

Pupil Premium Impact Statement 2015/16

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
<b>EYFS 6PP</b> )						
<b>Early language group</b>	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.	2 x achieved as expected in all areas except Listening and attention.  1x did achieve in listening and attention but did not achieve in Feelings and behaviour /reading / understanding.  Confidence and awareness and relationships gap closed but not achieved.
<b>Circuit training</b>	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.	<b>Good Level of Development</b>  None of them achieved GLD.  1x achieved in all but listening and attention and relationships 1x achieved in 2 areas. 1x achieved in 6 areas  1x parental permission was refused despite many meetings to discuss the child's slow development
<b>Motor skills</b>	20mins x 3 TA2 £340					
<b>1:1 support</b>	£6000					
<b>Learning to listen 1:6</b>	£110	Improve key learning skills.	Education Endowment Fund	Develop children's learning behaviours. Improve concentration and ability to follow instructions.		
<b>Y1 5PP</b>						<b>Expected Progress</b> 4+ steps is accelerated 4 steps is good progress 1-3 steps is slow progress
<b>ECAR (1)</b>	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.	<b>Reading</b> Exceeding x1 Expected x1 Emerging x3 <b>Reading Progress</b> 4 steps x1 3 steps x1 2 steps x1 1 step x2
<b>Motor skills (1)</b>	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.	
<b>Catch up maths (2)</b>	40 mins x 2 TA3	To reinforce days learning and have further opportunity to explore the	Following the model of Singapore maths where same	Children can reason about their learning and using CPA	Confidence in class. Level / depth of reasoning.	<b>Writing</b>

	£220	concepts with concrete and pictorial representation	day intervention with CPA has impact.	master and apply the concepts.	Independence in work book.	Emerging x5 <b>Writing Progress</b> 4 steps x 1 2 steps x 4 children
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.	<b>Maths</b> Expected for Y1 x2 Emerging x3 <b>Maths Progress</b> 3 steps – slow progress x1 2 steps – slow progress x4
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.	Long term staff illness x2 meant no ECAR / limited interventions.
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.	One PP child required 1:1 and this resulted in no capacity for interventions.
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.	
<b>Y2 - 3 PP</b>						<b>Expected Progress</b> 6+ steps accelerated 6 steps expected 5 steps slow
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.	<b>Reading</b> Expected x2 Emerging x1 <b>Reading Progress</b> 6+ steps x1 6 steps x1 5 steps x1 <b>Writing</b> Expected x0 Emerging x3 <b>Writing Progress</b> 6+ steps x3 <b>Maths</b> Expected x1 Emerging x1 <b>Maths Progress</b> 6+ steps x2 6 steps x1
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.	
<b>Y3 - 5 PP</b>						<b>Expected Progress</b> 6+ steps accelerated 6 steps expected 5 steps slow

1:1 support	1:1 32.5 hrs TA2  £6000	Emotional, behavioural, communication difficulties.	EHC report identified need.	Calmer responses to various situations. Improved communication skills. Increased number of positive interactions with peers.	Child is accessing learning and making progress.	Increase in incidents where child shows frustration more appropriately, and then regains calm to resume class activity.
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	<b>Reading Attainment</b> Expected x3 Emerging x1 Emerging Y2 x1
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.	<b>Reading Progress</b> 6+ steps x1 6 steps x3 5 steps or less x1
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.	<b>Writing</b> Expected x0 Emerging x4 Emerging Y1 x1
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	<b>Writing Progress</b> 6+ steps x4 1 step x 1  <b>Maths</b>
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.	Expected x 0 Emerging x4 Expected Y1 x1
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.	<b>Maths Progress</b> 6+ steps x3 6 steps x0 4 steps x2
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 8PP						<b>Expected Progress</b> 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.	<b>Reading</b> Expected x5 Emerging x2 Emerging Y1 x1 no previous data EAL / no English on arrival
Reading comprehension (2)	1:1 2 x 20mins TA4	Confidence in comprehension. Communication to show understanding.	Education Endowment Foundation	Accuracy in answering questions on texts. Answers show a deeper	Accelerated progress towards Y4 end of year expectations.	<b>Reading progress</b> 6+ steps x 2

	2 terms £220			understanding of the language.		6 steps x3 5 steps x2 2 steps x1 no previous data EAL / no English on arrival
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.	<b>Writing</b> Expected x2 Emerging x3 Emerging Y3 x2 Emerging Y2 x1
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.	<b>Writing progress</b> 6+ steps x3 6 steps x1 5 steps or less x3
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.	<b>Maths</b> Expected x3 Emerging x5
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.	<b>Maths progress</b> 6+ steps x5 6 steps x2 5 steps or less x1
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.	
<b>Y5 3PP</b>						<b>Expected Progress</b> 6+ steps accelerated 6 steps expected 5 steps slow
Inference reading (1)	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.	<b>Reading</b> Expected x2 Emerging Y2 x1 <b>Reading progress</b> 6+ steps x2 6 steps x1 <b>Writing</b> Expected x0 Emerging x2
<b>Maths pre-learning</b>	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.	Emerging x1 <b>Writing progress</b> 6+ steps x2 5 or less x1
<b>Digi-smart 1)</b>	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.	
<b>1:1 in class support</b>	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.	<b>Maths</b> Expected x1 Emerging x1 Emerging Y2 x1 <b>Maths progress</b> 6+ steps x1

					Completing work and making progress.	6 steps x1 5 or less x1
<b>Year 6 8PP</b>						<b>Expected Progress from FFT data</b> <b>Expected attainment scaled score of 100</b>
<b>Inference reading (1)</b>	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.	<b>Reading</b> Expected x2 Not expected x6 <b>Reading Progress</b> Expected progress x4 Did not make expected progress x3 X 1 exempt from test
<b>Handwriting (2)</b>	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.	<b>Writing</b> Expected x2 Not expected x6 <b>Writing Progress</b> Expected progress x5 (includes Luke) Did not make expected progress x2
<b>SPLD – spelling prog. (2)</b>	1:1 2x 40mins £750	Dyslexic tendencies			Increased accuracy when spelling and effective use of strategies to overcome barriers	<b>GPS</b> Expected x1 Not expected x7 <b>GPS progress</b> Expected progress x5 Did not make expected progress x2
<b>Accelerated maths (2)</b>	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.	<b>Maths</b> Expected x 1 Not expected x7 <b>Maths Progress</b> Expected x4 , Not expected x4
<b>Precision spelling (Charlotte)</b>	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.	
<b>Maths Booster (6)</b>	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.	
<b>Literacy Booster (2)</b>	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.	
<b>Reading (2)</b>	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.	
<b>Spelling (2)</b>	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**