



Talbot Primary School – Pupil Premium 2016-17

1. Introduction – What is Pupil Premium?

The Pupil Premium is a government initiative designed to target resources on those children who are deemed to be from a disadvantaged background. Money is provided for pupils who have been on Free School Meals (FSM) at any point over the past 6 years (Ever6). Pupil Premium has a value of £1320 per eligible pupil and an additional allocation of £1900 for any children who have been looked after for one day or more. There is also a smaller provision made for children who have a parent in the armed services. The government has not stipulated how the money should be spent, but it is clear that the money should be used to promote strategies, which close the gap between the highest and lowest achieving pupils both academically and socially.

2. What will this report aim to do?

This report aims to:

- provide an overview of the impact of pupil premium funding is having on our disadvantaged children over the last three years
- review the actions implemented in 2015-16 and the outcomes for each of the investments made
- set out our 2016-17 plan and how we can continue to achieve the best possible outcomes for our children

Consistently through all these aims is our ongoing commitment and drive to rigorously evaluate the impact of measures in securing better outcomes for our children

At Talbot Primary we have high expectations for all our children regardless of their starting points. The investment of pupil premium funding can take many forms and is consistently evaluated to ensure that pupil premium children make at least good progress from their starting points. Essentially, funding is used to ensure our pupil premium children aim high and for the principles of 'Courage, Truth and Loyalty' upon which the school is based.

Please get in touch with either Mrs Gill (Headteacher) or Mrs Alvin (School Bursar) if you would like to know more about how we spend our pupil premium funding in school.

3. What is our school context?

2013-14

The demographic of the school remained stable with very few vacant places within school. The number of children who did not have English as their first language slightly rose to 8.9% but this was still well below the national average of 18.8%. Our percentage of children from minority ethnic groups dropped slightly to 38.1% but this was still significantly above the National Average (29.7%) The number of children on the Special Educational Needs register rose slightly to 2.8%.

2014-15

As in previous years, there were very few places available in Reception to Year Six classes. The number of children who did not have English as their first language is 9%, this below the national average. Our percentage from ethnic minority groups is 38%, this is above the National Average of 29.7%. The number of children on the Special Educational Needs register rose to 2.8%

2015-16

There are currently no places available in Reception to Year Six classes. Nursery has a number of places available. The number of children who did not have English as their first language is 10%, this below the national average. Our percentage from ethnic minority groups is 38%, this is above the National Average of 31%. The number of children with SEN support is 4.2%



2016-17

The school will accommodate a ‘bulge cohort’ in Reception from 2016-17. The school is currently at capacity in each year group, with the handful of remaining Nursery places expected to be filled by January 2017. The number of children who do not have English as their first language has increased to 10%. Our percentage from ethnic minority groups is 38%. The number on the Special Educational Needs register rose to 3.6%

4. How was the pupil premium spent and what impact was secured?

2013-14

Year Group	No. of Children
Reception	6
One	1
Two	1
Three	6
Four	5
Five	8
Six	3
Total	30

We received £23,470 funding for Pupil Premium children for the financial year 2013/14. Funding was spent in a variety of ways with an explicit aim of closing the gap in terms of progress and attainment. A breakdown of the expenditure and its impact is detailed below.

Academic initiatives

Identified barrier to learning	Initiative	Cost	What was the aim?	What was the impact?
Less likely to read at home, have limited higher order skills and the vocabulary to articulate learning	Phase 5 Phonics in KS1	£790	To ensure children develop key skills for decoding leading to longer term improvement in fluency and enjoyment	100% Passed Phonics Screening in Year One.
	Read Write Inc – to close the gap in Literacy	£2100	To develop fluency in reading and spelling	PP 100% level 4 and level 5 reading and SPAG.
	Individual Education Plan sessions – TA led	£10950	To provide bespoke support and intervention thereby ensuring children make at least good progress	Targeted impact to support additional SEND needs
	Super Spell to support spelling	£1108	To develop greater fluency in spelling and support independent application	PP 100% level 4 and level 5 reading and SPAG. Improved
	Additional Phonics Group – catch up	£1250	To ensure children develop key skills for decoding leading to longer term improvement in fluency and enjoyment	100% Passed Phonics Screening in Yr1
	SEN Coordinator Time	£389	Provide specialist diagnostic support to identify SEN associated barriers to	Earlier identification of disadvantaged children and families



