

## Pupil Premium Spending

## Lethbridge Primary School

Academic year 2013-2014

Percent PPG at Lethbridge Primary: 8.25%

PPG funding 2013 -14: £40533

Performance value added KS 1 – 2: 101.1

PPG value added KS 1 – 2: 100.7

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			
90% pass of phonics screening test year 2 (retakes)	20 weeks intervention run in conjunction with BDA for children failing phonic screening test in year 1 and 2	End term 4	LM  Claire Francis (Soundcheck teacher)	£4500  2 x days TA for Soundcheck	90% Yr 1 fails will pass screening retest in yr 2	June 2014	Termly phonics check  Termly data tracking by point score	Soundcheck teacher employed by Dyslexia Action as part of Soundcheck project	on track
90% pass of phonics screening test year 1	<b>Sutton Trust 1 to 1 tutoring +5</b>	To June	JB, HP – TAs	5 x hours a week TA for differentiated teaching	70% to have passed by end term 4	End term 4			65% passed at end term 4 <b>End of year – 91% of retakes passed (100% of PPG children)</b>  <b>Children achieved range 2b+ to 3b</b>

	<p><b>months</b></p> <p>Differentiated daily phonics teaching (7 groups across years 1 and 2)</p> <p><b>Sutton Trust phonics +4 months</b></p>		All KS 1 staff		<p>for reading by end of year</p> <p>90% Yr 1 pass screening test in June</p> <p>70% to have passed by end term 4</p>	End term 4			<p>84% passed at end term 4</p> <p>86% of children passed screening check</p> <p>(80% of PPG children)</p>
To improve the learning behaviour of PP pupils	<p>Rainbow nurture group</p> <p><b>Sutton Trust social and emotional learning +4 months</b></p>	Boxall profile and SDQs used to track social and emotional progress at end of each 10 week intervention block	LM SM PD	<p>£3500</p> <p>1.5 days weekly TA</p> <p>Resources £500</p> <p>TA training – EYFS TAs released to work within Rainbow</p>	SDQ score to fall, prosocial score to rise	End of each 10 week block for 90% of group	Boxall profile and SDQs used to track social and emotional progress at end of each 10 week intervention block		<p>Group 1 (September – December)</p> <p>Ave SDQ score pre group= 14.75</p> <p>Post group = 13</p> <p>Group 2 (January – March)</p> <p>Ave SDQ score pre group= 16.2</p> <p>Post group = 13</p>

				group for 1 term £600					
To ensure all children make at least 2 levels progress in maths over KS 2	Small group tuition for 4 pupils focussed on those at risk of not making 2 levels progress across KS2  <b>Sutton Trust small group tutoring +4 months</b>  2 children to receive after school tutoring weekly from term 2  <b>Sutton Trust 1 to 1</b>	End May	EC  CH   BD	£4750  3 sessions weekly from intervention teacher       £450  1 hr weekly for 18 weeks	Target children to have made 2 points progress by end term 2       Target children to be only 1 sublevel off end of year target by term 4	Term 2       Term4	Termly tracking data by points score		Progress 1.67 points at end term 2 Action – intro tutoring for 2 of the children <b>End of year – 1 child made 8 points progress and achieved level 4</b> <b>1 child made 2 points progress but did make 2 level progress across key stage (1 to 2)</b>       Progress for PP children risen to 3.5 points at end term 4 1 child has exceeded end yr target by 1 point 2 are 1 point from end yr target 2 are 2 points from end year target 1 child is 4 points from target (additional family support through TAC in place)  <b>All children except 1 achieved level 4 and exceeded end of year target</b>

