

New City Primary School

Pupil Premium use: 2014-15

For our Pupil Premium allocation (which is related to Free School Meals numbers), the school received £236,600 this year. This report explains how we plan to use this funding at New City Primary along with a review of the impact.

Activity	Explanation	Impact as of July 2015
Asst head in charge of pupil premium Cost =£20,000	<ul style="list-style-type: none"> • To ensure reporting of pupil premium is consistent. • To maintain a more detailed record of impact of pupil premium interventions. • To regularly review impact of pupil premium interventions and ensure they are best value. 	<ul style="list-style-type: none"> • provision map shows how PP chn are being supported; • impact will be measured once assessments are completed; • review termly and change groups where necessary. • Asst head running intervention groups for reading, grammar and maths in the afternoon to narrow gap from January till May; • Asst head leading Saturday school focussing on PP children and underperforming children in Maths; • Has collected records, information for all the interventions for PP and impact;

<p>Reading recovery teacher Cost £15,000</p>	<ul style="list-style-type: none"> Close gap between lowest attaining pupils in reading in Reception / Year 1. 	<p>Liz works with 7/8 chn. Assessed on entry on standard reading test. This happens 4x a week for half an hour. Last for usually a term. Standardised reading test results based on 3/4 times, 30 minute sessions a week.</p> <p>All chn did extensive reading recovery programme with the teacher and focussed on various areas like reading book levels, standard scores, writing vocabulary and other areas. 100% of chn made good progress.</p> <table border="1" data-bbox="741 416 1827 874"> <thead> <tr> <th>Pupils in Reading Recovery intervention</th> <th>Reading age at start</th> <th>Reading age in January</th> <th>Reading age June 2015</th> </tr> </thead> <tbody> <tr> <td>Child 1 26/12/2008</td> <td>4y 10m</td> <td>5y 10m</td> <td>6y 4m</td> </tr> <tr> <td>Child 2 17/01/2015</td> <td>January start</td> <td>4y 6m</td> <td>6y 10m</td> </tr> <tr> <td>Child 3 02/10/2008</td> <td>4y 10m</td> <td>6y 1m</td> <td>6y 10m</td> </tr> <tr> <td>Child 4 15/10/2008</td> <td>4y 1m</td> <td>5y 5m</td> <td>6y 1m</td> </tr> <tr> <td>Child 5 01/06/2009</td> <td>Started this term</td> <td>5y 4m</td> <td>6y 1m</td> </tr> <tr> <td>Child 6 01/07/2009</td> <td>January start</td> <td>5y 1m</td> <td>7y 1m</td> </tr> <tr> <td>Child 7 27/07/2009</td> <td>Started this term</td> <td>5y 4m</td> <td>7y 1m</td> </tr> </tbody> </table>	Pupils in Reading Recovery intervention	Reading age at start	Reading age in January	Reading age June 2015	Child 1 26/12/2008	4y 10m	5y 10m	6y 4m	Child 2 17/01/2015	January start	4y 6m	6y 10m	Child 3 02/10/2008	4y 10m	6y 1m	6y 10m	Child 4 15/10/2008	4y 1m	5y 5m	6y 1m	Child 5 01/06/2009	Started this term	5y 4m	6y 1m	Child 6 01/07/2009	January start	5y 1m	7y 1m	Child 7 27/07/2009	Started this term	5y 4m	7y 1m
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<p>Maths consultant Cost £5,000</p>	<ul style="list-style-type: none"> To improve teaching of maths across school. 	<ul style="list-style-type: none"> INSETS and training delivered to staff; Team-teaching and modelling good practice with staff; Lessons were observed and feedback given. 																																