			learning and re-shape provision	
Lack of aspiration	SAT Attackers – preparing children for statutory testing	£680	To give children greater confidence in themselves as learners	PP 100% level 4 and level 5 reading and SPAG. 50% level 5 in maths and writing SATS
Fluency in basic skills	Maths Busters/Word Whizzes intervention	£780	To enhance core skills, leading to greater confidence in application of knowledge	PP 100% level 4 and level 5 reading and SPAG. 50% level 5 in maths and writing SATS
Supporting speech and language and transition to schooling	Reception Guided Play Course – teaching through play	£580	To provide children with additional opportunities to develop oracy	Changing the way that our Reception classes learn. Six of our Pupil Premium Children were in reception last year.
Lack of independence and resilience	Smaller maths class size after G&T intervention	£1289	To give children greater confidence in themselves as learners	PP 100% level 4 and level 5 reading and SPAG and 50% level 5 in maths and writing SATS
Some parents lack understanding of the key national curriculum expectations	Subsidy for KS2 revision Guides	£270	To provide parents and children with age appropriate resources enabling all children to have access to the same resources	PP 100% level 4 and level 5 reading and SPAG and 50% level 5 in maths and writing SATS
	Total	£20186		

PP= Pupil Premium & SPAG = Spelling, Punctuation and Grammar test

Pastoral initiatives

Identified barrier to learning	Initiative	Cost	What was the aim?	What was the impact?
Increased emotional support needs	Nurture Group run by trained staff to support vulnerable children	£1009	To ensure children develop confidence and self-esteem in order to develop positive relationships with peers and adults	Pastoral intervention for some of our most disadvantaged children.
	30% of Learning Mentor Time	£6750	As above	Pastoral work for some of our most disadvantaged children.
Struggle with changes to learning environment	Transition Group – support for vulnerable children during the key stage and high school transition	£112	To support readiness for learning between key stages and ensure child specific needs are recognised and planned for	PP children are part of the group that require help with transition between the two Key Stages
Enhancing real-life experiences and providing	After School Clubs	£360	To provide all children with appropriate learning environment	After school clubs paid for PP children



adequate learning environment	Lineham Farm educational trip	£200	To ensure all children have access to a rich, varied curriculum upon which to develop learning.	Some of our most disadvantaged children taken for a day out
	Educational Visits/Workshops	£300		Visits paid for PP children
	Low Mill Residential	£120	To allow all children equality of opportunity	Visit paid for PP children
	Singing Club partnership with Roundhay School	£610		Disadvantaged pupils had confidence boosted by taking part in singing events such as the Christmas Fair
	Total	£9461		

The total spend of £29,647 exceeds the Pupil Premium funding allocated (£23,470). Additionally school provides booster class provision to narrow the gap in maths and literacy for Years 4, 5 and 6. This requires an additional teaching member of staff and usually a teaching assistant.

Additional impact of Initiatives on core standards, 2013-14

In Year One the one child with pupil premium funding successfully passed the Phonics test and reached national benchmarks.

Although we are working very hard to reduce the gap between the Pupil Premium children and their peers, at the end of Key Stage 1, our pupil premium children achieved a lower Average Point Score (APS) than the rest of the cohort for reading, writing and mathematics. They also achieved lower than national expectations in these subjects. It is important to note that 60% of these children also had designated Special Educational Needs and as a result had specific needs impacting on their ability to meet national expectations.

Subject	Percentage making expected progress	Percentage making more than expected progress
Reading	83%	33%
Maths	83%	33%
Writing	50%	33%

At the end of Key Stage 2 the number of Free school meal (FSM) children achieving level 4 (National expectation) was higher than national expectations in maths, reading, grammar, spelling and punctuation while being similar to national in writing.

At level 5 results for FSM was also above national in reading and maths whilst being similar to national in grammar, spelling and punctuation. Of the seven FSM children there was no level 5 attainment for writing, however these children demonstrated very good progress from their starting points in KS2. There were no Looked After Children in Year 6 2012/13.

In essence, in 2013-2014 our Pupil Premium children outperformed national averages in all of the subjects. They also outperformed their peers in Reading (+2.0), Writing (+1.1) and Spelling, Punctuation and Grammar (+0.9). They were outperformed by their peers in maths (-1.5.)

Subject	Percentage making expected progress	Percentage making more than expected progress
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Reading	100%	100%
Maths	100%	50%
Writing	100%	50%

Which aspects of our provision were retained due to their impact?

- Intensive catch up phonics programmes for Year 1 and 2 children
- Superspell , SATS attackers programme
- Booster provision in Year 4-6
- Transition groups
- Learning Mentor delegated time to support children with emotional needs
- Funded educational visits and workshops to ensure varied life experiences for all pupil premium children

How was provision enhanced?