	<b>tutoring +5 months</b>								
To improve social and emotional well being of targeted children at specialist level	TaMHS service – Provide emotional support for children (bereavement, eating issues, school anxiety etc)  <b>Sutton Trust social and emotional learning +4 months</b>  PSA to work with targeted families through TAC process  <b>Sutton Trust</b>	3 blocks of 6 weeks  End July       year end	LM  EJ  MM       SB	£1710  3 blocks of 6 weeks with TaMHS worker       £3500 for year's work	Children receiving support to have 90% attendance  SDQ score to fall, prosocial score to rise      Progress monitored through TAC	Monit or termly	Assessment by TaMHS worker       Progress monitored through TAC	TaMHS worker through traded services       Parent Support Advisor through traded services	Child 1 attendance at 92% On track to achieve level 3s in all subjects End of year attendance 95%-achieved level 3 in maths and science and 2a in reading and writing  Child 2 attendance at 80% (broken wrist) On track to achieve level 4s in all subjects (progress from level 1 in English) End of year attendance 97%-achieved 4b in all subjects  Supporting yr 6 child's family Child's attendance rose to 99% for term 5. Child achieved level 4 in reading and maths and 3a in writing

	<b>Parental Involvement +3 months</b>																																																	
To close attainment gap for pupils at KS 1  Accelerate progress of children working below age related expectation	Small group tuition in targeted areas for children  <b>Sutton Trust Early Intervention +6 months</b>  <b>Sutton Trust small group tutoring +4 months</b>	End June	LM  CV  HP HD	2 terms x 1 hrs teacher £300  3 hrs x 3 terms TA £540  Phonics interventions 4 hrs weekly £720	Year 1 children to have achieved 3 points progress in reading by end term 4  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    Term 4	Termly tracking data		Term 4 progress for PP children: 2.8 points <b>Term 6 progress: 4.6</b>  All children on track to exceed 2b at end of year. 2/4 should achieve 3  All at L2 at end term 4  <b>1 child achieved 2b+ all others ranged 2a to 3b</b>																																									
To close attainment gap for PP children in EYFS	Additional TA support focused on provided immediate feedback to children during	End July	KP  VJ  BL  HC	£2175	Children to have made 4 steps progress from benchmark in DM by end term 4	Term 4	Termly tracking data development matters		<table border="1"> <thead> <tr> <th colspan="7">Literacy</th> </tr> <tr> <th colspan="3">Reading</th> <th colspan="4">Writing</th> </tr> <tr> <th></th> <th>Entry</th> <th>Marc h</th> <th>Points +</th> <th>Entry</th> <th>Marc h</th> <th>Points +</th> </tr> </thead> <tbody> <tr> <td>A</td> <td>40-60 E</td> <td>ELG W</td> <td>+4</td> <td>40-60 E</td> <td>ELG W</td> <td>+4</td> </tr> <tr> <td>B</td> <td>30-50 W</td> <td>ELG W</td> <td>+6</td> <td>30-50 A</td> <td>ELG E</td> <td>+4</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Mathematics</th> </tr> <tr> <th>Numbers</th> <th>SSM</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	Literacy							Reading			Writing					Entry	Marc h	Points +	Entry	Marc h	Points +	A	40-60 E	ELG W	+4	40-60 E	ELG W	+4	B	30-50 W	ELG W	+6	30-50 A	ELG E	+4	Mathematics		Numbers	SSM		
Literacy																																																		
Reading			Writing																																															
	Entry	Marc h	Points +	Entry	Marc h	Points +																																												
A	40-60 E	ELG W	+4	40-60 E	ELG W	+4																																												
B	30-50 W	ELG W	+6	30-50 A	ELG E	+4																																												
Mathematics																																																		
Numbers	SSM																																																	