	<ul style="list-style-type: none"> To reduce the number of below good observations in school in maths. 	<ul style="list-style-type: none"> As a result of the Math consultants training, parents have had evening and Saturday sessions on how to teach maths at home. Due to the success, parents have requested more Saturday sessions. This has happened four times and will monitor attendance. TA training by the maths consultant has been delivered. This has contributed to improving the quality of teaching and learning. <table border="1" data-bbox="831 379 1653 563"> <thead> <tr> <th></th> <th>Summer 2014</th> <th>Summer 2015</th> </tr> </thead> <tbody> <tr> <td>Cause for concern</td> <td>7%</td> <td>0%</td> </tr> <tr> <td>Requires improvement</td> <td>29%</td> <td>15%</td> </tr> <tr> <td>Good</td> <td>39%</td> <td>48%</td> </tr> <tr> <td>Outstanding</td> <td>25%</td> <td>37%</td> </tr> </tbody> </table>		Summer 2014	Summer 2015	Cause for concern	7%	0%	Requires improvement	29%	15%	Good	39%	48%	Outstanding	25%	37%
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<p>2 numbers count teachers Cost £30,000</p>	<ul style="list-style-type: none"> Close gap between lowest attaining pupil in maths in KS2. 	<p>This has not happened consistently has both the people trained to teach numbers count have been occupied with other commitments.</p> <ul style="list-style-type: none"> Money has been spent on retraining new teachers to start this in September. Increase amount in paying Maths and English consultants to support the school. 															
<p>Extra Year 6 teacher for core Subjects Cost £ 15,000</p>	<ul style="list-style-type: none"> Lower pupil ratio for teaching groups. Raising standards in reading, writing and maths. 	<p>Additional adult will help support focussed group and PP chn benefit. This will show impact on their learning.</p> <p style="text-align: center;"><u>Results</u></p> <p><u>KS2</u></p> <p><u>Year 6</u></p> <p><u>Reading</u></p> <p>Percentage at each level – whole cohort</p> <table border="1" data-bbox="741 1161 1968 1302"> <thead> <tr> <th>Level 2+</th> <th>Level 3+</th> <th>Level 4+</th> <th>Level 4b+</th> <th>Level 5+</th> <th>Level 6+</th> </tr> </thead> <tbody> <tr> <td>100</td> <td>97</td> <td>86</td> <td>69</td> <td>35</td> <td>0</td> </tr> </tbody> </table>	Level 2+	Level 3+	Level 4+	Level 4b+	Level 5+	Level 6+	100	97	86	69	35	0			
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Percentage at each level – whole cohort - 2014

Level 2+	Level 3+	Level 4+	Level 4b+	Level 5+	Level 6+
100	97	91	71	41	0

Average points score – 28.1

Progress of children

Below expected level	At expected level	Above expected level
8	52	39

APS increase from year 2 – 13.8(28.1-14.3)

APS increase from year 5 – 3.3(28.1 – 24.8)

Writing

Percentage at each level – whole cohort

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	100	92	27	3

Percentage at each level – whole cohort - 2014

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	99	85	38	4

Average points score – 28.3

Progress of children

Below expected level	At expected level	Above expected level
2	56	43

APS increase from year 2 – 15.1(28.3 - 13.2)

APS increase from year 5 – 5.3(28.3 – 23.0)

Our results, except for level 5+ will be at or above national average. Our progress results for writing are well above national.

Maths

Percentage at each level – whole cohort

Level 2+	Level 3+	Level 4+	Level 4b+	Level 5+	Level 6+
100	95	86	64	20	0

Percentage at each level – whole cohort - 2014

Level 2+	Level 3+	Level 4+	Level 4b+	Level 5+	Level 6+
100	99	76	57	31	4

Average points score – 27.1

Progress of children

Below expected level	At expected level	Above expected level
8	72	20

APS increase from year 2 – 13.0 (27.1 - 14.1)

APS increase from year 5 – 4.0 (27.1 – 23.1)

For both reading and maths, the average point score is below our target and is in line with national average. Our progress results are at national expectation, particularly from year 5 to year 6. For maths, in 2014 our percentage of children at 4+ was significantly below national. This should not be the case for 2015. Our level 5+ results will be significantly below national

Pupil Premium

KS2

Year 6

Reading

Percentage at each level – PP children

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	96	80	24	0

Average point score – 27.0

Progress of children

Below expected level	At expected level	Above expected level
16	58	26

APS increase from year 2 – 12.9 (27.0 – 14.1)

APS increase from year 5 – 3.6 (27.0 – 23.4)

