

Impact of pupil premium spending 2014-2015:

At Thackley Primary School our priorities for pupil premium children in 2014-2015 were:

To close the gap between disadvantaged and non-disadvantaged pupils in maths:

The gap between disadvantaged and non-disadvantaged pupils has narrowed from the gap being 1.9 points behind other pupils to being 1.68 points behind in whole school. Disadvantaged children have made 3.34 points progress on average (3 points expected progress). Disadvantaged and non-disadvantaged pupils have made very similar progress in all year groups and in years 2 and 3 have made more progress than disadvantaged pupils.

Additional parent evenings have taken place for these pupils 3 times this year with progress, attainment, homework and attendance being discussed. 'Up for a challenge' has been introduced this year to enable children to have time to discuss their findings and worked together on problem solving. Disadvantaged children who are working below ARE have all had additional intervention. Staff teams have discussed strengths and weaknesses around the progress of children in maths to further develop the skills of disadvantaged children.

To raise the attainment of disadvantaged pupils in writing:

The gap between disadvantaged and non-disadvantaged pupils has narrowed from the gap being 2.8 points behind other pupils to being 2.05 points behind in whole school. Disadvantaged children have made 4.04 points progress on average which is more than expected progress. Pupils in 2, 3 and 5 have made more than 4 point progress (3 points expected progress). Disadvantaged and non-disadvantaged pupils have made very similar progress in all year groups.

There have been disadvantaged pupil progress meetings every half term to discuss the progress of these children individually and discuss their next steps. This information has then been past to the learning mentor to arrange any additional interventions to develop well-being.

As a school we have enhanced the profile of writing and have entered national competitions where our children's work has been published. We have developed a hall of fame in the hall to display children's writing short term for the child awarded the writer of the week in assembly. We have held a writing day in school linked to the solar eclipse and invited parents in to see the children's writing (every child had a piece on display).

To raise the attainment of disadvantaged pupils in Year 4:

In order to raise the attainment of the whole of the Year 4 cohort, all teachers have engaged in training for Pitch Perfect training to aid differentiation, Talk for Writing training, Assessment without Levels, Phillip Webb writing training and a variety of staff meetings throughout the year. In reading disadvantaged pupils were buddied up with Year 2

children and used to help progress reading in both sets of children. In writing (a priority on the school improvement plan) lots of new initiatives were brought in and one that has been taken on board by Year 4 teachers in particular was the Talk for writing training which will continue next year as children move through school.

Progress:

In reading this year, disadvantaged pupils have made 3.71 points progress (3 points is expected). This is an increase of 0.61 on the previous year. Non-disadvantaged children made 3.59 points progress in reading this year showing disadvantaged children have made 0.12 points progress more than non-disadvantaged.

In writing this year, disadvantaged pupils have made 3.57 points progress (3 points is expected). This is an increase of 0.57 on the previous year. Non-disadvantaged children made 3.71 points progress in writing this year showing non-disadvantaged children have made 0.14 points progress more than disadvantaged.

In maths this year, disadvantaged pupils have made 2.71 points progress (3 points is expected). This is a decrease of 0.29 on the previous year. Non-disadvantaged children made 3.15 points progress in writing this year showing disadvantaged children have made 0.44 points progress less than non-disadvantaged. The attainment of maths needs to be a priority across school, for all children including disadvantaged, next year.

Attainment:

In reading this year, disadvantaged pupils scored 23.22 points on average compared with non-disadvantaged pupils who have scored 23.44 points on average. These are very similar results with only a very small gap.

In writing this year, disadvantaged pupils have scored 22.22 points compared with non-disadvantaged pupils who have scored 21.87 showing again very similar results.

In maths this year, disadvantaged pupils have scored 22.8 points compared with non-disadvantaged pupils who have scored 22.7 showing again very similar results.

