

Langley Mill CofE (Controlled) Infant School & Nursery

Pupil Premium Summary Report (updated termly)



Pupil Premium

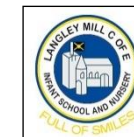
Pupil Premium is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents/carers how the Pupil Premium is used to improve attainment.

2011-12 Academic year

In 2011-12 a figure of £430 was received for every child entitled to free school meals or in care plus £200 for any child with a parent in the armed forces. This gave the school a total additional income of £15,616. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
|--|---|---|---|
| <p><u>NURTURE GROUP</u> X2 TAs utilised to deliver 10 hours of Nurture Group Provision each week.</p> | <ul style="list-style-type: none"> •Pupils across school with emotional, social and/or behavioural difficulties affecting their ability to learn effectively in class and having a negative impact on the learning of their peers. | <ul style="list-style-type: none"> •Improved ability to take turns •Improved ability to listen and concentrate for extended periods •Improved language skills •Improved behaviour around school •Increased self esteem | <ul style="list-style-type: none"> •Discussions with class teachers • Lesson observations •Staff feedback •Boxall profile scores •SEN files •TA records |
| <p><u>INCREASED TEACHING ASSISTANT SUPPORT</u> Increased TA hours in Reception classes - x10 hours per week to deliver specific S&L programmes.</p> | <ul style="list-style-type: none"> •Pupils across the EYFS identified as having speech, language and communication needs (SLCN). | <ul style="list-style-type: none"> •More intelligible speech •Increased vocabulary •Raised confidence levels •Improved listening skills •Improved behaviour and concentration | <ul style="list-style-type: none"> •S&L therapy reviews •CLL records / scores •Discussions with class teachers •Child observations |

2012-13 Academic Year



Pupil Premium

Pupil Premium is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents/carers how the pupil premium is used to improve the attainment.

In **2012-13** a figure of **£600** was received for every child entitled to free school meals, every child who has been entitled to free school meals during the past 6 years (Ever 6), every Child in Care and **£250** for every child with a parent currently in the armed forces. This gave the school a total additional income of **£28,285**. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
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| NURTURE GROUP FT HLTA utilised to deliver x15 hours of Nurture Group provision each week. | <ul style="list-style-type: none"> • A group of x7 key stage one pupils displaying emotional, social and/or behavioural issues, impacting on their ability to learn and make progress. | <ul style="list-style-type: none"> • Raised self esteem • Improved ability to work with others • Reduced incidents of challenging behaviour / exclusion | <ul style="list-style-type: none"> • Boxall Profile scores • Nurture Group records • SEN files / Behaviour logs / exclusion records • Feedback from staff |
| NURTURE GROUP FT HLTA utilised to deliver x15 hours of Nurture Group provision each week. | <ul style="list-style-type: none"> • A group of x7 EYFS pupils requiring additional support to help them comply with rules and codes of conduct, listen for extended periods, follow instructions, work with others, and take turns and ultimately to learn in class. | <ul style="list-style-type: none"> • Improved ability to listen • Improved ability to follow instructions • Improved ability to work with others • Improved ability to communicate with others • Good progress in making relationships, self-confidence and self-awareness • Improved ability to manage feelings and behaviour | <ul style="list-style-type: none"> • Boxall Profile scores • EYFS staff feedback • Lesson observations • PSED assessments • Progress meetings |
| TOE BY TOE FT HLTA utilised to deliver 'Toe by Toe' reading intervention programme for x8 hours per week. | <ul style="list-style-type: none"> • X10 key stage one pupils identified as having difficulty with reading (not meeting expected outcomes and / or making less than expected progress). | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic progress • Good progress with HFW recognition • Improved reading skills overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics tracking • Reading assessments • Progress meetings • HLTA records |

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| <p>CHILDREN'S LEARNING SUPPORTER</p> <p>A FT HLTA employed in the new role of Children's Learning Supporter (CLS) plus conversion of upstairs room for office space for CLS.</p> | <ul style="list-style-type: none"> • Any pupils (and their families) categorised as not being 'ready to learn' and with barriers to learning and failing to meet their potential. | <p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> • Good punctuality and attendance levels • Correct equipment in school (e.g. PE kits) • Having good nutrition for health and well being • Having appropriate living conditions conducive to health and well being • Being more supported with home learning • Being fully toilet trained • Showing improved behaviour, social skills and ability to form friendships • Receiving appropriate specialist support • Improved parental engagement, involvement, expectations and knowledge/skills • Improved home-school relationships • Improved transition arrangements | <ul style="list-style-type: none"> • Attendance file • CLS records • CLS termly reports • SEN files • Reading records • Home learning records • Behaviour logs • Progress meetings • Parental feedback |
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2013-14 Academic Year



Pupil Premium is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents/carers how the pupil premium is used to improve the attainment.