- Ensuring those pupil premium children with low aspirations were directly targeted to enhance and develop the quality of their learning behaviors.
- Targeted work with some pupil premium families to raise aspirations, make informed career choices and reduce barriers to learning
- Review the delegation of teaching staff to support end of Year 6 catch up programmes
- Undertake a fundamental review of support staff delegation to ensure Teaching Assistant support is targeted more precisely to support underachievement amongst pupil premium children
- Consider intensive 1:1 programmes for children targeted for above national expectation outcomes
- Embed the importance of focused speech and language support within Early Years
- Ensure teachers are able to use formative assessment strategies to inform pre-teaching and bespoke quality provision
- Support fluency for reading for pupil premium children
- Embed confidence when using mathematical language vocabulary

2014-15

Year Group	No. of Children
Reception	1
One	6
Two	1
Three	2
Four	5
Five	4
Six	8
Total	27

We received £39,200 funding for Pupil Premium children for the financial year 2014/15. Funding was spent in a variety of ways with an explicit aim of evaluating the impact of previous spending and ensuring that we could continue to close the gap in terms of progress and attainment.

Academic Initiatives

Identified barrier to learning	Initiative	Cost	What was the aim?	What was the impact?
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Less likely to read at home, engage in higher order activities and embed the right learning behaviours	Read Write Inc – to close the gap in Literacy	£1609	To develop fluency in reading and spelling	PP children closed the gap with non-PP peers by the end of KS2: APS 14.7 compared to 13.8
	Interventions (including: 1:1, Superspell, Wordshark, Word Whizzes and Maths Busters)	£5026	To develop greater fluency in spelling and support independent application	100% of PP children made at least two levels of progress, 57% of which made accelerated progress
	Reading Champions	£132	To provide children with daily reading opportunities in order to secure basic skills and develop fluency	Increased level of confidence and enjoyment of reading: <i>'At first I was slow at reading and would find it hard...but after reading I'm fast and good.'</i> (Year 3 child)
May have limited vocabulary and delayed skills	SEN Coordinator Time	£6786	Provide specialist diagnostic support to identify SEN associated barriers to learning and re-shape provision	Teachers more informed and equipped to integrate different starting points and quality first teaching strategies to support PP children as opposed to additional intervention
	Reading, processing, memory and touch-typing	£3456	To improve use of vocabulary and recall basic skills to enhance independent learning	<i>'The touch typing is really helping with confidence.'</i> <i>'I have seen an increase in the children's confidence and self-esteem levels. Having the opportunity to discuss learning and providing language structures has made a difference as the children are developing the tools they need. We definitely need to continue with this support.'</i> (TA quote)
Some parents lack understanding of the key national curriculum expectations	Revision Guides	£72	To provide parents and children with age appropriate resources enabling all children to have access to the same resources	<i>'I like the revision guides, because you can just do a quick exercise in it for 5 minutes and you can remember how to do something.'</i> (Year 6 child)
	SAT Attackers – preparing children	£687	To give children greater confidence in themselves as learners	<i>'The extra sessions were helpful. They made me feel better as I knew my</i>



	for statutory testing			<i>son was getting the push he needed' (Year 6 parent)</i>
May show lack of independence and resilience in learning	Booster Provision Years 3-6	£29496	To give children greater confidence in themselves as learners	Children in these sets were able to make the same progress as their peers. Children made more progress in Year 6 writing and Year 4 maths.
	Booster TA Years 3-6	£14875	To give children greater confidence in themselves as learners and support accelerated progress for	Greater flexibility in delegation now ensures assistants are used to support pre-teaching, e.g. key vocabulary
	Total	£62139		

Pastoral initiatives

Identified barrier to learning	Initiative	Cost	What was the aim?	What was the impact?
Increased emotional support needs and readiness for learning	Nurture Group run by trained staff to support vulnerable children	£1,111	To ensure children develop confidence and self-esteem in order to develop positive relationships with peers and adults	<i>'The sessions really make a difference. Small steps in confidence are making a difference to the children when they go back to class' (TA quote)</i>
	30% of Learning Mentor Time	£7,002	As above	<i>'Thank you for the sensitivity and care demonstrated to supporting my child' (Year 5 parent)</i>
Struggle with changes to learning environment	Transition Group – support for vulnerable children during the key stage and high school transition	£50	To support readiness for learning between key stages and ensure child specific needs are recognised and planned for	Parent information sessions and additional activities ensured Pupil premium children have made a successful transition to Key Stage Two and into Reception.
Enhancing real-life experiences and providing adequate learning environment	After School Clubs	£8132	To provide all children with appropriate learning environment	52 clubs are offered. <i>'I like being able to try different activities...I wish I could go to more.'</i> (Year 4 child)
	Educational Visits/Workshops	£200	To ensure all children have access to a rich, varied curriculum upon which to develop learning. To allow all children equality of opportunity	<i>'I didn't want to go on the zip wire, I was really scared, but then I listened to the guide. My friends were helping me and cheered me</i>
	Low Mill Residential	£540		
	Lunch Clubs	£4974		