Writing

Percentage at each level – PP children

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	100	83	17	0

Average point score – 27.0

Progress of children

Below expected level	At expected level	Above expected level
5	58	37

APS increase from year 2 – 14.2 (27.0 – 12.8)

APS increase from year 5 – 4.3 (27.0 – 22.7)

Maths

Percentage at each level – PP children

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	88	72	8	0

Average point score – 25.1

Progress of children

Below expected level	At expected level	Above expected level
26	68	5

APS increase from year 2 - 11.2 (25.1 - 13.9)

APS increase from year 5 – 3.9 (25.1 – 21.2)

Progress of pupil premium children has been slower over the key stage and over the last year than for other pupils. Progress in the last year has been above national expectation and the gap between these pupils and national pupils will have closed. However, the internal gap has widened over the key stage and over the last year. The internal gap is between a term and two terms. The external gap is about 2 terms for literacy and 5 terms for maths. The main target for the school going forward will be to reduce this gap (particularly in maths).

Pupil premium without severe SEN pupils

Year 6

Reading

Percentage at each level – PP children

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	100	91	29	0

Average point score – 28.1

Progress of children

Below expected level	At expected level	Above expected level
6	53	41

APS increase from year 2 – 14.0 (28.1 – 14.1)

APS increase from year 5 – 4.7 (28.1 – 23.4)

Writing

Percentage at each level – PP children

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	100	95	19	0

Average point score – 27.8

Progress of children

Below expected level	At expected level	Above expected level
6	59	35

APS increase from year 2 – 15.0 (27.8 – 12.8)

APS increase from year 5 – 5.1 (27.8 – 22.7)

Maths

Percentage at each level – PP children

Level 2+	Level 3+	Level 4+	Level 5+	Level 6+
100	95	82	9	0

Average point score – 26.2

Progress of children

Below expected level	At expected level	Above expected level
12	88	0

APS increase from year 2 - 12.3 (26.2 - 13.9)

APS increase from year 5 – 5.0 (26.2 – 21.2)

The progress of children under this indicator is well above other children and well above national expectation – particularly since the end of year 5.

Extra Year 5

- Lower pupil ratio

Additional adult will help support focussed group and PP chn benefit. Smaller groups of chn will have focussed

teacher for
core Subjects

Cost £ 15,000

for teaching
groups.

- Raising standards
in reading, writing
and maths.

teaching.

Year 5

Reading

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
6	94	76	52	21

Percentage at expected+ year 4 - 74%

Percentage at above+ in year 4 – 61%

Writing

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
18	82	65	32	4

Percentage at expected+ year 4 - 54%

Percentage at above+ in year 4 – 30%

Maths

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
3	97	61	28	11

Percentage at expected+ year 4 - 68%

Percentage at above+ in year 4 – 42%

For all subjects except writing, the percentage of children at expectation or above has fallen or risen to a very small amount from year 4 to year 5. This is through different assessment systems but is still not showing progress we would expect. We need to analyse where this has gone wrong and change teaching and learning in year 5.

Year 5

Reading

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
14	86	69	46	11

Percentage at expectation+ in year 4 - 69%

Percentage at above + in year 4 – 54%

Writing

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
23	77	60	26	0

Percentage at expectation+ in year 4 -51%

Percentage at above + in year 4 – 23%

Maths

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
3	97	51	20	6

Percentage at expectation+ in year 4 - 51%

Percentage at above+ in year 4 - 31%

The children have stayed approximately in line with their year 4 results for at expectation in reading and maths, have fallen for above and have increased for writing. Compared to other children in the year group, whose percentage at expectation for reading has fallen, and whose percentage above has also fallen significantly, they have made progress in line or above them. The internal gap will therefore have stayed the same or fallen.

Pupil premium without severe SEN pupils

Reading

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
13	87	75	50	13

Percentage at expectation+ in year 4 - 69%

Percentage at above + in year 4 – 54%

Writing

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
16	84	66	28	0

Percentage at expectation+ in year 4 -51%

Percentage at above + in year 4 – 23%

Maths

Percentage at each descriptor – whole cohort

Below	Working towards+	At expectation+	Above+	Mastery
0	100	56	22	9

Percentage at expectation+ in year 4 - 51%

Percentage at above+ in year 4 - 31%

Compared to the other children in the year group, these children have made greater progress. A higher percentage is at expectation compared to year 4 and there has been a slight decline at above compared to a larger fall for the whole cohort.

