

Review of Achievement/Attainment for Children falling into Pupil Premium Categories from Sept 2011–July 2012

Pupil Premium Grant was funded in 2011/12 according to the number of children in the following categories:

- * Free School Meals
- * Looked After by the Local Authority
- * Forces Children

This paper is a short analysis of educational achievement / attainment, by intervention, through the 2011/12 academic year. This shows the impact of the funding on the pupils in respect of those for whom the grant funding was allocated.

Reading Recovery Programme

Children receiving this support would be expected to make at least a sub level of progress in reading. They received extra tuition on concepts about print, strategies for reading including decoding and using contextual cues. They received tuition for 4 x 30 mins per week for a period of 6 weeks. This equates to 12 hours support per child.

4 children received this support in the Summer Term of 2012. 3 of the children made at least 1 sub level progress and 1 of the children made 2 sub levels progress in the 6 weeks._

Judgement - Good impact. This support will continue next year.

Parent Support Assistants

In 2011 - 2012, Parent support advisors supported 8 families. This does not include families who may have called an open help line. The type of support has been varied from telephone conversations and attending meetings (attendance surgeries and SEN Parent Support group) to spending lengthy periods on a weekly and a fortnightly basis with the parents of the children.

The provision has included:

- emotional support re. separating families, challenging behaviour
- support for setting of boundaries and behaviour strategies
- understanding the SEN processes
- signposting to support for transport, housing, mental health, domestic violence, young carers,
- passing on information to social care and locality teams
- providing information about parenting classes and SEN support, special activities for SEN children and their families
- support to complete forms relating to DLA

The impact of this support has been: better communication, improved attendance, improved emotional/economic states of children, improved behaviour in school and at home. It has also ensured parents are aware of expectations of the school and access to appropriate support.

Judgement - Good impact. This support will continue next year.

Basic Skills

In 2011 - 2012, 7 children received this support. Children receiving this type of support would be expected to make progress in literacy and numeracy as identified in their IEP targets.

100% of the children made the expected progress in Writing

2 of these children made 1 or more whole levels progress (double expected progress) in Writing

100% of the children made the expected progress in Reading

1 child made 1 or more whole levels progress (double expected progress) in Reading

100% of the children made progress in Maths

1 child made 1 or more whole levels progress (double expected progress) in Maths

Judgement - Good impact. This support will continue next year.

Foundation Stage TA Support

We decided to keep these children in 3 small FS classes rather than have mixed age classes to ensure that they made the expected progress from their baseline and that they made the age related expectations of 78+ pts across the 13 strands of learning in the Early Years Profile.

There were 13 children in FS between September 2011-July 2012 who qualified for pupil premium funding. 10 of these children were with us for the whole year and 3 joined at different points throughout the year.

Of the 10 who were with us for the whole year:

10/10 made at least good progress from their baseline.

8/10 children made the expected 78 points or more by the end of FS. The 2 children who were not in line with 78 points achieved 76 and 77 points respectively. However, their baseline scores were well below expectations and this shows that they made very good progress across the year.

Of the 3 children who joined us across the year, 1/3 made the expected 78 points at the end of the year.

Judgement - Good impact. This support will continue next year.

Funfit

In 2011 - 2012 16 children received this support. Children receiving this type of support would be expected to make most progress in social skills, especially the following of instructions and improved co-ordination. This would benefit their progress in **maths and writing**.

69% of these children made expected progress in Writing

2 of those children made 1 or more whole levels progress (double expected progress) in Writing

69% of these children made expected progress in Reading

2 of those children made 1 or more whole levels progress (double expected progress) in Reading

94% of the children made progress in Maths

2 of those children made 1 or more whole levels progress (double expected progress) in Maths

Judgement - Satisfactory impact. This support will continue next year but needs to be reviewed for improved impact.

Time to Talk

In 2011-2012 6 children received this support. Children attending this type of support would be expected to make most progress in social skills and communication, especially in the following of instructions. Therefore, they are expected to make progress in **all areas but possibly more so in maths.**

83% of the children made progress in Writing

1 of these children made 1 or more whole levels progress (double expected progress) in writing

83% of the children made progress in Reading

1 of these children made 1 or more whole levels progress (double expected progress) in reading

100% of the children made progress in Maths

1 of these children made 1 or more whole levels progress (double expected progress) in maths

Judgement - Good impact. This support will continue next year.