			Pupil Premium children paid for Club	<i>when I finished. It was great' (Year 5)</i>
	Total	£22009		

Overall planned spending for PP children was £84148

Additional impact of initiatives on core standards, 2014-15

By the end of Reception, of the three children who received additional pupil premium funding in Early Years, one child achieved GLD. The remaining children made at least typical progress from their starting points (see additional case studies)

In Year One, of the five children who received additional pupil premium funding in Year One, four children successfully passed the phonics test. All of these children achieved between 36 to 40 marks, i.e. are within the higher quartile. Please see the case study for the one child who did not achieve the pass mark.

By the end of Key Stage One, of the two children who received additional pupil premium funding in Year Two, one achieved 2b in reading, writing and maths. The other child achieved the national benchmark in reading and maths. Additional case studies demonstrate the qualitative impact of funding for this child.

By the end of Key Stage Two, 88% pupil premium children achieved Level 4+ in Reading and Maths. Of the 88% children who achieved the national benchmark in Maths, 25% also achieved Level 5. 86% of children achieved Level 4 in writing. 71% of children achieved Level 4+ in SPAG.

All but one child achieved in line with FFTD predictions. See case study for this child. Essentially, pupil premium children progress made at least good progress across the Key stage: Reading: 14.7, Writing: 13.4, Maths: 13.6. This is above national averages, although slightly behind non-PP peers.

Subject	Percentage making expected progress	Percentage making more than expected progress
Reading	86%	43%
Maths	86%	14%
Writing	100%	57%

Which aspects of our provision will we retain due to its impact?

- Intensive catch up phonics programmes for Year 1 and 2 children enabling accelerated progress
- Superspell, SATS attackers programme which ensure children are on track to make good or better progress
- Booster provision in Year 4-6 to support and embed learning
- Transition groups within key stages and with High Schools to ensure continuity is maintained
- Learning Mentor delegated time to support children with emotional needs
- Funded educational visits and workshops to ensure varied life experiences for all pupil premium children

How can we enhance provision?

- Ensuring those pupil premium children with low aspirations are directly targeted to enhance the quality of their learning behaviors.



- Targeted work with some pupil premium families to raise aspirations, make informed career choices and reduce barriers to learning e.g. engaging Mosaic mentoring, additional information sessions, aspirations programmes
- Review the delegation of teaching staff to support end of Year 6 catch up programmes
- Consider intensive 1:1 programmes for those pupil premium children who need to have significant gaps in their learning addressed
- Enhancing the principles of speech and language within Early Years
- Ensure teachers are able to use formative assessment strategies to inform pre-teaching and bespoke quality provision
- Support fluency for reading for pupil premium children
- Embed confidence when using mathematical language vocabulary
- Early Years consultancy support to ensure leaders can effectively support readiness for learning amongst our PP families
- Additional wrap around Teaching Assistant role to support in the transition for pupil premium and vulnerable families from Nursery to Reception

2015-16

Year Group	No. of Children
Reception	3
One	3
Two	7
Three	2
Four	2
Five	8
Six	3
Total	28

We have received £44,720 funding for Pupil Premium children for the financial year 2015/16. Funding will be spent in a variety of ways with an explicit aim of narrowing the gap between the highest and lowest achievers. Investment was made in a variety of areas including both pastoral and academic activities and a breakdown of the expenditure follows.