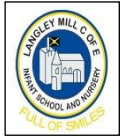
In **2013-14** a figure of **£900** was received for every child entitled to free school meals, every child who has been entitled to free school meals during the past 6 years (Ever 6), every Child in Care and **£300** for every child with a parent in the armed forces or a child who has parents who have died in service or was previously eligible. This gave the school an additional income of **£49,203**. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
|---|--|---|---|
| <p>CHILDREN'S LEARNING SUPPORTER FT HLTA employed in the role of Children's Learning Supporter (CLS).</p> | <ul style="list-style-type: none"> Any pupils (and their families) categorised as not being 'ready to learn' and with barriers to learning and failing to meet their potential. | <p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> Good punctuality and attendance levels Having correct equipment in school (e.g. PE kits) Having good nutrition for health and well being Having appropriate living conditions conducive to health and well being Receiving appropriate warmth, love, safety and stimulation Being more supported with home learning/reading Being fully toilet trained Showing improved behaviour, social skills and ability to form friendships Raised self esteem Receiving appropriate specialist support Improved parental engagement, involvement, expectations, knowledge and skills Improved home-school relationships Improved transition arrangements Improved AB policies and procedures | <ul style="list-style-type: none"> Attendance records CLS records CLS termly reports Reading records Home learning records Behaviour / prejudice logs Progress meetings CAF/TAF meetings Lunch club records Parental feedback |

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| <p>ACADEMIC NURTURE GROUP FT HLTA utilised to deliver academic Nurture Group every morning.</p> | <ul style="list-style-type: none"> • A group of x4 key stage one pupils needing additional support to stay on task, concentrate and develop basic literacy and numeracy skills to promote independence. | <ul style="list-style-type: none"> • Greater independence during afternoon sessions when integrated back into mainstream class. • Increase in basic reading, writing and number skills. | <ul style="list-style-type: none"> • Discussions with class teacher • Child observations • HLTA records • Tracking grids • Assessment grids |
| <p>TOE BY TOE FT HLTA utilised to deliver 'Toe by Toe' reading intervention every afternoon.</p> | <ul style="list-style-type: none"> • X10 pupils in key stage one identified as having difficulty with reading (not making expected outcomes and / or making expected progress) | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic and HFW progress • Good progress in reading overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics / HFW tracking • Reading assessments • Progress meetings • HLTA exit/entry records |
| <p>RAPID PHONICS FT HLTA utilised to deliver Rapid Phonics each morning and Rapid Phonics resources and training.</p> | <ul style="list-style-type: none"> • x15 Y2 pupils who did not meet the Y1 phonics standard and/or not attained 1A by end of Y1 • x11 Y1 pupils who did not meet expected age related standards in literacy at end of EYFS | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic / HFW progress • Improved comprehension skills • Good progress in reading overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics /HFW tracking • Reading assessments • Progress meetings • HLTA exit/entry records |
| <p>NUMICON FT HLTA to deliver Numicon intervention x2 afternoons per week plus Numicon resources and staff training.</p> | <ul style="list-style-type: none"> • Group of X9 Y1 pupils who did not meet the expected standard in mathematics at the end of EYFS | <ul style="list-style-type: none"> • Improved ability with basic maths skills • Making accelerated progress in maths to narrow the gap between the pupils who met the expected EYFS standard | <ul style="list-style-type: none"> • Sandwell Early Numeracy test scores • HLTA entry/exit data • Mathematics assessments • Discussions with class teachers |
| <p>1stCLASS@NUMBER FT HLTA to deliver 1stClass@Number intervention x3 afternoons per week plus training and resource costs.</p> | <ul style="list-style-type: none"> • Group of x4 key stage one pupils identified as not attaining age related expectations in numeracy using ongoing teacher assessment and Sandwell Early Numeracy Tests | <ul style="list-style-type: none"> • Accelerate progress in number strand of maths • Narrowed gaps to meet age-related expectations in maths • Increased understanding and use of mathematical concepts | <ul style="list-style-type: none"> • Teacher assessment records • Work sampling • Test scores • HLTA exit/entry record |
| <p>LUNCHTIME CLUB X2 FT HLTAs to manage daily lunchtime club and implement restorative practices, plus restorative practice training and resources.</p> | <ul style="list-style-type: none"> • Any pupils requiring additional support with behaviour/attitudes to learning in class and at play/lunchtimes | <ul style="list-style-type: none"> • Less recorded incidents • Improved patterns of behaviour for individual children • Improved learning behaviours in class • Improved behaviour around school for key pupils | <ul style="list-style-type: none"> • Lunchtime records • Discussions with staff • HLTA records • IEP reviews |
| <p>GOLDEN SPOTTERS FT HLTA to reward good behaviour x1 afternoon per week and cooking ingredients.</p> | <ul style="list-style-type: none"> • Any pupils receiving the 'golden spotter' award in the weekly awards assembly for consistently good behaviour. | <ul style="list-style-type: none"> • Improved number of pupils with good behaviour each week (yellow smiles) • Encouragement through good role modelling | <ul style="list-style-type: none"> • Golden spotter class award lists • Red face records |