Extra teacher in Year R-2 to boost % of

- Increase % of children at national

Intervention groups run by Mrs Johns

Talking through play (Speech and Language group) - **Year 1** - 5 children, three days a week for 20 minutes. Children have all made progress. All children were below age expectations in expressive speaking. Partially due

<p>level 2b pupils in reading Improve speaking and listening and maths</p> <p>Cost £25,000</p>	<p>expectation for reading at end KS1 and KS2.</p>	<p>to the intervention, all children made progress. Two of the children have been discharged as they are now at age expectation. One child who at the beginning of intervention did not score within the 1st percentile has now moved to the 3rd percentile. The other two children have moved approximately 8 percentiles. Children originally did not speak in class, contribute their ideas and were often isolated in social situations. They are now more confident at approaching adults and peers and have been developing friendships. Their language is helping them with their written work.</p> <p>Happy talkers (Speech and Language group) - Year 1 - Five children, three days a week for 20 minutes. Year 2 - Three children . Children are still to be assessed but having liaised with the class teachers, we have all noticed they have made progress within their work in class. They have shown during sessions that they have moved on from two/ three word phrases to sentences including more complex sentences. Some of the children are using adjectives and more detail in their talk and this has helped their writing.</p> <p>Year 4 maths group - Worked since January with lowest achieving children including 4 pupil premium children in Year 4 five days a week. Children have all grown in confidence and they were all below expected level when they started in this group. They have made mixed progress; some are still working below expected level but have made progress within that level and some of them have made it beyond that level and are now working towards age expectations.</p> <p>Year 5 reading group - Working with Year 5 readers has not always been able to be consistent due to timetabling clashes. One/ two sessions a week. From assessments children had been working on answering comprehension questions. All children have made progress within their level. Some of the lower children within the group have been taken out to have one to one reading and to be given strategies to improve their reading by me in a separate session. Some of the children are more inspired to read and have expressed how they are keen to read books at home whilst before they were not as willing.</p> <p>Year 1 Gifted and talented maths group - Children have been working once a week and children have all progressed from within their level descriptor. The group has doubtlessly been having a contribution to their level and children have all made progress within the level. They are all working towards mastery. Children have been learning to work systematically and working on their investigation skills. Since we first started they have shown an increase in confidence and also a knowledge on how to apply the skills gained to other areas of their learning. Year 1 are more confident than the Year 2 and have been helping their peers in class with their work.</p>
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		<p>Year 2 Gifted and talented maths group - Children have been working once a week however Year 2 have had less interventions than Year 1 and so I decided to work with the children in mixed Year 1/ Year 2. The group has doubtlessly been having a contribution to their level and children have all made progress within the level.</p> <p>Year 1 maths support group - Six children, twice a week. Children are happy to join in the group and participate in practical activities. Some of the children are now able to work with numbers to 20 when previously they were unable to work past 5. Two of the children are now working towards expected level the others are working below but have made progress within the level.</p>
<p>Funding of speech and lang therapist Cost £18,000</p>	<ul style="list-style-type: none"> • Increase training of TA's in delivering speech and lang interventions. • Close gap between pupils who are underachieving in language skills across school. 	<p>SLT at New City 2014/5. Liz Wells, NHS Specialist Speech & Language Therapist 1 day per week (Thursdays). 11 days per term.</p> <p>Nursery</p> <p>Interventions:</p> <ul style="list-style-type: none"> • Training and ongoing advice with 1:1 support for specific child • Language groups (set up in last few weeks so no data available) for 6 children with language and communication needs (language delay, EAL, behaviour difficulties) • Meetings with parents to discuss concerns, progress and advice. Referring onto other agencies (e.g. CDC, Community SLT, OT, Triple P) <p>Reception</p> <p>Interventions:</p>

