50% of pupils made expected progress. 50% made accelerated progress Attainment 25% of pupils exceeded ARE 75% working below ARE
Precision Spelling (1)	1:1 5 x10mins TA2 £80	Ability to retain spellings learnt.	Education Endowment Foundation	Higher retention in the spelling of the target words.	Accelerated progress towards Y4 end of year expectations.	
It's good to be me (2)	1:3 45mins TA2 / TA3 £180	Low self-esteem. Early childhood trauma.	Education Endowment Foundation	Positive self-image demonstrated through resilience, confidence and interactions.	Improved self-esteem, social skills and self-awareness.	
Literacy Booster (2)	1:2 3 x 30mins TA4 £500	Understanding and application of writing conventions e.g. punctuation / spelling / engaging reader.	Education Endowment Foundation	Confidence and consistency in the application of Y4 writing skills. Effective vocabulary choices. Accurate punctuation. Previously learnt spellings correctly applied.	Accelerated progress towards Y4 end of year expectations.	
Y5 8PP						Expected Progress 6+ steps accelerated 6 steps expected 5 steps slow
Inference reading	1:4 2x 40mins TA4 £420	Confidence to use deduction and inference when understanding a text.	Education Endowment Foundation	Answers show a deeper understanding of the language and the effect on the reader.	Increase and maintain confidence in reading to stay in line with Y5 EYE.	Reading Progress 75% of pupils made expected progress. 25% made accelerated progress Attainment 50% of pupils met ARE
Maths pre-learning	1:10 2x 40 mins TA4 £240	Confidence when presented with a concept not visited since previous year. Ability to refer to previously learnt concepts when faced with them in Y5	Education Endowment Foundation	Work completed with more independence, confidence and accuracy. Resilience and 'can do' attitude evident.	Accelerated progress towards Y5 end of year expectations.	Writing Progress 50% of pupils made expected progress. 13% made accelerated progress Attainment 25% of pupils reached ARE 75% working below ARE
Digi-smart	4:12 1x 60 mins TA3 / 4 £1650	Self-esteem and confidence. Presenting information to others.		Work with increased independence. Complete the project and present own PPT to class.	Improved self-esteem and confidence in ability. Transferred into positive approach to class work.	
1:1 in class support	1:1 5 hours x5 £6000	Autistic spectrum. Ability to regulate behaviour and respond with level of maturity appropriate for a Y5 child.			Successfully integrated into the class setting, working alongside peers. Managing emotions with increased success. Completing work and making progress.	Maths Progress 75% of pupils made expected progress. 25% made accelerated progress Attainment 38% of pupils reached ARE 62% working below ARE
Year 6 4PP						Expected Progress from FFT data Expected attainment scaled score of 100
Inference reading (1)	1:4 2x 40mins TA3 £400	Confidence to use deduction and inference when understanding a text.	Education Endowment Foundation	Answers show a deeper understanding of the language and the effect on the reader.	Increased rate of progress towards end of year expectations.	Reading 75% of pupils reached EXS – average standardised score 106

Handwriting (2)	1:5 2x 30mins TA3 £290	Immature fine motor skills.	Education Endowment Foundation	Handwriting more consistent in formation, legibility and maturity.	Increased rate of progress towards end of year expectations.	1 pupil disapplied English Writing 75% of pupils reached EXS 25% of pupils working at below key stage standard GPS 75% of pupils reached EXS – average standardised score 103 1 pupil disapplied Maths 75% of pupils reached EXS – average standardised score 103 1 pupil disapplied
SPLD – spelling prog. (2)	1:1 2x 40mins £750	Dyslexic tendencies			Increased accuracy when spelling and effective use of strategies to overcome barriers	
Accelerated maths (2)	1:5 2x 45mins £320	Ability to recall previous learning and apply it accurately.	Education Endowment Foundation	Work completed with more independence, confidence and accuracy.	Increased rate of progress towards end of year expectations.	
Precision spelling (Charlotte)	1:1 4x 15mins £360	Ability to retain spellings learnt.	Education Endowment Foundation	Higher retention in the spelling of the target words.	Increased accuracy when spelling.	
Maths Booster (6)	1:4 2x40mins £600	Ability to recall previous learning and apply it accurately.	Education Endowment Foundation	Work completed with more independence, confidence and accuracy. Resilience and ‘can do’ attitude evident.	Increased rate of progress towards end of year expectations.	
Literacy Booster (2)	1:6 3x30mins £500	Ability to recall previous learning and apply it accurately.	Education Endowment Foundation	Confidence and consistency in the application of Y6 writing skills.	Increased rate of progress towards end of year expectations.	
Reading (2)	1:2 1x30mins £240	Confidence to use deduction and inference when understanding a text.	Education Endowment Foundation	Accuracy in answering questions on texts.	Increased rate of progress towards end of year expectations.	
Spelling (2)	1:2 TA3 2x30mins £480	Ability to retain spellings learnt.	Education Endowment Foundation	Higher retention in the spelling of the target words.	Increased rate of progress towards end of year expectations.	

Total Spend £52, 030

PP Budget £41,000 2015-16