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| <p><u>MATERIALS FOR HIGHER ATTAINERS</u> Resources for higher attaining pupils to challenge and extend their literacy skills (comprehension materials, ‘beyond lime’ reading books, challenge area materials, maths problem solving materials)</p> | <ul style="list-style-type: none"> •FSM pupils attaining above expected levels by end of EYFS/End of Y1 in reading and maths according to whole school progress table and termly progress meetings and end of year data. | <ul style="list-style-type: none"> •Increased comprehension skills of more able pupils in KS1 •Increased problem solving ability of more able pupils •Increased reading range of more able pupils | <ul style="list-style-type: none"> •Reading assessments •Maths assessments •Progress meeting records •End of year data |
| <p><u>TALKBOOST</u> X1 PT TA to deliver Talkboost intervention x3 afternoons per week and training and resource materials.</p> | <ul style="list-style-type: none"> •Group of Y1 pupils who did not attain expected levels in communication and language at end of EYFS | <ul style="list-style-type: none"> •Greater confidence in speaking in front of others •More participation in whole class and group discussions •Increased vocabulary •Improved articulation of speech sounds | <ul style="list-style-type: none"> •Talkboost records and assessments •Teacher assessment records in communication and language •Discussions with teachers •Lesson observations |
| <p><u>IEP FOCUS WORK</u> FT HLTA to work on IEPs with targeted EYFS pupils x2 sessions per week</p> | <ul style="list-style-type: none"> •EYFS pupils with SEN requiring additional input into meeting IEP targets | <ul style="list-style-type: none"> •Accelerated progress in basic skills | <ul style="list-style-type: none"> •IEP reviews •Teacher assessment records •HLTA records |

2014-15 Academic Year



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In the **2014-15** academic year, a figure of **£1300** was received for every child entitled to free school meals, every child who has been entitled to free school meals during the past 6 years (Ever 6), **£1900** for every Child in Care, **£300** for and every child with a parent currently in the armed forces, with parents who have died in service or were previously eligible). This gave the school an additional total income of **£70,719**. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
|---|--|--|--|
| <p>CHILDREN'S LEARNING SUPPORTER FT HLTA employed in the role of Children's Learning Supporter (CLS).</p> | <ul style="list-style-type: none"> Any pupils (and their families) categorised as not being 'ready to learn' and with barriers to learning and failing to meet their potential. | <p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> Good punctuality and attendance levels Having correct equipment in school (e.g. PE kits) Having good nutrition for health and well being Having appropriate living conditions conducive to health and well being Receiving appropriate warmth, love, safety and stimulation Being more supported with home learning/reading Being fully toilet trained Showing improved behaviour, social skills and ability to form friendships Raised self esteem Appropriate specialist support sought Improved parental engagement, involvement, expectations, knowledge and skills Improved home-school relationships Improved transition arrangements Improved AB policies and procedures | <ul style="list-style-type: none"> Attendance records CLS records CLS termly reports Reading records Home learning records Behaviour/ prejudice logs Progress meetings CAF/TAF meetings Lunch club records SEN files |

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| <p><u>NURTURE GROUP</u> FT HLTA utilised to deliver 10 hours of Nurture Group provision each week.</p> | <ul style="list-style-type: none"> • A group of x6 EYFS pupils needing additional support to follow rules and boundaries, work cooperatively, follow rules, control temper and develop language skills. | <ul style="list-style-type: none"> • Improved behaviours • Greater ability to work with others • Improved cooperative and collaborative skills • Increased vocabulary • Greater progress in academic work | <ul style="list-style-type: none"> • Boxall profiles • Discussions with class teacher • Child observations • HLTA records • Tracking grids • Assessment grids |
| <p><u>RAPID PHONICS</u> Full time HLTA utilised to deliver Rapid Phonics programme each morning and Rapid Phonics resources and staff training.</p> | <ul style="list-style-type: none"> • X9 Y2 pupils who did not meet the Y1 phonics standard and/or not 1A by end of Y1 • Y1 pupils who did not meet expected age related standards in literacy at end of EYFS | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic /HFW progress • Improved comprehension skills • Good progress in reading overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics /HFW tracking • Reading assessments • Progress meetings HLTA exit/entry records |
| <p><u>1STCLASS@NUMBER</u> FT HLTA to deliver 1stClass@Number intervention x3 afternoons per week</p> | <ul style="list-style-type: none"> • Group of x4 KS1 pupils identified as not attaining age related expectations in numeracy using ongoing teacher assessments and Sandwell Early Numeracy Tests | <ul style="list-style-type: none"> • Accelerated progress in number strand of maths • Narrowed gaps to meet age related expectations in maths • Increased understanding and use of mathematical concepts | <ul style="list-style-type: none"> • Teacher assessment records • Work sampling • Test scores • HLTA entry/exit report |
| <p><u>LUNCHTIME CLUB</u> X1 full time HLTA and x1 full time CLS to manage daily lunchtime club and restorative practice resources and training.</p> | <ul style="list-style-type: none"> • Any pupils requiring additional support regarding behaviour/attitudes to learning in class and at play/lunchtimes | <ul style="list-style-type: none"> • Less recorded incidents • Improved patterns for individual children • Improved learning behaviours in class • Improved behaviour around school for key pupils | <ul style="list-style-type: none"> • Lunchtime records • Discussions with staff • HLTA records • IEP reviews |
| <p><u>ACADEMIC NURTURE GROUP</u> FT HLTA utilised to deliver academic Nurture Group every morning.</p> | <ul style="list-style-type: none"> • A group of x11 key stage one pupils needing additional support to stay on task, manage behaviour, concentrate and develop basic literacy and numeracy skills to promote independence. | <ul style="list-style-type: none"> • Greater independence and learning behaviours • Accelerated progress in reading, writing and maths • Improved behaviour, confidence and self-esteem | <ul style="list-style-type: none"> • Discussion with class teacher • Child observations • HLTA records • Tracking grids • Assessment grids |
| <p><u>GOLDEN SPOTTERS</u> FT HLTA to reward good behaviour x1 afternoon per week plus cooking ingredients.</p> | <ul style="list-style-type: none"> • Any pupils receiving the ‘golden spotter’ award in the weekly awards assembly for consistently good behaviour. | <ul style="list-style-type: none"> • Improved number of pupils with good behaviour each week (yellow smiles) • Encouragement through good role modelling | <ul style="list-style-type: none"> • Golden spotter class award lists • Red face records |
| <p><u>TALKBOOST</u> X1 PT TA to deliver Talkboost intervention x3 afternoons per week plus resource materials</p> | <ul style="list-style-type: none"> • Group of x5 YR pupils not meeting expected outcomes in the communication and language aspect of the EYFS. | <ul style="list-style-type: none"> • Greater confidence in speaking in front of others • More participation in whole class and group discussions • Increased vocabulary • Improved articulation of speech sounds | <ul style="list-style-type: none"> • Talkboost records and assessments • Teacher assessment records in communication and language • Discussions with teachers • Lesson observations |