- Box Clever for 8 children with identified language needs. Children assessed on both information and grammar. Standard scores below 70 indicate significant language difficulties (below 1%ile performance). Standard score of 100 is average.
- Box Clever Aims:
 - Develop confidence in talking and playing with others
 - Develop understanding and use of language

Child	Standard Score in Jan 15 (Information / Grammar)	Standard Score in July 15 (Information / Grammar)
SR	71/76	82/91
T	79/90	83/95
I	61/67	73/84
F	65/69	79/84
R	83/62	104/100
Y	58/62	79/86
SA	73/69	LEFT SCHOOL
J	61/58	LEFT SCHOOL
M	58/68	98/88

Year 1 Interventions

Talking Through Play:

- Develop confidence in talking and playing with others
- Develop understanding and use of language
- Develop storytelling skills
- Make links with topic vocabulary

Child	Standard Score in Jan 15 (Information / Grammar)	Standard Score in July 15 (Information / Grammar)
S	67/62	104/97
W	79/62	89/93
D	58/58	71/74
E	73/62	109/94
Z	79/59	92/86

Happy Talkers

- To demonstrate understanding of a range of concepts e.g. big/little, hot/cold, wet/dry
- To develop vocabulary related to animals, body parts, clothing, vehicles, food
- To be able to follow a 3 key word instruction

Child	Standard Score in Jan 15 (Information / Grammar)	Standard Score in July 15 (Information / Grammar)
Y	76/66	121/94
A	73/90	110/107
Z	58/62	96/86
I	81/79	111/121

		<p>Year 2 Interventions Happy Talkers</p> <ul style="list-style-type: none"> • To demonstrate understanding of a range of concepts e.g. big/little, hot/cold, wet/dry • To develop vocabulary related to animals, body parts, clothing, vehicles, food • To be able to follow a 3 key word instruction <table border="1" data-bbox="853 443 1955 635"> <thead> <tr> <th>Child</th> <th>Standard Score in Jan 15 (Information / Grammar)</th> <th>Standard Score in July 15 (Information / Grammar)</th> </tr> </thead> <tbody> <tr> <td>H</td> <td>57/59</td> <td>89/67</td> </tr> <tr> <td>D</td> <td>68/56</td> <td>74/74</td> </tr> <tr> <td>P</td> <td>Absent for assessment</td> <td>-</td> </tr> </tbody> </table> <p>Year 5 Language Groups These have only been started in the last few weeks so data is not available yet.</p> <p>ALL PUPILS IN LANGUAGE INTERVENTION GROUPS HAVE IMPROVED THEIR USE OF VOCABUALRY AND GRAMMAR. THIS IMPROVEMENT IS BEYOND WHAT WOULD BE EXPECTED NATURALLY OVER THE COURSE OF TIME.</p>	Child	Standard Score in Jan 15 (Information / Grammar)	Standard Score in July 15 (Information / Grammar)	H	57/59	89/67	D	68/56	74/74	P	Absent for assessment	-	
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H	57/59	89/67													
D	68/56	74/74													
P	Absent for assessment	-													
<p>2 learning mentors Cost £20,000</p>	<ul style="list-style-type: none"> • Behaviour maintained at good to outstanding level. • Engagement increases with parents of underachieving pupils. 	<p>Chn with social, emotional and behavioural issues have support from the learning mentors. Liaise with parents and use goal attainment program (GAS) on the system.</p> <p>Questionnaires - score based to determine impact.</p> <p>The learning mentors have various responsibilities throughout the school. This is a breakdown of some of the things they do:</p> <ul style="list-style-type: none"> • school disco; • one to one ; 													