Speech and Language support (1:1):

In 2011 -2012 8 children had consistent support throughout the year. This provision also supports referrals to the SAL therapist and therefore includes assessments and observations of other children during the year.

Children attending this type of support would be expected to develop their communication skills and therefore make progress "**across the board**" in maths and literacy.

88% of children made progress in Writing

1 of these children made 1 or more whole levels progress (double expected progress) in writing

100% of the children made progress in Reading

2 of these children made 1 or more whole levels progress (double expected progress) in reading

100% of children who made progress in Maths

4 of these children made 1 or more whole levels progress (double expected progress) in maths

Judgement - Good impact. This support will continue next year.

Socially Speaking:

In 2011 - 2012, 12 children received this support. Children receiving this type of support would be expected to develop their social and communication skills. Therefore they would be expected to make progress "across the board" in maths and literacy.

75% of these children made expected progress in Writing

3 of these children made 1 or more whole levels progress (double expected progress) in writing

83% of these children made expected progress in Reading

2 children made 1 or more whole levels progress (double expected progress) in reading

83% of these children made expected progress in Maths

2 of these children made 1 or more whole levels progress (double expected progress) in maths

Judgement - Satisfactory impact. This support will not continue next year.

1:1 Tutor Support

In 2011 - 2012, 37 children received support through small group targeted intervention and 1:1 tuition. These children are identified as those who require some extra support to achieve their expected attainment both within the current academic year and across the key stage. The children receive direct teaching that is aimed at moving them quickly into the next sub level in writing, reading and/or maths.

Writing:

20 children received support for Writing.

80% of children made at least 1 sub level progress or more after receiving the support.

90% made 2 levels progress from the end of KS1 to the end of KS2.

Reading:

6 children received support for Reading

100% of children made at least 2 sub levels progress or more after receiving the support

100% made 2 levels progress from the end of KS1 to the end of KS2.

Maths:

11 children received support for Maths

100% of children made at least 2 sub levels progress or more after receiving the support.

100% made 2 levels progress from the end of KS1 to the end of KS2.

Judgement - Outstanding impact. This support will continue next year.

General TA Support

All children benefit from having another adult in the classroom during the morning sessions when the focus is on the core areas of the curriculum. This enables children to receive support to further their learning through carefully planned and delivered guided group work and individual work.

Year 2 – Key Stage 1 results

At the end of KS1, children need to be working within level 2 or above to be in line with national expectations. We are pleased with this year's results:

	<u>Level 2 and above</u>		<u>Level 3</u>	
Maths	(58/62)	93.5% (last year 83%)	(18/62)	29% (last year 10%)
Reading	(52/62)	83.8% (last year 78%)	(16/52)	25.8% (last year 17%)
Writing	(51/62)	82% (last year 78%)	(10/52)	16% (last year 10%)

This shows an increase in the % of children working at level 2+ in all 3 areas for the third year running. This also represents an increase in the % of children achieving level 3 for the third year running.

Year 6 – Key stage 2 results

At the end of KS2, children need to be working within level 4 or above to be in line with national expectations. Again we are pleased with this year's results:

	<u>Level 4 and above</u>		<u>Level 5</u>	
Maths	(58/66)	88 % (last year 83%)	(22/66)	33% (last year 32 %)
Reading	(59/66)	89% (last year 83%)	(27/66)	41% (last year 58%)
Writing (TA)	(49/66)	74% (last year 76.5 %)	(8/66)	12% (last year 17.4%)

We have seen a continuation in the improvement the % of children who are achieving at level 4 and above in Maths and Reading. The % of children who are level 4+ in writing remains in line with last year's results which was a significant improvement on the year before.

It is very difficult to quantify the impact of additional adults in the classroom. However, lesson observation evidence makes it very clear that the quality of teaching is improved where teaching assistants are engaged in targeted group and individual work.

Judgement – Good impact. Teaching Assistant support will continue next year.