Academic Initiatives

Identified barrier to learning	Initiative	Cost	What is the aim?	What was the impact?
Less likely to read at home, engage in higher order activities and embed the right learning behaviours	Interventions (including: 1:1, Superspell, Wordshark, Word Whizzes and Maths Busters)	£5026	To develop greater fluency in spelling and support independent application	PP closed gap with non-PP peers by the end of KS1: PP now achieve above the year group average. By the end of KS2, 1 of 2 PP children achieved in line with expected standard. The other child made expected progress. In Maths all children achieved ARE by the end of KS1 and 2, showing good rates of

				progress across the Key stages.
	Reading Champions	£132	To provide children with daily reading opportunities in order to secure basic skills and develop fluency	<i>'It is an additional opportunity to focus on the core skills that support reading and makes a real difference to confidence and enjoyment of reading.'</i> (Teacher quote) <i>'When I don't understand a word, Mrs xxx helps me to understand it. I've got better at reading and moved on book bands.'</i> (Year 5 child)
	Reading fluency programme	£3456	To develop fluency in reading and additional comprehension skills	PP closed gap with non-PP peers by the end of KS1: PP now achieve above the year group average.
May have limited vocabulary and delayed skills	SEN Coordinator Time	£6786	Provide specialist diagnostic support to identify SEN associated barriers to learning and re-shape provision	Support strategically directed to inform the quality, length and duration of additional Bespoke Quality Programmes (BQTs)
	Reading, processing, memory and touch-typing	£3456	To improve use of vocabulary and recall basic skills to enhance independent learning	<i>'It has supported the pace of reading. You can see that the children have become quicker.'</i> (TA quote)
Some parents lack understanding of the key national curriculum expectations	Revision Guides	£72	To provide parents and children with age appropriate resources enabling all children to have access to the same resources	<i>'Good to support me as much as my child. I knew what had to be revised.'</i> (Year 6 parent)
	SAT Attackers – preparing children for statutory testing	£687	To give children greater confidence in themselves as learners	<i>'These sessions helped as we went back to areas I found tricky and went over them again. It made me feel better.'</i> (Year 6 child)
	Homework club	£3456		<i>'Seeing and helping the same children over a few sessions is really productive as together we can work on things they find difficult and</i>



				<i>build up confidence. (TA quote)</i>
May show lack of independence and resilience in learning	Booster Provision Years 3-6	£29496	To give children greater confidence in themselves as learners	Children in these sets were able to have bespoke 'learning behaviour' support, thereby developing resilience and supporting independence. 'I used to just choose the normal level of challenge, but now I know that even if I start on this I can move onto the challenge when I want to.' (Year 5 child)
	Booster TA Years 3-6	£14875	To give children greater confidence in themselves as learners and support accelerated progress for	Greater flexibility in delegation allows for pre-teaching of key vocabulary and addressing of key misconceptions
	1:1 teaching for targeted children	£9463	To robustly address gaps in learning which impact on Age related attainment	Successful Year 2 phonics re-take and catch up programme to ensure ARE for maths were also met.
	Total	£76905		

Pastoral initiatives

Initiative	Initiative	Cost	What is the aim?	What was the impact?
Increased emotional support needs and readiness for learning	Nurture Group run by trained staff to support vulnerable children	£1111	To ensure children develop confidence and self-esteem in order to develop positive relationships with peers and adults	Led to small but significant steps to develop emotional awareness and readiness of children.
	30% of Learning Mentor Time	£7002	As above	Allows for focused 1:1, pair and small group work supporting readiness for learning and developing emotional resilience.
	50% Additional Teaching Support Assistant to support transition	£10010	To support transition to formal schooling for vulnerable families and deliver focused speech and	<i>'Thank you continuing the support from Nursery to Reception. It made me so much</i>

	from Nursery to Reception		language provision for vulnerable children	<i>better knowing that Miss XX would be with my child and how to draw her out of herself.’ (Reception parent)</i>
Struggle with changes to learning environment	Transition Group – support for vulnerable children during the key stage and high school transition	£50	To support readiness for learning between key stages and ensure child specific needs are recognised and planned for	Supports transition and routines at times of change within and beyond school.
Enhancing real-life experiences and providing adequate learning environment	After School Clubs	£8132	To provide all children with appropriate learning environment	Over 50 clubs are offered throughout the year, only 5 of which involve a charge. <i>‘I think the range of after and during school activities is varied and very impressive. It gives the children the opportunity to try new things.’ (Parent quote)</i>
	Educational Visits/Workshops	£200	To ensure all children have access to a rich, varied curriculum upon which to develop learning. To allow all children equality of opportunity Pupil Premium children paid for Club	<i>‘The additional exposure to the Arts is invaluable. The workshops provide experiences that some of our children just cannot normally access and gives them an opportunity to perform to an audience and develop their self-esteem and Growth Mindset skills.’ (Teacher quote) ‘I get to try new things, meet new people and work towards showing others.’ (Y6 child quote)</i>
	Low Mill Residential	£540		
	Lunch Clubs	£4974		
Possible lack of aspiration, self-belief and access to career aspirations Parental aspirations may be low due to inequality of access	Mosaic Mentoring – HRH Prince Of Wales aspiration programme	£1178	To raise aspirations amongst some pupil premium families. Work alongside parents to engage and support self-belief	The graduation ceremony at Leeds Beckett University celebrated aspirational journeys for parents and children. It also opened up new