		<ul style="list-style-type: none"> • groups friendship, behaviour etc; • lunch duty; • support in class; • arrange holidays for children (cchfs); • arrange holidays for children and parents(family holiday association); • refer parents for help iro grants, charities; • Christmas presents for children; • coffee mornings for the community; • support parents; • community events (cockney night); • organise peer mediators; • transition (re secondary school); • organise trips with VAW; <p>Feedback from chn: "Some teachers don't understand us. We can speak to the learning mentors freely and our problems are dealt with." "I can speak to them honestly and openly and my issues are taken seriously".</p> <p>Having the learning mentor support has helped quite a few of our children with social and emotional difficulties achieve level 4 and 5.</p>
Part funding of EWO Cost £8,000	<ul style="list-style-type: none"> • Maintain attendance at above national average • Ensure that pupil premium children are attending at same rate as rest of school 	Attendance figures - look at last year's figures and look at this year. Has this had an impact? EWO in half day a week. <ul style="list-style-type: none"> • 15-20 home visits made as and when needed for attendance and admissions; • Half- termly attendance concern letters; • Half-termly punctuation letters; • Late gate; • Created/Designed reports to show comparable attendance data for chn with pupil premium; • Produced data for the head teacher, relating to the correlation between attendance and ethnicity, pupil premium and whole school attendance over time; • Weekly monitoring of whole school attendance;

- Weekly monitoring of persistent absent children;
- Weekly monitoring of persistent absent children;
- Contacting/meeting parents to discuss their child's attendance/punctuality;
- Completing home visits for children who did not return from extended leave;
- Completed and submitted children missing in education forms to the LEA for 6 children;
- Sent 10 EWO referral letters, addressing serious attendance concerns;
- The largest impact on attendance at New City continues to be down to the initial first day contact made to children who are absent and the great communication between staff in the office and families;
- This academic year there has been an increase in the number of families who have applied for extended leave of absence from school resulting in an increased number of children who have not returned from their extended leave, whom we have taken off roll;
- The surge in numbers of children missing in education and those who have taken off roll due to not returning from extended leave have had a negative impact on our attendance as we are legally required to wait 21 days of absence for the child to cease to attend before we take off roll. During this 21 day period, Helen and myself have made continuous efforts to make contact with each of these families.

Dates between:	Unauthorised absences %	Whole school Attendance %
01/09/2014 to Present (23/09/2015) (With EWO)	0.4	96.1
10/12/2013 to 15/12/2014 (With EWO)	0.4	96.5
01/09/2013 to 27/07/2014	0.4	96.3
10/12/2012 to 06/12/2013	0.6	94.9
01/09/2012 to 27/07/2013	0.5	94.7

		<p>Period: 02/09/2013 AM to 25/07/2014 PM</p> <p>Whole School Percentages</p> <table border="1" data-bbox="741 308 2130 464"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>184</td> <td>95.7</td> <td>3.8</td> <td>0.5</td> <td>1.1</td> <td>0.0</td> </tr> <tr> <td>Not Pupil Premium</td> <td>459</td> <td>95.9</td> <td>3.7</td> <td>0.4</td> <td>0.7</td> <td>0.0</td> </tr> </tbody> </table> <p>Period: 01/09/2014 AM to 06/07/2015 PM</p> <p>Whole School Percentages</p> <table border="1" data-bbox="741 655 2130 812"> <thead> <tr> <th></th> <th>Pupils in group</th> <th>Attendances</th> <th>Authorised Absences</th> <th>Unauthorised Absences</th> <th>Late Before</th> <th>Late After</th> </tr> </thead> <tbody> <tr> <td>Pupil Premium</td> <td>167</td> <td>95.0</td> <td>4.6</td> <td>0.4</td> <td>2.1</td> <td>0.0</td> </tr> <tr> <td>Not Pupil Premium</td> <td>475</td> <td>94.9</td> <td>4.1</td> <td>0.5</td> <td>1.2</td> <td>0.0</td> </tr> </tbody> </table>		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	184	95.7	3.8	0.5	1.1	0.0	Not Pupil Premium	459	95.9	3.7	0.4	0.7	0.0		Pupils in group	Attendances	Authorised Absences	Unauthorised Absences	Late Before	Late After	Pupil Premium	167	95.0	4.6	0.4	2.1	0.0	Not Pupil Premium	475	94.9	4.1	0.5	1.2	0.0
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<p>TA dedicated to EAL pupils</p> <p>Cost £10,000</p>	<ul style="list-style-type: none"> • Ensure that new arrivals can access curriculum as quickly as possible • Ensure that pupils have accelerated achievement when language develops 	<p>Teresa does small groups for EAL. EAL passport assessment.</p> <ul style="list-style-type: none"> • Entry level test; <p>Success measured through assessment carried out at the end.</p> <p>Teresa takes chn from year 1 to year 6 and success is measured through the 4 stages of EAL.</p> <ul style="list-style-type: none"> • All chn that she is working with are making good progress and this will impact in the class. <p>Year 1 = 10 chn 80% making good progress 20% making slow progress.</p> <p>Year 2 = 10 chn 80% making good progress 20% making slow progress.</p> <p>Year 3 = 3 chn 100% progress and are doing grammar intervention now.</p> <p>Year 4 = 6 chn 100% progress. One back in class full time and 2 have started grammar intervention.</p>																																										

