

# Pupil Premium Grant Expenditure Report – 2015-2016



## Context of School

Tanfield Lea Community Primary is an average sized primary school situated on the fringe of Stanley in the north of County Durham. Stanley is typical of the former industrial towns and villages of the area, most of which have been economically depressed for many years. Despite this the area benefits from well-established and reasonably stable community identity. Our school caters for 293 children aged 3-11 years, most of whom are drawn almost exclusively from a white, mono cultural population. FSM eligibility is above national average (2015 - School 36.7%/National 26%) The % of pupils is above the national average for those on support plans (School 13.7%/National 13%) and Education Health Care Plans (School 1.9%/National 1.4%) Although the school deprivation indicator is at national average the majority of our children live in the Tanfield Ward which has a low % of adults who have been in higher education and there are pockets of deprivation. Attendance is currently 96% (2014-15).

## Objectives of Pupil Premium Spending

Our key objective in using the Pupil Premium is to narrow the gap between pupil groups. As a school we have a good track record of ensuring that pupils make good progress and have been successful in bridging the gap in attainment between PP pupils and non PP.

In order to allocate the funding to give maximum impact we use internal and external data to analyse where the gaps are and use a combination of intervention strategies as appropriate.

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|---|------------------------------|
| Total number of pupils on roll          | <b>269</b> (+ 24 Pre-School) |
| Total number of pupils eligible for PPG | <b>84</b>                    |
| Amount of PPG received per pupil        | <b>£1300</b>                 |
| Total amount of PPG received            | <b>£113,100</b>              |

## Pupil nature of support 2015-2016

- Focus on learning in the curriculum, with an increased focus on measured interventions by TAs from Year 1 -6
- Focus on social, emotional and behaviour
- Focus on enrichment beyond the curriculum
- Focus on families

## Record of Pupil Premium Grant Spending by initiatives in 2015-2016

| Year Group | Item/Project  | Cost    | Objective/Description of activity   | Predicted Outcome/ Impact   |
|------------|---|---------|---|---|
| Y6         | Small group support in class                              | £10,647 | Targeted support in class in Literacy and Numeracy provided by a Teaching Assistant                                   | Year 6 to make better than expected progress in Reading, Writing and Maths  |
| Y6         | Small group support for children in Literacy and Numeracy | £6,388  | Small group support for children in Literacy and Numeracy to narrow the gap between PP children and the whole cohort. | <b>IMPACT: FFT data shows positive results for PP children – 102.1 average scaled score (+2.0 'value-added' progress).</b>        |
| Y6         | Small Group Booster Classes planned and led by a teacher  | £9,000  | Small group of targeted Y6 pupils in Literacy and Numeracy  | <b>100% of PP children made at least expected progress (i.e. Emerging to Secure etc.)in Year 6 in Reading, Writing and Maths.</b> |

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| Y6     | Enrichment Activity   | £900            | Howtown Outdoor and adventurous residential visit subsidised to ensure it was inclusive                    | All children who wish are able to attend the residential.<br><b>IMPACT: Achieved.</b>   |
| Y3/4/5 | Memory Skills Group   | £1000           | Specific and targeted activities to develop memory skills to aid engagement in lessons                     | Targeted EN children make at least expected progress in Numeracy.<br><b>IMPACT: 2 out 2 (100%) targeted PP/SEN children made expected progress in Maths.</b>  |
| Y3-6   | Motor Skills Group  | £2000           | 3 sessions - Specific and targeted activities to develop fine and gross motor skills including handwriting | Handwriting evidence maintained. SEN children to make at least expected progress in Writing.<br><b>IMPACT: 1 out 3 targeted PP/SEN children made expected progress in English.</b>  |
| Y5     | Enrichment Activity   | £420            | Grinton Outdoor and adventurous residential visit subsidised to ensure it was inclusive                    | All children who wish are able to attend the residential.<br><b>IMPACT: Achieved.</b>   |
| Y5     | Intervention support in Class                               | £9,471          | Targeted support in class in Literacy and Numeracy provided by Teaching Assistant                          | 3 targeted children make good progress against Support Plan targets.<br><b>IMPACT: 2 children made at least 2 terms progress in R, W, M.</b>  |
| Y3     | Intervention support in class - mornings                    | £9,471          | Targeted support in class in Literacy and Numeracy provided by Teaching Assistant                          | Class make at least expected progress in Reading, Writing and Maths.<br><b>IMPACT: 67% of DA children met the expected standard in Reading, 50% in Writing and 75% in Maths.</b>  |
| Y2     | Intervention support in class (AM plus 30 mins after lunch) | £9,765<br>£1980 | Targeted support in class in Literacy and Numeracy provided by Teaching Assistant                          | Class make at least expected progress in Reading, Writing and Maths.<br><b>IMPACT: 67% of DA children met the expected standard in Reading, 50% in Writing and 58% in Maths. The % of DA children achieving ARE increased in Reading and Writing from EY to the end of KS1 (50% to 67% in Reading</b> |