and limited life experiences				horizons as to what can be achieved through taking on challenges. <i>'I want to become a Vet, and know now what I need to do to get there.'</i> (Y5 child)
	ESOL classes – adult literacy classes	£589	To support EAL and PP parents are effectively equipped to support their children at home	Supporting proactive partnerships and building capacity amongst families
	Harmony Project – School linking project	£171	To increase PP real-life experiences and engage in a diverse community	<i>'Where do we start? The project helps social skills, self-esteem, confidence and exposes children to other communities in a real celebratory way.'</i> (HLTA quote)
Total	£	33957		

The total spend of £110862 exceeds the Pupil Premium funding allocated (£44,720).

Which aspects of our provision will we retain due to its impact?

- Intensive catch up phonics programmes for Year 1 and 2 children enabling accelerated progress
- Superspell, SATS attackers programme which ensure children are on track to make good or better progress
- School based aspiration programmes, integrating parental engagement
- Transition groups within key stages and with High Schools to ensure continuity is maintained
- Learning Mentor delegated time to support children with emotional needs
- Funded educational visits and workshops to ensure varied life experiences for all pupil premium children

How can we enhance provision?

- Continued school specific, bespoke targeted work with some pupil premium families to raise aspirations, make informed career choices and reduce barriers to learning e.g. building on the Mosaic aspiration program and additional information sessions
- Ensuring those pupil premium children with low aspirations are directly targeted to enhance the quality of their learning behaviours
- Further develop peer feedback models across the school to ensure that once resilience in learning is secured peer support can sustain progress
- Refine transition and school readiness programmes to ensure early identification and ongoing programme of parental engagement to support progress in core subjects. E.g. additional phonics briefings and maths support meetings
- Greater access to cluster based resources to target the multiple areas of need of our most vulnerable families, e.g. attendance, therapy services, health, social care Children's centre links
- Review the English and Maths teaching in Key Stage 2 teaching and integrate with school plans on Talk Matters
- Access additional, free after school clubs that support the Creative Arts, e.g. Allerton Grange Music collaboration



- Delegate highly experienced teacher to liaise with Key Stage 2 teachers to support short, focused Bespoke Quality programmes (BQTs) which ensure gaps are closed
- SENCO to provide weekly support in Key Stage 1 to support short, focused BQTs which ensure gaps are closed
- Consider intensive 1:1 and small group programmes for those pupil premium children who need to have significant gaps in their learning addressed, e.g. 1st Class@Number
- Ensure greater take up of EY PP to allow for greater investment on speech and language within the Nursery setting
- Further refine teacher use of formative assessment strategies to inform pre-teaching and bespoke quality provision
- Support fluency for reading for pupil premium children through a combination of reading volunteer and focused support staff reading
- Embed confidence when using mathematical language vocabulary
- Local Authority consultancy support to ensure leaders can effectively support readiness for learning amongst our PP families
- Fund play therapy session for our most vulnerable children in Reception and Key Stage 1
- Maintain additional wrap around Teaching Assistant role to support in the transition for pupil premium and vulnerable families from Nursery to Reception

Additional impact of initiatives on core standards, 2015-16

By the end of Reception, of the six children who received additional pupil premium funding in Early Years, four children achieved GLD. The remaining two children made at least typical or better progress from their starting points (see additional case studies)

In Year One, of the four children who received additional pupil premium funding in Year One, three children successfully passed the phonics test. Please see the case study for the one child who did not achieve the pass mark due to additional identified SEN and D needs

By the end of Key Stage One, of the eight children who received additional pupil premium funding in Year Two, all children achieved the expected standard in Maths and seven in Reading and Writing. The other child successfully re-took the Year One phonics test.

Criteria	Reading	Writing (inc. GPS)	Maths
Percentage of children who made ' <u>expected</u> ' progress from Reception to the end of KS1 (out of 8)	7 = 75%	5 = 63%	6 = 75%
Percentage of children who made ' <u>accelerated</u> ' progress (out of 8)	1 = 13%	2 = 25%	2 = 25%

By the end of Key Stage Two, of the two children who received additional pupil premium funding in Year Six, both children achieved the expected standard in Writing, GPS and Maths, showing at least good rates of progress. In Reading, one child achieved the expected standard, showing good progress between the key stage, the other narrowly missing it due to the increased expectations expected by the end of Year six.

