

## Pupil Premium Spending

## Lethbridge Primary School

## Academic year 2014-2015

Percent PPG at Lethbridge Primary: 11%

PPG funding 2014 -15: £68,100 (total spend shown on plan - £68,808)

Objectives	Specific actions	T B C by	Key personnel	Resources and costing	Impact milestones with dates		Monitoring system	Role of other agencies	Evaluation evidence
					What you expect	By when			
<p>95% pass of phonics screening test year 2 (retakes)</p> <p>90% pass of phonics screening test year 1</p>	<p>20 weeks intervention run in conjunction with BDA for children failing phonic screening test in year 1 and 2</p> <p><b>Sutton Trust 1 to 1 tutoring +5 months</b></p> <p>Differentiat</p>	<p>End term 4</p> <p>To June</p>	<p>LM</p> <p>Claire Francis (Soundcheck teacher)</p> <p>JB, HP – TAs</p> <p>All KS 1</p>	<p>£4500</p> <p>2 x days TA for Soundcheck</p> <p>5 x hours a week TA for differentiated teaching</p>	<p>90% Yr 1 fails will pass screening retest in yr 2</p> <p>70% to have passed by end term 4</p>	<p>June 2015</p> <p>End term 4</p>	<p>Termly phonics check</p> <p>Termly data tracking by point score</p>	<p>Soundcheck teacher employed by Dyslexia Action as part of Soundcheck project</p>	<p>80% yr 2 retakes passed at end yr and 80% PPG have passed at end of yr 2 (1 child did not)</p> <p>5/9 passed at term 4</p> <p>Final pass rate 83%. 1 PPG child did not pass</p> <p>3/5 PPG in track to pass at term 4</p>

	ed daily phonics teaching (7 groups across years 1 and 2)  <b>Sutton Trust phonics +4 months</b>		staff		90% Yr 1 pass screening test in June  70% to have passed by end term 4	End term 4			64% at pass rate term 4 – on track for 87% by end of year
To improve the learning behaviour of PP pupils	Rainbow nurture group  <b>Sutton Trust social and emotional learning +4 months</b>	Boxall profile and SDQs used to tracked social and emotional progress at end of each 10 week intervention block	LM SM PD	£9920  4 days weekly TA  Resources £500	SDQ score to fall, prosocial score to rise	End of each 10 week block for 90% of group	Boxall profile and SDQs used to tracked social and emotional progress at end of each 10 week intervention block		Term 4 data: average SDQ score fell by 4.25
To improve social and emotional well being of targeted children at specialist level	TaMHS service – Provide emotional support for children (bereavement, eating	3 blocks of 6 weeks  End July	LM EJ MM	£1710  3 blocks of 6 weeks with TaMHS worker	Children receiving support to have 95% attendance  SDQ score to fall,	Monitor termly	Assessment by TaMHS worker	TaMHS worker through traded services	Term 4: Average attendance of the 5 children=97% 1 child currently falls below 95% target at 93%  End of yr ave attainment for group remains 97% with one child

	<p>issues, school anxiety etc)</p> <p><b>Sutton Trust social and emotional learning +4 months</b></p> <p>PSA to work with targeted families through TAC process</p> <p><b>Sutton Trust Parental Involvement +3 months</b></p>	year end	SB	£3500 for year's work	prosocial score to rise		Progress monitored through TAC	Parent Support Advisor through traded services	at 93%
<p>To close attainment gap for pupils at KS 1</p> <p>Accelerate progress of children working</p>	<p>Additional phonics, key words and reading tutoring for children in year 1</p> <p><b>Sutton Trust Early</b></p>	End June	LM CV HP	£7044 TA 3 days	Year 1 children to have achieved 3 points progress in reading by end term 4	Term 4	Termly tracking data		<p>Term 4 – reading progress for PPG children=2.3</p> <p>Attainment =11.1 1b+</p> <p>End year progress=6points</p> <p>Attainment 13.9 = 2c+</p> <p>4/5 on track to achieve 2b or</p>

below age related expectation	<b>Intervention +6 months</b>  <b>Sutton Trust small group tutoring +4 months</b>				Year 2 children to be on track to achieve at least 2b by end of year Be at level 2 by end term 4	Term 4			above. 3/5 should exceed this. End yr ave attainment 16.2, 4/5 achieved 2b 3/5 exceeded
To close attainment gap for PP children in year 4 and offer behaviour management support for targeted PP pupils	Additional TA support in all morning lessons focussed on next steps for learning and ensuring positive reinforcement behaviour management techniques  <b>Sutton Trust effective feedback +9months</b>  <b>Sutton Trust behaviour</b>	year end	CS GB JB HM	£7044  TA salary	Numbers of behaviour incidents of targeted children reduced  Children have made at least expected progress by term 3	term 2  term 3	termly tracking data	Possible liaison with Nylands Outreach team	Targeted boys have made 2 points progress reading(year group=2.2),  3.5 writing(year group=2.7),  3.5 maths (year group=2.6) at term 4.  Targeted children have made 4.2 points progress reading(year group=3.7),  4.2 writing(year group=3.9),  4 maths (year group=3.9) at end of yr

