

Pupil Premium Action Plan 2014-15

In 2014-15 St Martin's Infant School received £31,100 for Pupil Premium. Our plans for how this was spent and the outcomes are shown below.

Intervention	Description	Targeted Pupils	Cost	Outcome
Developing writing skills	Training for all staff to include: Pie Corbett (Talk for Writing) and The Literacy Tree	All year groups	£350	Training was excellent and staff are confident using these approaches to, and resources for, writing. This is very evident in planning and lesson observation, and has had a real impact on the teaching of writing and the progress children make.
Talk Boost	Talk Boost training for identified staff plus purchase of resources. Small groups of children receive support to develop their language and communication skills .	Years 1 & 2	£3,700	Those who benefitted from this intervention demonstrated an increase in their use of language in a 1:1 situation and in the classroom. There was also a marked improvement in their Literacy attainment.
Family Fisher Trust (FFT)	FFT training for identified staff plus purchase of resources. Children receive 1:1 support to develop their literacy skills .	Year 2	£2,050	The children who received support for the development of reading and writing progressed steadily and made at least 2 sub levels of progress over the year.
Numicon	Numicon training sessions for new staff plus purchase of resources. Identified children/small groups receive targeted support to develop their maths skills .	All year groups depending on need	£1,850	Numicon has been used successfully with small groups in the classroom and with individual children as appropriate. 100% of children met their Maths target, with 20% exceeding it.
Play sessions	To develop the social and emotional skills for children through play and to enable them to communicate more effectively with each other and in their writing .	Early Years & Year 1	£2,400	This was used with both Early Years and Year 1 children with great success. There was an improvement in their ability to communicate and play with each other and this had a positive effect on their work and progress in the classroom.

Additional TA support and resources	To ensure children stay focused and on task to enable progress across the curriculum. For intervention programmes including: SNAP on Maths , Phonics support, Guided Reading , Developing Written Language , Time for Talk .	All year groups depending on need and targeted intervention	£11,300	All children eligible for the pupil premium grant made good progress in reading, writing and maths. At the end of the academic year the children were in line with or exceeding expectations and the gap between the achievement of disadvantaged pupils and their peers has narrowed and in most cases closed. (See below for details of attainment and progress)
Support from Family Support Worker	The Family Support Worker has been working with targeted families to improve attendance at school and provide support and advice to parents	All year groups depending on need and targeted intervention	£4,450	The Family Support Worker has worked with a number of our families to support their emotional and social development and well-being. The result was the closer working of home and school which enabled a greater focus in the classroom and progress to be made in school.
Emotional Literacy Support Assistant (ELSA)	To train identified staff so that they can support specific children in the development of their emotional literacy (recognising emotions, self-esteem, social skills, friendship skills, anger management, loss and bereavement) so they are able to focus on their learning more effectively.	Years 1 & 2	£4,250	Unfortunately the member of staff who was training to be an Emotional Literacy Support Assistant left the school during the Autumn Term so we have had to wait for the training to be re-run and this has therefore been carried forward into the next academic year.
Trained Volunteers from Epsom College (6 th form students)	To develop social, emotional and language skills and more specific support to close the gap in attainment for vulnerable groups (e.g. ensure children stay focused and on task to enable progress across the curriculum.)	All year groups depending on need	None	10 volunteers each spent up to 2 hours per week with individual and groups of children. This was very successful and volunteers were excellent role models for the children. Access to this free resource from within the community was welcomed. This support will be continued and developed next year to continue closing the gap in attainment for vulnerable pupils.

School trips and clubs	Enable children to attend educational day trips and clubs to ensure full coverage of the National Curriculum and provide additional extra-curricular activities , so they can enjoy the same experience and opportunities as other classmates.	All year groups depending on need	£600	All children eligible for Pupil Premium were funded for educational day trips during the 2014-15 academic year. This enriched and supported the curriculum work in school. The visits also offered an opportunity for them to visit new places and broaden their experience.
Other training	Training for Governors so they can be involved in decision making at a strategic level and challenge the way pupil premium is allocated within the school.		£150	Following on from training attended last year Governors have been able to offer strategic advice and support to staff in order to close the gap in attainment for vulnerable groups
TOTAL			£31,100	

At the end of the academic year 20 children were eligible for the Pupil Premium Grant.

- 5% had an Individual Action Plan
- 15% speak English as an additional language and were supported by a specialist teacher

Progress

During the academic year 2014-15 all eligible children for Pupil Premium Grant (PPG) made good progress in Reading, Writing and Maths.

- 100% met or exceeded their target in reading (10% exceeded their target)
- 95% met or exceeded their target in writing (10% exceeded their target)
- 100% met or exceeded their target in maths (20% exceeded their target)

The progress of children eligible for the pupil premium funding at St Martin's is at or above the expected level for 95% of pupils. This suggests that the interventions put in place are appropriate and targeted appropriately to help to narrow the gap in attainment for vulnerable groups.

Attainment

At the end of Year Two:

- 87.5% of the children who were eligible for Pupil Premium Grant met or exceeded age-related expectations in reading (75% exceeded)
- 87.5% met or exceeded age-related expectations in writing (up from 37.5% at the end of last year)
- 87.5% met or exceeded age-related expectations in maths (with 50% exceeded the age-expected levels)

At the end of Year One:

- 66.7% of children eligible for Pupil Premium Grant reached their end of year age-related expectations in reading and writing.
- 100% of children eligible for Pupil Premium Grant reached their end of year age-related expectations in maths.
- 100% of children eligible for Pupil Premium Grant achieved the phonics check at the end of Year One.

All children in KS1 made good progress from their starting point at the beginning of the year and the gap between the achievement of disadvantaged pupils and their peers has narrowed and in most cases closed.

At the end of Early Years:

89% of children eligible for the Pupil Premium Grant achieved the Early Learning Goals for both Reading and Writing (up from 66.7% last year)

100% of children eligible for the Pupil Premium Grant achieved the Early Learning Goals for Maths (up from 66.7% last year)

All children made good progress through the year from their starting point and the gap between disadvantaged pupils and their peers has closed.

Attendance

Over the 2014-15 academic year the average attendance for the 20 pupils eligible for Pupil Premium Grant was 93.3%

Next steps

Whilst the level of progress is good and the gap is beginning to close for writing, suggesting effective interventions, this is an area we will continue to develop next year.

We have a member of staff who has been working successfully with small groups on friendship and social skills and plan to extend their expertise through training them as an Emotional Literacy Support Assistant (ELSA). Once trained, we also want the ELSA to be available over the coming year for part of the lunchtime.

Attendance will continue to be monitored and families supported by providing extra-curricular activities and home-school links as need is identified.