

Impact of Pupil Premium Funding Sept 2014 – 2015.

Child	Reading		Writing		Maths		Comment
	Sept	Jul	Sept	Jul	Sept	Jul	
Y6							
1	4c	4a	3a	4b	3b	4b	AVP progress – 11 from KS1 to 2 Booster sessions with teacher which was effective. The support included after school tuition.
2	4c	4a	3a	4b	3b	3a	AVP progress – 13 from KS1 to 2 Only 10 in maths – support throughout year included in-school booster sessions and after-school tuition.
3	4a	5c	4c	4b	4c	5c	AVP progress – 14 from KS1 to 2.
4	4c	4b	4c	4a	3a	4b	No KS1 data available. Social support effective and enabled child to access tests.
5	4a	5b	4b	5b	4c	4a	AVP progress – 15 from KS1 to 2. Booster sessions with teacher effective.
Y4							
6	3a	4b	3b	4c	3b	4c+	High achiever, making excellent progress; funding to focus on curriculum enrichment.
Y3							
7	3c	4c	2a	3b	2a	3a	Excellent progress.
8		2c		2c		2c	Made good progress since joining but will need continued support across all areas of the curriculum.
9	3c	4c	2a	3b	3c	3a	Good progress – extra 1:1 support with TA doing enrichment project particularly effective.
Y2							
10	2b	3c	2c	2a	2c	2a	Excellent progress; achieving well. Continue weekly support in maths lessons.
Y1							
11	1c	1b	1c	1b	1c	1a	Concerns with reading and writing – did not pass phonics screening; extra phonics sessions needed in Y2.
R							
12	Exceeding early learning goals in maths at end of year; secure in both reading and writing; secure in others areas of Early Learning Goals.						

What worked well:

- Individual tracking for each Pupil in receipt of Pupil Premium which is added to termly.
- Pupil Premium Co-ordinator to share whole school view of progress with staff and governors termly.
- Dedicated governor has had close links with coordinator throughout the year.
- Teaching assistant time allocated to specific Pupil Premium children – both in class support and additional 1:1 or small group sessions.
- An afternoon a week dedicated to Maths and English sessions in Year 6 taught by the class teacher. This will continue this academic year as it was very effective last year.
- Time to Talk sessions for Early Years.
- Wave 3 Literacy 20 week programme adapted for needs of pupils with regular screening.
- Daily small group phonics sessions in Year 1 and 2.
- Social groups with nurture focus lead by HLTA. Established programme run by the school which is highly valued by the pupils. Focus led and activities planned to create environment for reflection i.e. sewing, cooking, books, box about themselves etc.
- Pupil participation in marking and self –assessment. Important to have one to one and small group time to review learning and listening to pupils concerns and achievements.
- Transition to KS3 program to meet individual needs.
- Additional teacher to plan and teach some writing lessons with Year 6 teacher.