	<b>interventions +4 months</b>																								
To close attainment gap for PP children in year 6	Additional school direct teacher support focused on provided immediate feedback to children during learning – moving children on to next steps  <b>Sutton Trust effective feedback +9months</b>  Small group and 1 to 1 support in highly differentiate d maths and	End July	CH KW AS	£3000 (schools direct)  £8532 (TA)	Children to have made 3 points progress by end term 4	Term 4	Termly tracking data		Targeted children have made 3.9 points progress reading(year group=2.8),  3.3 writing(year group=3.5),  <table border="1"> <thead> <tr> <th>end term 5</th> <th>Reading</th> <th>Writing</th> <th>Maths</th> </tr> </thead> <tbody> <tr> <td>YR 6 PPG</td> <td>+6.4</td> <td>+3.2</td> <td>+4.8</td> </tr> <tr> <td>PPG not SEN</td> <td>+7.3</td> <td>+4.5</td> <td>+6.9</td> </tr> <tr> <td>non-PPG</td> <td>+6.1</td> <td>+4.2</td> <td>+5.7</td> </tr> </tbody> </table>	end term 5	Reading	Writing	Maths	YR 6 PPG	+6.4	+3.2	+4.8	PPG not SEN	+7.3	+4.5	+6.9	non-PPG	+6.1	+4.2	+5.7
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	<p>literacy programme</p> <p><b>Sutton Trust small group tutoring +4 months</b></p>								
<p>To reduce incidents between children at lunch time there by reduce learning time lost in afternoons</p>	<p>Harmony Lunchtime Project-</p> <p>phase 1- providing lunchtime activities</p> <p>phase 2- restorative justice approach</p> <p><b>Sutton Trust behaviour interventions +4 months</b></p>	<p>End year</p>	<p>BD</p> <p>VC</p>	<p>£4600</p> <p>2 x lead MDSAS</p> <p>£1000 equipment resourcing</p>	<p>Lunchtime incidents to remain at previous year's low levels</p>	<p>End term 2</p>	<p>Daily incident reporting system</p>		<p>Incidents reported remain very low.</p> <p>Term 4: a lunchtime incident resulted in fixed term exclusion for two children. Changes have been made to supervision in one particular area of playground. Headteacher has met with several parents over the matter and rewards and consequence system in place.</p>
<p>To enable children to take part in enrichment activities in</p>	<p>Provide funding ensure all children that want to</p>	<p>Residential trips in yrs 2, 4 and 6</p>	<p>All staff</p>	<p>£4000 (trips)</p> <p>£1500</p>	<p>Children's writing after enrichment experiences shows a very</p>	<p>Termly check</p>	<p>Work samples collated</p>		<p>Collated by Tracey Owen – file available</p>

order to improve curriculum involvement and provide real life experiences for writing stimulation	take part in educational visits and residential trips  Provide one free after school activity for each PPG child  <b>Sutton Trust Outdoor adventure learning +3 months</b>  <b>After school programmes +2 months</b>	Education al visits 2 x yearly each year group		(after school enrichment )	good individual level as assessed by class teacher				
To enable PP children to improve swimming skills for safety , enjoyment and healthy	Weekly swimming lessons for 3 terms to ensure all children can swim at least 25	End term 4	Yr 3, 4, 5 staff	£2145  3 terms  1 x weekly 2 x school staff pool	All children to swim 25 metres unaided	end term 4	swimming instructors measure progress	Next generation instructors	All targeted children now able to swim 25 metres except 1 child. That child continues to have weekly lesson as part of year 3 provision.

lifestyle	metres during terms 2, 3 and 4  <b>Sutton Trust sports participation +2 months</b>			instructors					
To narrow the PP/non-PP achievement gap To increase teachers' understanding of the barriers to learning for PP pupils To increase teachers' and TAs' ownership and accountability for the progress of PP pupils	Termly time for inclusion leader to analyse data and meet with all teachers to discuss needs and produce provision map for each year group detailing impact driven intervention and support strategies  Teachers to	termly	EC/LM  All teaching staff	£2161  12 hours termly for inclusion leader to analyse data and meet with all teachers	Close gap at KS1  Children to be making progress at least good progress at KS2  End term 2 1 point KS2  End term 4 3 points KS2	term 2  term 4	Termly tracking through progress and provision meetings		At term 4 KS1 gap = 0 for reading, 0 for maths and +0.7 for writing  End yr gap KS1 Reading 0.4 Writing 0.5 Maths 0.2  Reading – 1.4, writing 1.4, maths – 1.2  Reading – 2.9, writing 3, maths – 2.7



	have 1 hour release time to meet with TAs for provision mapping organisation				Year end 4 points KS2	term 6			End yr gap yr3-5 Reading +0.2 Writing +0.3 Maths 0.1
To ensure PP children in year 6 are able to transfer smoothly to secondary school	System of additional visits, timetable familiarisation, familiarisation with the environment, making a book for home	term 6	EC yr 6 staff	Planning meeting- 4 x teacher hours= £120  5 x 1 hr visits using 2 TAs = £200  5 x 1 hr to create ICT based 'book' showing significant rooms, staff etc = £200	Questionnaires show that children have reduced anxiety about the transition to KS3	end term 5  end term 6	Questionnaires	AM (Commonwealth SENCO)	Begin visits term 6.  Additional visits have taken place and all children ready to transfer with several taking part in summer school
To enable PPG children in year 2 to	Additional teaching assistant support	Term 6	CB CV LM	15 hrs TA £7632	Progress of 2 points by end 2	Term 2	Termly tracking data		Term 4: 4/5 on track to achieve ARE in reading and 3/5 to exceed.

<p>meet aspirational targets</p>	<p>focused on provided immediate feedback to children during learning – moving children on to next steps (target writing initially across all curriculum subjects)</p> <p><b>Sutton Trust effective feedback +9months</b></p>				<p>Progress of 4 points by end 4</p> <p>Children on track to meet aspiration target for writing</p>	<p>Term 4</p> <p>Term 5</p>			<p>4/5 on track to achieve ARE in maths and 3/5 to exceed.</p> <p>4/5 on track to achieve ARE in writing and 3/5 to exceed.</p> <p><b>End of yr 4/5 achieved ARE and 3/5 exceeded this in all areas</b></p>
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