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In the **2015-16** academic year, a figure of **£1320** was received for every child entitled to free school meals and every child who has been entitled to free school meals during the past 6 years (Ever 6), **£1900** for every Child in Care, **£300** for every child with a parent currently in the armed forces, with parents who have died in service or were previously eligible, and **£300** per pupil eligible for early years pupil premium funding (EYPP). This gave the school an additional total income of **£73,920**. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

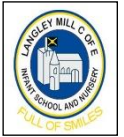
| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
|---|--|--|--|
| <p>CHILDREN'S LEARNING SUPPORTER FT HLTA employed in the role of Children's Learning Supporter (CLS).</p> | <ul style="list-style-type: none"> Any pupils (and their families) categorised as not being 'ready to learn' and with barriers to learning and failing to meet their potential. | <p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> Good punctuality and attendance levels Having correct equipment in school (e.g. PE kits) Having good nutrition for health and well being Having appropriate living conditions conducive to health and well being Receiving appropriate warmth, love, safety and stimulation Being more supported with home learning/reading Being fully toilet trained Showing improved behaviour, social skills and ability to form friendships Raised self-esteem Seeking and accessing appropriate specialist support Improved parental engagement, involvement, expectations, knowledge and skills Improved home-school relationships Improved transition arrangements Improved AB policies, procedures and reporting | <ul style="list-style-type: none"> CLS records CLS termly reports Reading records Home learning records Behaviour logs Progress meetings CAF/TAF meetings Lunch club records |

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| <p>INCREASED TA SUPPORT X1 full time HLTA utilised to support YR cohort (Sep 15 to July 16)</p> | <ul style="list-style-type: none"> • YR pupils not meeting age-related expectations at each assessment point • YR pupils with SEN with specific needs and targeted programmes • YR pupils with ESB difficulties | <ul style="list-style-type: none"> • Improved concentration levels • Improved on-task behaviours • Increased basic skills • Meeting of IEP targets • Improved following of rules • Increased self-esteem and confidence | <ul style="list-style-type: none"> • DM assessment grids • Tracking data • Progress meetings • SEN files / IEP reviews • Lesson observations • Learning journeys. |
| <p>RAPID PHONICS X2 TAs utilised to deliver Rapid Phonics programme x4 sessions per week and Rapid Phonics resources and staff training.</p> | <ul style="list-style-type: none"> • Y2 pupils who did not meet the expected phonics standard in Y1 • Y1 pupils who did not meet expected age related standards in literacy at end of EYFS • KS1 pupils not meeting expected reading standards at termly progress meetings | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic progress • Improved comprehension skills • Good progress in reading overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics tracking • Reading assessments • Progress meetings • Entry/exit records |
| <p>BOOSTING READING AT PRIMARY (BRP) X1 KS1 CT and TA trained on the programme, resources and TA to deliver x3 weekly 30 minute sessions per child for x3 pupils</p> | <ul style="list-style-type: none"> • X3 children in Y2 identified as requiring additional reading support as identified at termly progress meetings | <ul style="list-style-type: none"> • Improved ability to blend sounds • Increased sight vocabulary • Improved reading fluency • Improved comprehension skills • Meeting age-related expectations for reading | <ul style="list-style-type: none"> • Initial assessments • KS1 reading grid • Progress meeting data • Reading records • Child observations • SATs results |
| <p>LUNCHTIME CLUB X1 full time CLS utilised to manage daily lunchtime club</p> | <ul style="list-style-type: none"> • Any pupils requiring additional support regarding behaviour/attitudes to learning in class and at play/lunchtimes | <ul style="list-style-type: none"> • Less recorded incidents • Improved patterns for individual children • Improved learning behaviours in class • Improved behaviour around school for key pupils | <ul style="list-style-type: none"> • Lunchtime records • Discussions with staff • HLTA records • IEP reviews |
| <p>TALKBOOST X1 PT TA utilised to deliver Talkboost intervention x3 sessions per week and ongoing training and resource materials</p> | <ul style="list-style-type: none"> • Group of x4 YR pupils who are below expectations in the communication and language area of the EYFS | <ul style="list-style-type: none"> • Greater confidence in speaking in front of others • More participation in whole class and group discussions • Increased vocabulary • Improved articulation of speech sounds | <ul style="list-style-type: none"> • Talkboost records and assessments • Teacher assessment records in communication and language • Discussions with teachers • Lesson observations |
| <p>FOREST SCHOOLS X1 FT HLTA trained to Level 3 forest school leader, planning and delivery of x1 morning weekly forest session</p> | <ul style="list-style-type: none"> • Group of x11 Y1 children not yet meeting age related expectations across the curriculum | <ul style="list-style-type: none"> • Increase in self-belief • Raised confidence levels • Improved learning capacity • Increased enthusiasm for learning • Improved communication and problem-solving skills • Emotional well-being highered | <ul style="list-style-type: none"> • Lesson evaluations • PSHE records • Assessment grids • Lesson observations • Pupil surveys/discussions |