		<p>Year 5 = 4 chn 100% progress.</p> <p>Year 6 = 3 chn 100% progress. One child expected to be level 5 in reading and maths. The other only started in October with very little English and is expected to be working towards level 4.</p>
<p>Funding of pupils to attend holiday club, breakfast and after school club</p> <p>Cost £4,000</p>	<ul style="list-style-type: none"> • Broaden curriculum of pupils during holiday period. • Ensure that start school day ready to learn with opportunity for nutritious breakfast 	<ul style="list-style-type: none"> • Would improve attendance, well-being and concentration levels will improve in the class; <p>Give chn opportunity to learn outside of the classroom. Children have benefitted from attending the breakfast and after school club. This has provided them with a stable environment, balanced nutritious breakfast and has helped them focus in the classroom.</p> <p>Comments from chn that attend the breakfast club:</p> <p>"I get the chance to start the day with eating with my friends; the options are better than what I get at home and get my brain ready for learning!"</p> <p>"I don't have to worry about getting my brothers breakfast ready, we can all eat there together and I don't have that responsibility about worrying about them".</p> <p>"There are games we can play after we eat and feel that we are ready to learn when we enter the class".</p> <ul style="list-style-type: none"> • "Sometimes I eat very little like a biscuit or nothing before I come to school. By going to the breakfast club there are more choices and I am happy me and my sisters have been chosen".
<p>Funding for FSM children on school trips</p> <p>Cost £5,000</p>	<ul style="list-style-type: none"> • Ensure curriculum remains broad for pupil premium children 	<p>We aim to be inclusive and ensure all chn (especially PP chn) have the same opportunities to attend trips.</p> <p>Has supported chn with learning outside the school environment. Some of the chn have never had the experience of going to some of the activities and venues arranged by the teachers;</p> <p>For example in year 5 and 6 all the chn will be expected to attend trip to Stubbers in the summer term. The school has subsidised the trip from £45 to £25.</p> <p>"One of the best trips ever! I never thought being in a group without my friends I would have this much fun!"</p>

<p>Part funding of school counsellor</p> <p>Cost £7,500</p>	<ul style="list-style-type: none"> • Ensure pupils with significant emotional difficulties have the maximum chance to access the curriculum • Ensure that links with other services eg health are maintained 	<p>"I was really scared of the water but the instructor made it look so easy and I got better at Kayaking".</p> <p>Once a week, 4 at a time on a 3 week review. Referral to CAMHS and CFCS.</p> <p>This has been happening once a week and chn with emotional difficulties have been supported in managing any issues they come across. Parents have been involved in discussions and meetings.</p>
<p>Saturday school</p> <p>Cost £15,000</p>	<ul style="list-style-type: none"> • Reduce internal and external achievement gap between pupils premium children and others 	<p>Year 4, 5 and 6 Maths groups Year 6 English group (majority PP chn)</p> <p>Success measured through attendance and assessments.</p> <p>Teachers work on areas chn have struggled in the class and try and correct misconceptions and misunderstandings Year 6 children have been focussing on developing test skills and improving basic Maths and English skills.</p> <p>Although it is on a Saturday from 10am-12pm chn have been quite positive.</p> <p>"By attending Saturday school my maths scores are improving and we go over things we don't understand in the normal lesson".</p> <p>"Saturday school has helped me go from 3c to a 4c!"</p> <p>Attendance Year 4 Spring and Summer Spring 1 = 83% Spring 2 =87%</p>