Dyslexia support

In 2011 - 2012, 7 children received consistent support for dyslexia. In addition to this several children were screened for dyslexia and have moved in and out of this group.

Children receiving this type of support would be expected to make most progress in gaining confidence and organisational skills as well as reading and writing. Therefore, they are expected to make progress particularly in **reading and writing**.

100% of these children made progress in Writing

2 of these children made 1 or more whole levels progress (double expected progress) in writing

57% of these children made progress in Reading

1 child made 1 or more whole levels progress (double expected progress) in reading

Judgement - Satisfactory impact. This support will continue next year but needs to be reviewed for improved impact.

Induction of Forces Families

We provide an induction tutor for the children from Forces families to facilitate a smooth transition from their previous setting and to ensure that they continue to make the expected progress in their learning. In 2011 - 2012, 43 pupils qualified for pupil premium funding as forces children. These children ranged from FS to Year 6.

5 children were in FS. All of these children achieved 78+ points at the end of the year and had made good progress from their baseline scores.

9 children were in Year 1. The average scores show that these children were in line with end of year expectations in maths, writing and reading.

9 children were in Year 2. These children made the expected progress across the year in maths, writing and reading.

3 children were in Year 3. These children made the expected progress across the year in maths, writing and reading.

5 children were in Year 4. These children made the expected progress across the year in maths, writing and reading.

3 children were in Year 5. These children made more than the expected progress across the year in maths, writing and reading.

9 children were in Year 6. These children made more than the expected progress in maths and reading and the average scores show that they were in line with national expectations at the end of KS 2 in maths, writing and reading.

Judgement - Good impact. This support will continue next year.

Children in Care Support

In 2011 - 2012, 2 children qualified for pupil premium as CIC. These children received support for additional activities which promote self-esteem and enable children to develop positive attitudes to learning, thereby maximising their attainment.

Both children made the expected progress over time.

Judgement - Good impact. This support will continue next year.

1:1 TA Support

This support comprises of teams of teaching assistants who aid the class teacher and SENCO to plan, deliver and assess specific support to individuals who have been identified either by the County, (statemented children) in line with their statement objectives, or the school in partnership with other professionals.

The individual support for these children provides:

- access to an individualised curriculum
- support and practise of/for communication skills
- development of skills to integrate appropriately with peers and access the building safely
- careful identification of learning achieved and next steps proactively planned for.
- In some cases it enabled them to receive the essential medical care including physiotherapy and monitoring of diabetes.
- close communication with professionals and parents as a direct result of individual provision.

During the 2011-2012 period there were 8 children with statements and 5 children who the school identified as needing individual support. These children were in years 1 -6 and their level of need varied from medical to severe and complex learning needs.

All of the 13 children receiving support made progress over time in the areas of maths, reading and writing. 7 of the 13 children made the progress over time expected for their age group.

Judgement - Satisfactory impact. This support will continue next year but needs to be reviewed for improved impact.

Rainbow Roads:

In 2011 -2012, 11 children received this support. Children receiving this type of support would be expected to make most progress in their social skills, in the following of instructions and in co-ordination. Therefore, they are expected to make progress **in maths and writing**.

73% of the children made progress in Writing

3 of these children made 1 or more whole levels progress (double expected progress) in Writing

73% of the children made progress in Reading

100% of the children made progress in Maths

2 of these children made 1 or more whole levels progress (double expected progress) in Maths

Judgement - Satisfactory impact. This support will not continue next year.

Lexia

In 2011 - 2012, 17 children received this support. Children receiving this type of support would be expected to develop their spelling and reading skills. Therefore, they are expected to make progress **in writing and reading.**

100% of the children made progress in Writing

1 child made 1 or more whole levels progress (double expected progress) in writing

89% of children who made progress in Reading

2 of these children made 1 or more whole levels progress (double expected progress) in reading

The benefits of the above programmes are many and it is often not just a case of looking at these children's levels of educational attainment and progress in Maths and English, as they have other less easily measurable barriers to remove.(e.g. There is evidence of parent and teacher observations about the improvement of social skills and physical difficulties as a result of this additional support.)

Judgement - Good impact. However this support will not continue next year due to software and organisational problems.