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| <p>EVERY CHILD A TALKER (ECAT) X1 FT EYFS TA utilised to deliver x5 15 minute focussed SLCN sessions per week</p> | <ul style="list-style-type: none"> • Any nursery children delayed in listening and attention, understanding and speaking as identified by initial baseline assessments, the Child Monitoring Tool and ongoing assessments | <ul style="list-style-type: none"> • Increased listening skills • Greater ability to concentrate • Improved comprehension skills • Improved oracy skills | <ul style="list-style-type: none"> • Child Monitoring Tool assessments • Entry/Exit reports • Learning journey evidence • Development Matters grids • Child observations |
| <p>EVERY CHILD A MOVER (ECAM) X5 days training for YN teacher/EYFS coordinator. Purchase of resources for programme. x1 FT EYFS TA utilised to deliver x3 weekly focussed physical development sessions</p> | <ul style="list-style-type: none"> • Any nursery children identified as ‘at risk of delay’ in physical development as evidenced by initial baseline assessments, the physical development monitoring tool and ongoing assessment | <ul style="list-style-type: none"> • Improved gross motor skills • Improved fine motor skills • Ability to care personal hygiene independently • Able to dress/undress independently • Able to feed independently using knife and fork • Increased practitioner competence and confidence in physical development within the YN setting | <ul style="list-style-type: none"> • PD baseline and ongoing assessments • Development Matters Grids • Physical development monitoring tool • Entry/exit reports • Learning journey evidence • Child observations • Sports coach ‘I can ... ‘ assessments |
| <p>LEUVEN WELL-BEING AND INVOLVEMENT SCALE X2 YN teachers to be trained on the programme. Purchase of training and resources and X2 FT EYFS TAs to work on engagement and involvement activities with target groups/individuals.</p> | <ul style="list-style-type: none"> • Any nursery children having difficulties with making relationships, struggling with self-confidence and self-awareness and showing difficulty managing feelings and behaviour as identified by baseline and ongoing assessments | <ul style="list-style-type: none"> • Increased engagement, concentration and focus with tasks set • Raised interest, motivation and fascination levels • Increased mental activity • Increased enjoyment and satisfaction (exploratory drive) • Increased collaborative play • Improved confidence levels • Increased ability to follow rules • Greater ability to manage of behaviour and feelings | <ul style="list-style-type: none"> • Leuven involvement and well-being assessments • Entry/exit reports • Learning journey evidence • PSED Development Matters Grids • Child observations • Lesson observations |

2016-17

Pupil Premium is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents/carers how the pupil premium is used to improve the attainment.



In the 2016-17 academic year, a figure of £1320 was received for every child entitled to free school meals and every child who has been entitled to free school meals during the past 6 years (Ever 6), £1900 for every Child in Care, £300 for every child with a parent currently in the armed forces, with parents who have died in service or were previously eligible, and £300 per pupil eligible for early years pupil premium funding (EYPP). This gave the school a predicted additional total income of £73, 265. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
|---|--|---|---|
| <p>CHILDREN'S LEARNING SUPPORTER FT HLTA employed in the role of Children's Learning Supporter (CLS).</p> | <ul style="list-style-type: none"> Any pupils (and their families) categorised as not being 'ready to learn' and with barriers to learning and failing to meet their potential. | <p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> Good punctuality and attendance levels (at least average) Having correct equipment in school (e.g. PE kits/reading books/clothing) Having good nutrition for health and well being Having appropriate living conditions conducive to health and well being Receiving appropriate warmth, love, safety and stimulation Being more supported with home learning/reading Being fully toilet trained Showing improved behaviour, social skills and ability to form friendships Raised self-esteem Access to appropriate specialist support Improved parental engagement, involvement, expectations, knowledge and skills Improved home-school relationships Improved transition arrangements Improved AB policies, procedures and reporting system | <ul style="list-style-type: none"> Attendance files CLS records CLS termly reports Reading records Home learning records Behaviour logs Progress meetings TAF/CP meetings/records Lunch club records AB file and logs |