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|                     |   |                  |  | <b>and 33% to 50%)</b>   |
| Y1                  | Intervention support in class (AM plus 1 member of staff 30 mins after lunch) | £19,530<br>£1980 | Led by Teaching Assistant small group withdrawal support   | Class make at least expected progress in Reading, Writing and Maths.<br><br><b>IMPACT: The % of DA children achieving ARE in Year 1 increased from EY outcomes as follows:<br/>Reading 54% (33% in EY)<br/>Writing 46% (25% in EY)<br/>Maths 54% (25% in EY)</b> |
| <b>Whole School</b> | Behaviour Support Lead  | £17,774          | BSL to work with children with emotional and behavioural difficulties  | Support children make at least expected progress.<br><br><b>IMPACT: Supported children had fewer recorded incidents. 3 supported Year 5s made expected progress in R/W or M.</b>   |
| <b>EYFS</b>         | Apprentice  | £5,250           | Apprentice to support children's learning in Preschool   | Greater % of Preschool children achieved 40-60 banding (30-50 for summer born children)<br><br><b>IMPACT: Achieved. The % increased from 28% in 2014-5 to 33% in 2015-16.</b>  |
| <b>EYFS</b>         | Getting Along Programme   | £210             | 8 children to attend sessions designed to improve behaviour and interpersonal skills.                                | Children reach at least expected level in 'Making Relationships'<br><br><b>IMPACT: 2 out of 3 PP children achieved ELG. The other child made 2 bands progress (from 22-36 to 40-60).</b>   |
| <b>EYFS</b>         | Writing for a Purpose Sessions  | £300             | 2 children to attend sessions to boost writing.  | Children reach at least expected level in 'Writing'.<br><br><b>IMPACT: Not achieved. Group did not run due to low PP numbers.</b>  |
| EYFS                | Purchase of classroom resources   | £100             | PP reception children to be involved in the selection and purchase of resources from book fair and Early Excellence. | Children making at least expected level in managing feelings and behaviour.<br><br><b>IMPACT: 2/4 children met ELG with 1 exceeding. 1 child made 2 bands progress (from 22-36 to 40-60).</b>  |
| Whole School        | iTrack – tracking progress  | £612             | Ability to track and monitor progress of   | Interventions are planned and monitoring using iTrack's filters.   |

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|              |  |        | different groups of children including PP  | <b>IMPACT: Data is thoroughly analysed including key groups (DA, SEN, B/G). See Data Coordinator's document.</b>  |
| Whole School | Mathletics computer programme                            | £1,614 | All children given access. Used for PP breakfast club project – see below  | Each class to make at least expected progress, with some children making better than expected progress.<br><br><b>IMPACT: Progress in Maths is a strength (+1.8) where 0 would be average progress.</b>     |
| Whole School | PP Breakfast Club  | £5070  | 13 underperforming children (Yrs4-6) attend breakfast club 5 times a week, followed by ICT based Maths intervention.                               | Children make better than expected progress in Maths.<br><br><b>IMPACT: 58% of 12 attendees made better than typical progress, 25% made typical progress and 17% made less than typical progress.</b>       |
| Upper School | Phonics for KS2 children                                 | £6,000 | 4 x 45 min Phonic sessions per week in ability groups  | Children progress to next Phonics phase and make at least expected progress in Reading.<br><br><b>IMPACT: 14/17 (83%) made at least expected progress in either Reading or Writing.</b>                     |
| Whole School | Curriculum Enrichment                                    | £1,000 | Author visit working with whole school – cost of Adam Bushnell   | Children to engage with sessions and write for a purpose.<br><br><b>IMPACT: Children enjoyed the day.</b>   |
| Whole School | Purchase swimming kits                                   | £20    | Children without swimming kits are able to access the whole curriculum   | All Yr ¼ children have access to swimming sessions.<br><br><b>IMPACT: Achieved.</b>   |
| Whole School | Management Time to plan whole school intervention system | £1100  | (HT/ DHT / SENCo 3 x 1/2 day)<br>Dedicated time for leaders, teachers and TAs to assess impact of PP interventions above and formulate next steps. | Interventions are timetabled, monitored and improved on a termly basis.<br><br><b>IMPACT: Interventions are timetabled and adjusted on a termly basis.</b>  |
| Upper School | Numeracy Groups  | £2970  | ¼ hour intervention per group ( 8 groups)  | Children to make at least expected progress during intervention.<br><br><b>IMPACT: 11 PP children attended. 3 (27%) made less than expected, 6 (55%) made expected and 2 (18%) made more than expected.</b> |