In the Autumn term 2015, the NEXT Family of Schools agreed to conduct a school-to-school review of Pupil Premium planning, paperwork and provision. This external review verified the multi-faceted school approach to ensuring Pupil premium funding secured value for money and positive quantitative and qualitative outcomes for children. The report was shared with the Governing Body and supported accountability measures.

2016-17



Year Group	No. of Children
Reception	2
One	6
Two	4
Three	8
Four	2
Five	3
Six	9
Total	34

We have received £46,620 funding for Pupil Premium children for the financial year 2016/17. Funding will be spent in a variety of ways with an explicit aim of narrowing the gap between the highest and lowest achievers. Investment will be made in a variety of areas including both pastoral and academic activities and a breakdown of the expenditure follows.

Academic Initiatives

Identified barrier to learning	Initiative	Cost	What is the aim?	What was the impact?
Less likely to read at home, engage in higher order activities and embed the right learning behaviours	Interventions (including: 1:1, Superspell, ALK, Wordshark, Word Whizzes and Maths Busters)	£5026	To develop greater fluency in spelling and support independent application	Year 3 PP continue to achieve above their non PP peers in KS2. GLD Reception PP was above the LA average of 49% at 67%. In KS1 PP children made good progress from their starting points, with one leaving KS1 having met the expectations for Maths. At the end of KS2 of the PP cohort, 70% achieved reading, 80% GPS and 70% Maths. Progress from starting points in writing was good.
	Reading Champions	£132	To provide children with daily reading opportunities in order to secure basic skills and develop fluency	<i>'It was good to be able to have additional support that could develop a particular skill in reading for xxx. It made a difference.'</i> (Teacher quote)
	Reading fluency programme	£3456	To develop fluency in reading and additional comprehension skills	Year 3 PP continue to achieve above their non PP peers in KS2.
May have limited vocabulary and delayed skills	Reading, processing,	£3456	To improve use of vocabulary and recall basic	Support re-directed into specific programmes for



	memory and touch-typing		skills to enhance independent learning	children with multiple deprivation factors – impact seen in end of KS2 SATs
Some parents lack understanding of the key national curriculum expectations	Revision Guides	£72	To provide parents and children with age appropriate resources enabling all children to have access to the same resources	<i>'I liked having the books to help me revise a little bit each day. It made me feel better.'</i> (Year 6 child)
	SAT Attackers – preparing children for statutory testing	£687	To give children greater confidence in themselves as learners	Funding diverted to Maths Tutors. Of the 10 PP children in Year 6, 70% achieved ARE
	Homework club	£3456		Approach re-focused to ensure children with multiple deprivation factors were targeted. See end of KS 2 results
May show lack of independence and resilience in core subject learning	Specialist Key Stage 2 English support – 5 mornings a week	£13680	To provide intense, focused catch up programme for children who are behind ARE in English	See end of KS 2 results. Secured good progress for children
	Specialist early identification and remedy of additional SEN and D and PP needs in Key Stage 1	£8424	To provide intense, focused catch up programme for children who are behind ARE in English	Of the 6 PP children in Year One, now 67% reached ARE in Reading and Writing, alongside 80% in Maths.
	1 st Class@ Number programme	12636	To provide intense, focused catch up programme for children who are behind ARE in Maths	No significant impact on standards – review under way
	Total	£51025		

Pastoral initiatives

Initiative	Initiative	Cost	What is the aim?	What was the impact?
Increased emotional support needs and readiness for learning	Nurture Group run by trained staff to support vulnerable children	£1111	To ensure children develop confidence and self-esteem in order to develop positive relationships with peers and adults	Significant steps to support school readiness, engagement and belonging in school
	30% of Learning Mentor Time	£7002	As above	Allows for focused 1:1 and 2:1 group work supporting readiness for learning and developing emotional readiness