Measuring the impact on learning and social development:

The impact of the Pupil Premium Grant is measured at the end of the academic year in relation to:

- Attendance
- Engagements in clubs and enrichment activities
- Parent participation
- Core subject progress
- Enjoyment of school
- Behaviour

Through a questionnaire Thackley disadvantaged children answered a range of questions:

- 100% of disadvantaged children enjoy coming to school
- 100% of disadvantaged pupils say they feel safe in school
- 67% of our disadvantaged pupils attend an after school club
- Children think after school clubs: help them learn, give them a chance to try something different, its fun, they make new friends and they feel good about themselves
- 50% of our disadvantaged children have attended breakfast club

Our children said they would like the following support:

- 39% of children would like help with homework
- 38% of children would like more support in class
- 53% of children work best in a small group
- 27% would like to work one to one with an adult
- 31% of pupils would like to work one to one with an adult

At Thackley Primary School we have noted the following impact:

Attendance:

- The attendance of disadvantaged children in 2014-2015 is 94.5%
- The attendance of non-disadvantaged is 96.6%
- The attendance of children who have attended breakfast club has improved in 70% of children
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Engagement:

- Teachers have reported that children are much more focused and ready to learn after attending breakfast club
- Parents have contacted school to inform us that children are much more settled in school after attending breakfast club
- The number of behaviour incidents has decreased for children who have attended breakfast club

Parent Participation:

A priority of the School Improvement Plan this year has been to engage with parents who find it difficult to communicate with school. Lots of events have taken place this year in order to do this and disadvantaged parents have been invited to all events personally with an invite created by the children themselves and also the key worker personally inviting parents and reminding about events.

Here are the parent events held this year:

- Coffee mornings have run for all classes in school and disadvantaged children's parents have been contacted directly by the child's key worker. Children also made invitations for parents

- Open afternoon in October for parents to come and see children's books and the new build of school
- November 11th parents invited into school for the poppy display (opened late for working parents)
- Multicultural exhibition 80% of disadvantaged parents attended
- Parents invited into school in October for the Kev Sutherland comic half day for KS2 children - 11 disadvantaged parents or relatives came to participate
- Parents and children invited into school for nativities and carol concerts
- Parents invited into school for parent consultation evenings in October, December, April and June
- Parents and children invited into school for Christmas disco in December
- Phonics workshop ran by EY in autumn term.
- Worksoop planned for Y1 parents spring term.
- In PE we have been able to attend all the competitions that we have using only parent support with lifts etc. No additional cost has been incurred
- Parents were invited in to look at books before parent's evening in the spring term.
- Solar eclipse writing exhibition (opened late for working parents)
- New class assemblies held weekly and all parents invited to attend
- Alice in Wonderland tea party for Year 2 shared with parents
- SATs meeting for Year 6 parents
- Phonics workshop run by year 2 teachers for Year 1 parents
- Learning together with Reception
- Parents invited in to watch music lessons in school for each class - 9th July
- Leavers performance on 8th July in the afternoon and evening

Core subject progress:

Reading:

- 100% of disadvantaged pupils in Year 6 achieved expected or better progress with the average points progress being 17.11 (expected is 12) in reading

Writing:

- 100% of the pupil premium children in Y6 writing booster achieved their level 4 FFTD target
- 100% of disadvantaged pupils in Year 6 achieved expected or better progress with the average points progress being 15.56 (expected is 12) in writing

Maths:

- 100% of the pupil premium children in Y6 maths booster achieved their level 4 FFTD targets
- 56% of disadvantaged pupils in Year 6 achieved expected or better progress with the average points progress being 12.67 (expected is 12) in maths

Enjoyment:

- Most vulnerable pupils are motivated to complete their work and welcome the help of the Learning Mentor on a regular basis to assist them with their work
- Teachers have reported that children are more settled now the Learning Mentor is available to speak to as needed

- The large majority of vulnerable pupils now read at home regularly
- The vast majority of disadvantaged pupils (82%) have attended at least one after school club this year and have reported that: they make new friends, it is fun, it helps them learn, they have learnt new things and they enjoy coming to the club
- It's a Trap comic book shop came in to work with all LKS2 disadvantaged children, sharing comics, discussing favourites and reading aloud. 100% of the children involved enjoyed the activity

Behaviour:

- Reduction in overall incidents at lunchtimes and playtimes due to Learning Mentor being outside
- Support provided by the HLTA has led to a large increase in the social development and learning of individuals
- A decrease in the number of detentions for disadvantaged children in KS2
- A decrease in the number of thinking time spent in KS1 for disadvantaged pupils

Priorities for 2015-2016:

- Raise the achievement and progress of maths for all disadvantaged pupils in school
- Raise the progress of the disadvantaged pupils in the Year 6 cohort (current Year 5)
- To increase the attainment of writing in disadvantaged pupils across school