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| <p>INCREASED TA SUPPORT X1 full time HLTA utilised to support Y1 cohort</p> | <ul style="list-style-type: none"> • Y1 pupils not meeting ELGs at end of YR • Y1 pupils at lower end of meeting ELGs at end of YR • Y1 pupils not meeting age-related expectations at each assessment point • Y1 pupils with SEN with specific needs and targeted programmes • Y1 pupils with ESB difficulties | <ul style="list-style-type: none"> • Improved concentration levels • Improved on-task behaviours • Increased basic skills • Meeting of IEP targets • Improved following of rules • Increased self-esteem and confidence | <ul style="list-style-type: none"> • DM assessment grids • Tracking data • Progress meetings • SEN files / IEP reviews • Lesson observations • Learning journeys. |
| <p>RAPID PHONICS X2 TAs utilised to deliver Rapid Phonics programme x4 sessions per week and Rapid Phonics resources and staff training.</p> | <ul style="list-style-type: none"> • Y2 pupils who did not meet the expected phonics standard in Y1 • Y1 pupils who did not meet expected age related standards in literacy at end of EYFS • KS1 pupils not meeting expected reading standards at termly progress meetings | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic progress • Improved comprehension skills • Good progress in reading overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics tracking • Reading assessments • Progress meetings • Entry/exit records |
| <p>BOOSTING READING AT PRIMARY (BRP) X1 KS1 TA to deliver x3 weekly 30 minute sessions per child</p> | <ul style="list-style-type: none"> • Children in Y2 identified as requiring additional reading support as identified at termly progress meetings | <ul style="list-style-type: none"> • Improved ability to blend sounds • Increased sight vocabulary • Improved reading fluency • Improved comprehension skills • Meeting age-related expectations for reading | <ul style="list-style-type: none"> • Initial assessments • KS1 reading grid • Progress meeting data • Reading records • Child observations • SATs results |
| <p>1STCLASS@NUMBER X1 TA utilised to deliver 1stClass@Number mathematics intervention for x3 sessions per week</p> | <ul style="list-style-type: none"> • Group of KS1 pupils identified as not attaining age related expectations in numeracy using ongoing teacher assessments and Sandwell Early Numeracy Tests | <ul style="list-style-type: none"> • Accelerated progress in number strand of maths • Narrowed gaps to meet age related expectations in maths • Increased understanding and use of mathematical concepts | <ul style="list-style-type: none"> • Teacher assessment records • Work sampling • Test scores • TA assessments/tracking data • Entry/exit reports |
| <p>LUNCHTIME CLUB X1 full time CLS utilised to manage daily lunchtime club</p> | <ul style="list-style-type: none"> • Any pupils requiring additional support regarding behaviour/attitudes to learning in class and at play/lunchtimes | <ul style="list-style-type: none"> • Less recorded incidents • Improved patterns for individual children • Improved learning behaviours in class • Improved behaviour around school for key pupils | <ul style="list-style-type: none"> • Lunchtime records • Discussions with staff • HLTA records • IEP reviews |
| <p>TALKBOOST X1 PT TA utilised to deliver Talkboost intervention x3 sessions per week and ongoing training and resource materials</p> | <ul style="list-style-type: none"> • Group of Y 1 pupils who did not meet ELGs in communication and language at the end of EYFS • Groups of Y2 pupils who are working below expected standards for speaking and listening at the end of Y1 | <ul style="list-style-type: none"> • Greater confidence in speaking in front of others • More participation in whole class and group discussions • Increased vocabulary • Improved articulation of speech sounds | <ul style="list-style-type: none"> • Talkboost records and assessments • Teacher assessment records in communication and language • Discussions with teachers • Lesson observations |