	50% Additional Teaching Support Assistant to support transition from Nursery to Reception	£10010	To support transition to formal schooling for vulnerable families and deliver focused speech and language provision for vulnerable children	Significant impact on one child with multiple deprivation factors. Support critical in ensuring this child remained in school and external agency advice was allowed to make an impact
Struggle with changes to learning environment	Transition Group – support for vulnerable children during the key stage and high school transition	£50	To support readiness for learning between key stages and ensure child specific needs are recognised and planned for	Supports transition and routines at times of change within and beyond school. Support includes bespoke transition passports and additional visits to new classes
Enhancing real-life experiences and providing adequate learning environment	After School Clubs	£8132	To provide all children with appropriate learning environment	<i>'Thank you for the extra clubs...this helps makes Talbot such a wonderful place to learn.'</i> (Year 6 parent)
	Educational Visits/Workshops	£200	To ensure all children have access to a rich, varied curriculum upon which to develop learning. To allow all children equality of opportunity Pupil Premium children paid for Club	<i>'xxx is there every week, bang on time for our club. He is so good at helping the younger children and just sets a really good example.'</i> (TA quote)
	Low Mill Residential	£540		
	Lunch Clubs	£4974		
Possible lack of aspiration, self-belief and access to career aspirations Parental aspirations may be low due to inequality of access and limited life experiences	School based aspiration programme based on the Mosaic Project	£100	To raise aspirations amongst some pupil premium families. Work alongside parents to engage and support self-belief	Individual case work supported the engagement of families and ensured staff were able to gradually make connections with families
	Multi-agency approach to support vulnerable programmes	£200	To provide early intervention focused on the whole family	Significant impact in support the attendance of vulnerable PP children and ensuring a joined up approach to supporting the pastoral needs of some PP families, e.g.



				support for Secondary provision
	Harmony Project – School linking project	£171	To increase PP real-life experiences and engage in a diverse community	<i>'It is so good to see the children interacting with peers who they have never met before, but who live in their own city. They can see that they are not all that different from one another and share so many similarities.'</i> (TA quote)
Total		£32490		

Which aspects of our provision will we retain due to its impact?

- Intensive catch up phonics programmes for Year 1 and 2 children enabling accelerated progress
- Superspell, Maths Tutor programme which ensure children are on track to make good or better progress
- School based aspiration programmes, integrating parental engagement
- Transition groups within key stages and with High Schools to ensure continuity is maintained
- Learning Mentor delegated time to support children with emotional needs
- Funded educational visits and workshops to ensure varied life experiences for all pupil premium children

How can we enhance provision?

- Review impact of 1st @ Number in the Autumn term. If the impact does not directly lead to an improvement in standards the school will implement the Key Stage Two intervention: Success @ Arithmetic
- Additional focused support in Year 4 and 5 to support the more able PP children – use of assertive mentoring model
- Continued school specific, robust, bespoke targeted work with some pupil premium families to improve attendance, raise aspirations, make informed career choices and reduce barriers to learning
- Ensuring those pupil premium children with low aspirations are directly targeted to enhance the quality of their learning behaviours
- Refine transition and school readiness programmes to ensure early identification and ongoing programme of parental engagement to support progress in core subjects. E.g. additional phonics briefings and maths support meetings
- Greater access to cluster based resources to target the multiple areas of need of our most vulnerable families, e.g. attendance, therapy services, health, social care Children's centre links
- Review the English and Maths teaching in Key Stage 2 teaching and integrate with school plans on Talk Matters
- Access additional, free after school clubs that support the Creative Arts, e.g. Allerton Grange Music collaboration
- Delegate highly experienced teacher to liaise with Key Stage 2 teachers to support short, focused Bespoke Quality programmes (BQTs) which ensure gaps are closed
- Work with Early Years to support early identification of multiple deprivation factor families



- Further refine teacher use of formative assessment strategies to inform pre-teaching and bespoke quality provision
- Support fluency for reading for pupil premium children through a combination of reading volunteer and focused support staff reading
- Embed confidence when using concrete, pictorial and abstract methods in Maths
- Maintain additional wrap around Teaching Assistant role to support in the transition for pupil premium and vulnerable families from Nursery to Reception

Additional impact of initiatives on core standards, 2016-17

By the end of Reception, of the five children who received additional pupil premium funding in Early Years, three children achieved GLD. The remaining two children made at least typical or better progress from their starting points (see additional case studies)

In Year One, of the six children who received additional pupil premium funding in Year One, five children successfully passed the phonics test. Please see the case study for the one child who did not achieve the pass mark due to additional emotional needs.

By the end of Key Stage One, of the five children who received additional pupil premium funding in Year Two, 40% achieved ARE in Reading and Writing and 60% in Maths. The One PP child who did not pass the phonics test in Year one, successfully passed the re-take.

By the end of Key Stage Two, of the ten children who received additional pupil premium funding in Year Six, 70% achieved the expected standard in Reading and Maths and 80% in Grammar, Spelling and Punctuation. Only 30% achieved the expected standard in writing.

The school will continue to review practices and seek further diminishing the gap measures through consultation of the Education Endowment Fund website, National Teaching Council and best practice in local schools.