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| Upper School | Writing Groups             | £1990<br>4 x ¼ hr<br>LO = 3 hours | ¾ hour intervention per group (4 groups) | Children to make at least expected progress during intervention.<br><br><b>IMPACT: 7 PP children attended. 1 (14%) made less than expected, 3 (43%) made expected and 3 (43%) made more than expected.</b> |
| Upper School | Reading groups             | £1485 MB                          | ¾ hour intervention per group (3 groups) | Children to make at least expected progress during intervention.<br><br><b>IMPACT: 9 PP children attended. 1 (11%) made less than expected, 2 (22%) made expected and 6 (67%) made more than expected.</b> |
| Upper School | Pirate Social Skills group | £1990                             | 2 groups receiving 1 hour intervention   | Improved self-esteem and relationships with peers.<br><br><b>IMPACT: Child with EHCP had fewer recorded disputes with others.</b>  |
| Yr 2         | Reading 1 to 1             | £2445 (SE)                        | 1.5 hour a week for 4 children           | Children make at least expected progress in Reading.<br><br><b>IMPACT: The % of DA children achieving ARE increased in Reading from EY to the end of KS1 (50% to 67% in Reading)</b>                       |
| Yr 2         | Reading Groups             | £4280 (SE)                        | 1.5 hour a week for 7 children           |  |
| Yr 2         | Writing Pairs              | £1222 SE                          | 4 x ¼ hour sessions.                     | Children make at least expected progress in Writing.<br><br><b>IMPACT: The % of DA children achieving ARE increased in Writing from EY to the end of KS1 (33% to 50%)</b>                                  |
| Yr 2         | Maths intervention         | £611 SE                           | 2 x ¼ hour sessions.                     | Children make at least expected progress in Maths.<br><br><b>IMPACT: The % of DA achieving ARE has remained the same from EY to the end of KS1 (58%).</b>  |
| Yr 1         | Writing groups             | £1222 ST                          | 3 groups (each 2 x 20 minutes sessions)  | Children make at least expected progress in Writing.<br><br><b>IMPACT: The % of DA</b>   |

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|              |  |                       |   | <b>children achieving ARE increased in Writing from EY to the end of KS1 (25% to 46%).</b>   |
| Y1           | Maths intervention                               | £1222<br>ST = 2 hours | 2 x 20 minute slots (3 groups)  | Children make at least expected progress in Maths.<br><br><b>IMPACT: The % of DA children achieving ARE increased in Maths from EY to the end of KS1 (25% to 54%).</b>   |
| Y1           | Reading groups                                   | £1222<br>ST = 2 hours | 2 x 20 minute slots (3 groups)  | Children make at least expected progress in Reading.<br><br><b>IMPACT: The % of DA children achieving ARE increased in Reading from EY to the end of KS1 (33% to 54%).</b>   |
| Lower School | Farming Social Skills group                      | £1222                 | 1 group to receive support  | Improved self-esteem and relationships with peers.<br><br><b>IMPACT: 1 PP boy benefitted from this and participated well in the sessions.</b>  |
| Lower School | Listening Matters                                | £495                  | 1 child receive counselling support   | Improved self-esteem for target children.<br><br><b>IMPACT: This did not happen this year.</b>   |
| Whole School | <b>Counselling Service</b>                       | <b>£2730</b>          | <b>Initially 2 children (1 hour each per week) to access the service.</b>   | Improved mental health leading to improved outcomes.<br><br><b>IMPACT: 4 children have benefitted from the service, with teachers noting improved engagement.</b>  |
| Whole School | BRP - Each 30 minutes = £495 per ½ hour annually | £495                  | 14 children receive reading sessions from trained TAs (3 x ½ hour sessions) | Targeted children to make at least expected progress in Reading.<br><br><b>IMPACT: 9 out of 14 children made at least 1 year's progress in Reading skills over a school year. 11/14 children made at least 1 year's progress in Comprehension. (14/14 made at least expected progress in Reading and Comprehension.)</b> |
| Whole School | Lexia (50 lexia licences £7048.50 program cost   | £8,939                | 50 children receive Lexia support during Assembly                           | Children make at least expected progress in Reading.   |

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|              | per year,£1890 for 2 TAs)   |                | time.   | <b>IMPACT:</b>  |
| Upper School | Homework Club Refreshments  | £1,890<br>£100 | 3 x TAs run homework club with refreshments for pupils who do not hand in homework.                       | Increased self-esteem and less Loss of Privilege Time for PP children who access Homework Club.<br><br><b>IMPACT: 12 children have attended Homework Club with no Privilege Time lost for homework.</b> |
| Whole School | Attendance interventions for persistently absent pupils (1 hr per week) | £402           | Head and school administration assistant meet to discuss attendance                                       | Raised attendance in 2015-16.<br><br><b>IMPACT: Attendance for PP children during 2015-16 was: 94.5%. Although slightly lower than 2014-15, this is better than 2013-14 (94.1%).</b>                    |
| Upper School | <b>Music Service Provision</b>  | <b>£1125</b>   | <b>Paying for music tuition for 5 children.</b>   | Increased self-confidence for target children.<br><br><b>IMPACT: 5 children have accessed the provision.</b>  |
| Upper School | <b>Other items: Chatting / Craft Club plus refreshments</b>             | <b>£100</b>    | <b>TA to run club with refreshments to encourage aspirations and communication skills for PP children</b> | Children make at least expected progress in RWM.<br><br><b>IMPACT: This has not taken place this year.</b>  |
|              | End Year Total:   | <b>£159759</b> |   |   |

**Notes: Provision in bold indicates new initiatives.**