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| <p>FOREST SCHOOL X1 HLTA and x1 TA to plan and deliver x1 weekly afternoon forest school session across school (spring and summer terms)</p> | <ul style="list-style-type: none"> • All pupils across school (rota each term) | <ul style="list-style-type: none"> • Increase in self-belief • Raised confidence levels • Improved learning capacity • Increased enthusiasm for learning • Improved communication and problem-solving skills • Increased emotional well-being | <ul style="list-style-type: none"> • Lesson evaluations • PSHE records • Assessment grids • Lesson observations • Pupil surveys/discussions |
| <p>EVERY CHILD A TALKER (ECAT) X1 FT EYFS TA utilised to deliver x5 15 minute focussed SLCN sessions per week</p> | <ul style="list-style-type: none"> • Any nursery children delayed in listening and attention, understanding and speaking as identified by initial baseline assessments, the Child Monitoring Tool and ongoing assessments | <ul style="list-style-type: none"> • Increased listening skills • Greater ability to concentrate • Improved comprehension skills • Improved oracy skills | <ul style="list-style-type: none"> • Child Monitoring Tool assessments • Entry/Exit reports • Learning journey evidence • Development Matters grids • Child observations |
| <p>EVERY CHILD A MOVER (ECAM) X5 days training for YN teacher/EYFS coordinator. Purchase of resources for programme. x1 FT EYFS TA utilised to deliver x3 weekly focussed physical development sessions</p> | <ul style="list-style-type: none"> • Any nursery children identified as ‘at risk of delay’ in physical development as evidenced by initial baseline assessments, the physical development monitoring tool and ongoing assessment | <ul style="list-style-type: none"> • Improved gross motor skills • Improved fine motor skills • Ability to care personal hygiene independently • Able to dress/undress independently • Able to feed independently using knife and fork • Increased practitioner competence and confidence in physical development within the YN setting | <ul style="list-style-type: none"> • PD baseline and ongoing assessments • Development Matters Grids • Physical development monitoring tool • Entry/exit reports • Learning journey evidence • Child observations • Sports coach ‘I can ... ‘ assessments |
| <p>LEUVEN WELL-BEING AND INVOLVEMENT SCALE X2 YN teachers to be trained on the programme. Purchase of training and resources and X2 FT EYFS TAs to work on engagement and involvement activities with target groups/individuals.</p> | <ul style="list-style-type: none"> • Any nursery children having difficulties with making relationships, struggling with self-confidence and self-awareness and showing difficulty managing feelings and behaviour as identified by baseline and ongoing assessments | <ul style="list-style-type: none"> • Increased engagement, concentration and focus with tasks set • Raised interest, motivation and fascination levels • Increased mental activity • Increased enjoyment and satisfaction (exploratory drive) • Increased collaborative play • Improved confidence levels • Increased ability to follow rules • Greater ability to manage of behaviour and feelings | <ul style="list-style-type: none"> • Leuven involvement and well-being assessments • Entry/exit reports • Learning journey evidence • PSED Development Matters Grids • Child observations • Lesson observations |

2017-18

Pupil Premium is additional funding granted by the government, designed to help schools close the attainment gap between children from low income and other disadvantaged families, and their peers. The total amount of funding received is proportionally linked to the number of children who are eligible for free school meals. Schools are required to inform parents/carers how the pupil premium is used to improve the attainment.



In the 2017-18 academic year, a figure of £1320 was received for every child entitled to free school meals and every child who has been entitled to free school meals during the past 6 years (Ever 6), £1900 for every Child in Care, £300 for every child with a parent currently in the armed forces, with parents who have died in service or were previously eligible, and £300 per pupil eligible for early years pupil premium funding (EYPP). This gave the school a predicted additional total income of £76,788. The Governors decided to use this allocation in the following ways in order to make the most impact on raising outcomes for disadvantaged pupils.

| Activity / Intervention | Pupils / Groups supported | Impact | Evidence |
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| <p>CHILDREN'S LEARNING SUPPORTER FT HLTA employed in the role of Children's Learning Supporter (CLS).</p> | <ul style="list-style-type: none"> Any pupils (and their families) categorised as not being 'ready to learn' and with barriers to learning and failing to meet their potential. | <p>Increased 'readiness to learn' in terms of:</p> <ul style="list-style-type: none"> Good punctuality and attendance levels (at least average) Having correct equipment in school (e.g. PE kits/reading books/clothing) Having good nutrition for health and well being Having appropriate living conditions conducive to health and well being Receiving appropriate warmth, love, safety and stimulation Being more supported with home learning/reading Being fully toilet trained Showing improved behaviour, social skills and ability to form friendships Raised self-esteem Access to appropriate specialist support Improved parental engagement, involvement, expectations, knowledge and skills Improved home-school relationships Improved transition arrangements Improved AB policies, procedures and reporting system | <ul style="list-style-type: none"> Attendance files CLS records CLS termly reports Reading records Home learning records Behaviour logs Progress meetings TAF/CP meetings/records Lunch club records AB file and logs |