	<p>learning – moving children on to next steps</p> <p><b>Sutton Trust effective feedback +9months</b></p> <p><b>Early years intervention +6months</b></p>								<table border="1"> <tr> <td></td> <td>Entry</td> <td>March</td> <td>Points</td> <td>Entry</td> <td>March</td> <td>Points</td> </tr> <tr> <td>A</td> <td>40-60 E</td> <td>ELG W</td> <td>+4</td> <td>40-60 E</td> <td>ELG E</td> <td>+3</td> </tr> <tr> <td>B</td> <td>40-60 E</td> <td>ELG E</td> <td>+3</td> <td>40-60 E</td> <td>ELG E</td> <td>+3</td> </tr> </table> <p><b>End of year</b></p> <table border="1"> <tr> <td>FSM</td> <td colspan="3">Personal, Social and Emotional</td> <td colspan="3">Communication, Language and Literacy</td> <td colspan="2">Physical Development</td> </tr> <tr> <td>A</td> <td>2</td> <td>2</td> <td>2</td> <td>3</td> <td>2</td> <td>2</td> <td>2</td> <td>3</td> </tr> <tr> <td>B</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>2</td> <td>3</td> </tr> </table>		Entry	March	Points	Entry	March	Points	A	40-60 E	ELG W	+4	40-60 E	ELG E	+3	B	40-60 E	ELG E	+3	40-60 E	ELG E	+3	FSM	Personal, Social and Emotional			Communication, Language and Literacy			Physical Development		A	2	2	2	3	2	2	2	3	B	2	2	2	2	2	2	2	3
	Entry	March	Points	Entry	March	Points																																																			
A	40-60 E	ELG W	+4	40-60 E	ELG E	+3																																																			
B	40-60 E	ELG E	+3	40-60 E	ELG E	+3																																																			
FSM	Personal, Social and Emotional			Communication, Language and Literacy			Physical Development																																																		
A	2	2	2	3	2	2	2	3																																																	
B	2	2	2	2	2	2	2	3																																																	
To close attainment gap in writing for PP children in year 3	<p>Writing small group intervention based on real life experiences/ outdoor learning</p> <p><b>Sutton Trust small group tutoring +4 months</b></p>	End year	KJ	<p>3 x 1hr sessions weekly with HLTA £702</p> <p>terms 3-6 )following need for progress impact at term 2)</p>	<p>Children to have made at least 2 points progress by end term 4</p> <p>Children to have made 4 points progress by end term 6</p>	Term 4	Term 6	<p>End term 2 progress was 1 point for this group</p> <p>End term 4- 3.63 points progress</p> <p><b>End of year progress for PPG group- 4.8</b></p>																																																	

To reduce incidents between children at lunch time there by reduce learning time lost in afternoons	Harmony Lunchtime Project-  phase 1- providing lunchtime activities phase 2- restorative justice approach  <b>Sutton Trust behaviour interventions +4 months</b>	End year	BD  VC	£4600 2 x lead MDSAS  £1000 equipment resourcing	Lunchtime incidents to have reduced by half	End term 2	Daily incident reporting system		End term 2 2012-13 43 incidents 2013 – 14 21 incidents Reduced by 50%  year 2012-13 Sept to March- 75 behaviour incidents were reported  year 2013-14 Sept to March- 27 behaviour incidents were reported  <b>Incidents have reduced by 64%</b>
To enable children to take part in enrichment activities in order to improve curriculum involvement and provide real life	Provide funding ensure all children that want to take part in educational visits and residential trips	Residential trips in yrs 2, 4 and 6  Educational visits 2 x yearly each year group	All staff	£2500	Children's writing after enrichment experiences shows a very good individual level as assessed by class teacher	Termly check	Work samples collated		<b>see collated work samples of writing following enrichment trip and visitors to school</b>

experience s for writing stimulation	Provide one free after school activity for each PPG child  <b>Sutton Trust Outdoor adventure learning +3 months</b>  <b>After school programm es +2 months</b>								
To enable PP children to improve swimming skills for safety , enjoyment and healthy lifestyle	Weekly swimming lessons for 3 terms to ensure all children can swim at least 25 metres during terms 2, 3 and 4	End term 4	Yr 3, 4, 5 staff	£2145  3 terms  1 x weekly 2 x school staff pool instructors	All children to swim 25 metres unaided	end term 4	swimming instructors measure progress	Next generation instructors	Achieved – all children can swim at least 25m



	<b>Sutton Trust sports participation +2 months</b>														
To enable targeted PP children who are making less than expected progress in core skills to have their needs met in targeted way based on individual learning needs	Specialist assessment by Educational Psychologist  <b>Sutton Trust Learning styles +2 months</b>	Year long	IB  LM	£1000  for 2 days work with 1 pupil (year 5)	Child to make good progress by year end (4 points)  3 points progress by end term 4	year end  term 4	Termly tracking through progress and provision meetings		reading progress  term 2 – 0 points term 4 – 5 points term 6 – 4 points (achieved 4a)  writing progress  term 2 – 2 points term 4 – 2 points term 6 – 2 points (achieved 3a)  maths progress  term 2 – 1 points term 4 – 1 points term 6 – 1 points (achieved 3c+)						
To narrow the PP/non-PP achievement gap To increase teachers'	Termly time for inclusion leader to analyse data and meet with	termly	LM  All teaching staff	£2161  12 hours termly for inclusion leader to analyse	Close gap at KS1  Children to be making progress at least good		Termly tracking through progress and provision meetings		<b>End year 2 attainment</b> <b>Reading</b> <table border="1"> <tr> <td></td> <td>Y2</td> </tr> <tr> <td></td> <td>school</td> </tr> <tr> <td>PPG</td> <td>16.25</td> </tr> </table>		Y2		school	PPG	16.25
	Y2														
	school														
PPG	16.25														