		<p>Summer 1 = 90% Summer 2 = 84%</p> <p>Year 5 Spring and Summer (After SATS finished we increased the number of year 5 children as the year 6 did not need the intervention anymore). Spring 1 = 75% Spring 2 = 81% Summer 1 = 90% Summer 2 = 80%</p> <p>Year 6 Spring and Summer (Year 6 stopped attending after SATs finished). Spring 1 = 87% Spring 2 = 89%</p>
<p>After school maths lessons for pupil premium children</p> <p>Cost £1,000</p>	<ul style="list-style-type: none"> Reduce internal and external achievement gap between pupils premium children and others 	<p>Opportunity for 15 chn (PP) to help address gaps in achievement. This happens once a week after school for 1 hour. Success to be also reported to the Lord Mayor.</p> <p>Term 1 mainly year 6 children, term 2 year 5 and 6 chn and term 3 year 4 chn</p> <p>Very well attended. Mainly focussing on pupil premium children.</p> <p>Feedback from a child was "It's different to normal maths. We play games and learning is fun and exciting".</p>
<p>Summer school</p> <p>Cost £3,000</p>	<ul style="list-style-type: none"> Reduce internal and external achievement gap between pupils premium children and others 	<p>4 days in the summer. Helped transition and settling for the chn of year 4, 5 and 6.</p> <p>This was a great idea, not just academically but helping chn settle in to their new cohorts. Basic English and Maths skills were taught to chn from year 4-yr6.</p> <p>Feedback from chn: "It helped me settle in to school. I normally get quite worried before school starts". "I learned things that we were going to learn in year 6, so I was prepared."</p>
<p>Easter school</p> <p>Cost £1,000</p>	<ul style="list-style-type: none"> Reduce internal and external achievement gap 	<p>To close the gap for chn in year 6 those need extra support. Focus mainly PP chn.</p> <p>Plan is to support chn that are working below the expected level close the gap by offering revision lessons in the</p>

	between pupils premium children and others	second week of the Easter holidays. This ran for 4 days from 10am-12pm. Attendance was 86%.
TA's to deliver maths intervention across school Cost £10,000	<ul style="list-style-type: none"> Close gap between lowest attaining pupil in maths in KS1 and KS2. 	<p>Sue KS1, Oliver LKS2 and Fahima UKS2. His happens 4x a week for half an hour. 4 chn rotated termly. Assessed in the beginning and a final test.</p> <p>Sue KS1c= Child A 1C - 2C, Child B 1B-2C 100% progress. Sue has been absent and has resumed groups with new children.</p> <p>Oliver LKS2 = Year 3 Child A 2C-2A, Child B 2C-2A, Child C 2C-2A. 100% progress</p> <p>Year 4 Child A 1A-2A, Child B 2C-3C, Child C 2C-2B 100% progress</p> <p>Fahima UKS2 = worked with 14 chn in the afternoon on a rotation basis. Focussing on test skills and working on problem areas the chn found in the normal maths lesson. Possible 11 expected to be a level 4.</p>
Mosaic project Cost £2,000	<ul style="list-style-type: none"> Increase aspiration of girls by working with girls and mums around university entry 	Lack of impact means this will not happen this year and money to be spent on other areas.
Brilliant club Cost £5,000	<ul style="list-style-type: none"> Increase attainment of highest ability pupils through working with a post graduate. 	<p>12 chn chosen (1/3 PP chn) work alongside a postgraduate in a university. They will visit 2 universities and will get the opportunity to write a dissertation that will be marked. Children received one to one mentoring by a postgraduate. All children have submitted their dissertation and have passed their written task. Feedback from children:</p> <p>"This club has given us the benefit to visit some of the top universities, be mentored by a professional and have the chance to write a dissertation that will be marked."</p>

		<p>"I'm so happy! I passed! This has made me realise I want to go to university and do well."</p> <p>The school will participate again next year.</p>
<p>Review cost</p> <p>Cost £500 per review.</p>	<ul style="list-style-type: none"> • Reviewing pupil premium termly. 	<p>Time allocated to review the impact of pupil premium. Set up interventions and measure success and impact.</p>