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| <p>INCREASED TA SUPPORT X1 full time HLTA utilised to support Y1-2 cohort</p> | <ul style="list-style-type: none"> • Y1 pupil not meeting ELGs at end of YR • Y2 pupils not meeting Y1 ARE • Y1-2 pupils with SEN with specific needs and targeted programmes • Y1-2 pupils with ESB difficulties | <ul style="list-style-type: none"> • Improved concentration levels • Improved on-task behaviours • Increased basic skills • Meeting of IEP targets • Improved following of rules • Increased self-esteem and confidence | <ul style="list-style-type: none"> • DM assessment grids • Tracking data • Progress meetings • SEN files / IEP reviews • Lesson observations • Learning journeys. |
| <p>RAPID PHONICS X1 TA utilised to deliver Rapid Phonics programme x4 sessions per week and Rapid Phonics resources and staff training.</p> | <ul style="list-style-type: none"> • Y1 pupils who did not meet expected age related standards in literacy at end of EYFS • KS1 pupils not meeting expected reading standards at termly progress meetings | <ul style="list-style-type: none"> • Improved attitudes towards reading • Improved confidence with reading materials • Good phonic progress • Improved comprehension skills • Good progress in reading overall | <ul style="list-style-type: none"> • Reading diaries • Reading records • Phonics tracking • Reading assessments • Progress meetings • Entry/exit records |
| <p>BOOSTING READING AT PRIMARY (BRP) X1 KS1 TA to deliver x3 weekly 30 minute sessions per child</p> | <ul style="list-style-type: none"> • Children in Y2 identified as requiring additional reading support as identified at termly progress meetings | <ul style="list-style-type: none"> • Improved ability to blend sounds • Increased sight vocabulary • Improved reading fluency • Improved comprehension skills • Meeting age-related expectations for reading | <ul style="list-style-type: none"> • Initial assessments • KS1 reading grid • Progress meeting data • Reading records • Child observations • SATs results |
| <p>1STCLASS@NUMBER X1 TA utilised to deliver 1stClass@Number mathematics intervention for x3 sessions per week</p> | <ul style="list-style-type: none"> • Group of KS1 pupils identified as not attaining age related expectations in numeracy using ongoing teacher assessments and Sandwell Early Numeracy Tests | <ul style="list-style-type: none"> • Accelerated progress in number strand of maths • Narrowed gaps to meet age related expectations in maths • Increased understanding and use of mathematical concepts | <ul style="list-style-type: none"> • Teacher assessment records • Work sampling • Test scores • TA assessments/tracking data • Entry/exit reports |
| <p>LUNCHTIME CLUB X1 full time CLS utilised to manage daily lunchtime club</p> | <ul style="list-style-type: none"> • Any pupils requiring additional support regarding behaviour/attitudes to learning in class and at play/lunchtimes | <ul style="list-style-type: none"> • Less recorded incidents • Improved patterns for individual children • Improved learning behaviours in class • Improved behaviour around school for key pupils | <ul style="list-style-type: none"> • Lunchtime records • Discussions with staff • HLTA records • IEP reviews |
| <p>TALKBOOST X1 PT TA utilised to deliver Talkboost intervention x3 sessions per week and ongoing training and resource materials</p> | <ul style="list-style-type: none"> • Group of Y 1 pupils who did not meet ELGs in communication and language at the end of EYFS • Groups of Y2 pupils who are working below expected standards for speaking and listening at the end of Y1 | <ul style="list-style-type: none"> • Greater confidence in speaking in front of others • More participation in whole class and group discussions • Increased vocabulary • Improved articulation of speech sounds | <ul style="list-style-type: none"> • Talkboost records and assessments • Teacher assessment records in communication and language • Discussions with teachers • Lesson observations |

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| <p>FOREST SCHOOL X1 HLTA and x1 TA to plan and deliver x1 weekly afternoon forest school session across school (spring and summer terms)</p> | <ul style="list-style-type: none"> • All pupils across school (rota each term) | <ul style="list-style-type: none"> • Increase in self-belief • Raised confidence levels • Improved learning capacity • Increased enthusiasm for learning • Improved communication and problem-solving skills • Increased emotional well-being | <ul style="list-style-type: none"> • Lesson evaluations • PSHE records • Assessment grids • Lesson observations • Pupil surveys/discussions |
| <p>EVERY CHILD A TALKER (ECAT) X1 FT EYFS TA utilised to deliver x5 15 minute focussed SLCN sessions per week</p> | <ul style="list-style-type: none"> • Any nursery children delayed in listening and attention, understanding and speaking as identified by initial baseline assessments, the Child Monitoring Tool and ongoing assessments | <ul style="list-style-type: none"> • Increased listening skills • Greater ability to concentrate • Improved comprehension skills • Improved oracy skills | <ul style="list-style-type: none"> • Child Monitoring Tool assessments • Entry/Exit reports • Learning journey evidence • Development Matters grids • Child observations |
| <p>EVERY CHILD A MOVER (ECAM) X1 day training for YN teacher. Purchase of resources for programme. x1 FT EYFS TA utilised to deliver x3 weekly focussed physical development sessions</p> | <ul style="list-style-type: none"> • Any nursery children identified as ‘at risk of delay’ in physical development as evidenced by initial baseline assessments, the physical development monitoring tool and ongoing assessment | <ul style="list-style-type: none"> • Improved gross motor skills • Improved fine motor skills • Ability to care personal hygiene independently • Able to dress/undress independently • Able to feed independently using knife and fork • Increased practitioner competence and confidence in physical development within the YN setting | <ul style="list-style-type: none"> • PD baseline and ongoing assessments • Development Matters Grids • Physical development monitoring tool • Entry/exit reports • Learning journey evidence • Child observations • Sports coach ‘I can ... ‘ assessments |
| <p>LEUVEN WELL-BEING AND INVOLVEMENT SCALE X1 YN teacher to be trained on the programme. Purchase of training and resources and X1 FT EYFS TA to work on engagement and involvement activities with target groups/individuals.</p> | <ul style="list-style-type: none"> • Any nursery children having difficulties with making relationships, struggling with self-confidence and self-awareness and showing difficulty managing feelings and behaviour as identified by baseline and ongoing assessments | <ul style="list-style-type: none"> • Increased engagement, concentration and focus with tasks set • Raised interest, motivation and fascination levels • Increased mental activity • Increased enjoyment and satisfaction (exploratory drive) • Increased collaborative play • Improved confidence levels • Increased ability to follow rules • Greater ability to manage of behaviour and feelings | <ul style="list-style-type: none"> • Leuven involvement and well-being assessments • Entry/exit reports • Learning journey evidence • PSED Development Matters Grids • Child observations • Lesson observations |