<p>understanding of the barriers to learning for PP pupils To increase teachers' and TAs' ownership and accountability for the progress of PP pupils</p>	<p>all teachers to discuss needs and produce provision map for each year group detailing impact driven intervention and support strategies</p> <p>Teachers to have 1 hour release time to meet with TAs for provision mapping organisation</p>			<p>data and meet with all teachers</p>	<p>progress at KS2</p> <p>End term 2 1 point KS2</p> <p>End term 4 3 points KS2</p> <p>Year end 4 points KS2</p>	<p>term 2</p> <p>term 4</p> <p>term 6</p>		<table border="1" data-bbox="1599 193 1854 252"> <tr> <td>Non PPG</td> <td>18.2</td> </tr> </table> <p><b>Maths</b></p> <table border="1" data-bbox="1599 325 1845 555"> <tr> <td></td> <td>Y2 school</td> </tr> <tr> <td>FSM</td> <td>17</td> </tr> <tr> <td>Non FSM</td> <td>17.7</td> </tr> </table> <p><b>Writing</b></p> <table border="1" data-bbox="1599 628 1845 858"> <tr> <td></td> <td>Y2 school</td> </tr> <tr> <td>FSM</td> <td>15</td> </tr> <tr> <td>Non FSM</td> <td>16.8</td> </tr> </table> <p><b>KS2</b> writing progress for PPG term 2 – 1.4 points term 4 – 3.3 points term 6 - points</p> <p><b>reading progress for PPG</b> term 2 – 1.9 points term 4 – 3.5 points term 6 – 4.4 points</p>	Non PPG	18.2		Y2 school	FSM	17	Non FSM	17.7		Y2 school	FSM	15	Non FSM	16.8
Non PPG	18.2																					
	Y2 school																					
FSM	17																					
Non FSM	17.7																					
	Y2 school																					
FSM	15																					
Non FSM	16.8																					

									<p>maths progress for PPG</p> <p>term 2 – 1.6 points</p> <p>term 4 – 3 points</p> <p>term 6 – 4 points</p>
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	<p>Planning meeting- 4 x teacher hours= £120</p> <p>5 x 1 hr visits using 2 TAs = £200</p> <p>5 x 1 hr to create ICT based 'book' showing significant rooms, staff etc = £200 (37273)</p>	Questionnaires show that children have reduced anxiety about the transition to KS3	end term 5  end term 6	Questionnaires	AM (Commonweal SENCO)	<p>All transition plans running and children attending summer school</p> <p>Follow up with Commonweal School end term 1</p>
To encourage a love of reading through	Establish school library with weekly opportunities	Term 2 onwards	CS NW	£3250	Reading progress tracked by point score		Reading progress tracked by point score		KS1

<p>opportunities to discover quality books</p> <p>To reward children for reading at home with parents</p>	<p>es for children to borrow books and high interest magazines</p> <p>Reading prizes awarded for each 25 reads completed with a parent/carer</p> <p><b>Sutton trust Parental Involvement +3months</b></p>				<p>PPG group to be making 3 points (KS1)</p> <p>2 points (KS2)</p>	<p>Term 4</p>			<p>Term Progress=3.11 (group are -0.6 against NE)</p> <p><b>Term 6 group are against NE – 0 points (in line with NE)</b></p> <p><b>KS2</b></p> <p>Term 4 Progress=3.52 (group are +3.55 against NE)</p> <p><b>Term 6 Group are +3.6 against NE</b></p>
-----------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--	--	--------------------------------------------------------------------	---------------	--	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------