

## Pupil Premium Expenditure

### April 2014-July 2015

Allocation 2014-15	£191,835
Carry Forward 2013-14	£72,023
Total 2014-15	£263,858

Intervention/Project	Expenditure	Impact
Additional Support.	£10,045	<p>Additional support took place in years 1-6 in different forms this year.</p> <p><b>Year 1.</b> Additional support for phonics was provided by a Teaching Assistant during the Summer Term. The school achieved 85% pass rate in the 2015 phonics test which is above national figures of 74% in 2014.</p> <p><b>Year 2.</b> Two days per week of additional teacher support was provided from November 2014 to work with specific groups on reading, writing and maths. In all groups, all pupils made good progress. In reading, all but 1 pupil made the targeted 2b (88%). In writing, all but 3 pupils made the targeted 2b. (70%), and in maths all pupils made the targeted 2b (100%).</p> <p><b>Year 3.</b> One day per week of additional teacher support was provided from September 2014 to work with small groups. Pupils who worked with this teacher all made progress in reading reaching their end of year target. 5/12 pupils (42%) are now working with age related expectations. Progress in writing was less successful with only 5/12 (42%) achieving their end of year target. It was decided however, that one class needed further intervention and an additional teacher was employed to work mornings only from February 2015. The impact of this is that whilst standards remain low, progress rates began to improve with almost all pupils making 2 sub-stages of progress in reading and maths from February to July. Almost ¾ of this class made 2 sub-stages of progress in writing. Whilst this particular teacher left in July, another one has been appointed to continue this work from September 2015.</p> <p><b>Year 4.</b> One day a week of additional teacher support was provided from September 2014 until Easter 2015. Due to the very short notice given in this case the school was unable to secure further support for the summer term.</p> <p><b>Year 5.</b> After initially struggling to secure suitable support, the school did appoint a teacher to work</p>

		<p>within Y5 on a part-time basis (mornings) to work with identified groups in reading, writing and maths. This began in the summer term 2015. In maths, 7/12 pupils made good progress (58%) although they are not yet working at age related expectations. In writing 12/13 made good progress (92%) with 11 pupils (85%) now working within age related expectation. In reading, 28/29 pupils made good progress (97%) with 23 pupils (79%) now working within age related expectations.</p> <p><b>Year 6.</b> Individual and paired maths tutoring took place from September 2014 to May 2015 and English Tutoring took place from November 2014 to May 2014. Maths tutoring took place with 12 pupils, all but one of whom made good progress with 10 pupils making accelerated progress. Nine out the twelve pupils achieved an age related standard at the end of Y6. Focused intervention both in class and through tutoring ensured that pupils entitled to pupil premium funding achieved on average as well as other pupils in school and slightly above similar pupils nationally according to 2014 data. (Yorkmead 4a&lt; APS 28.79, National APS 27.3) These pupils also made slightly better progress from KS1 to KS2.</p> <p>Twelve pupils undertook additional tutoring in writing with all but one making progress. Nine out of the twelve achieved an age related level at the end of Y6. Pupils entitled to pupil premium funding achieved, on average, as well as other pupils in school and above similar pupils nationally according to 2014 figures (Yorkmead 4b= APS 27.21, National APS 25.3). Progress from KS1 to KS2 matched that of other pupils in school.</p>
Ergo Computers	£10,477	The school has further increased its' ICT capability by ensuring that pupils have access to laptops throughout the day and not just during scheduled ICT times.
Sensory Room	£18,500 building work £5,600 equipment	The room is timetabled for children across the primary age range, depending on identified needs. One pupil who suffered severe anxiety was able to use this room daily before commencing lessons. This pupil achieved age related expectations by the end of the academic year. Two pupils in KS1 have also regularly used the sensory room when a lack of concentration and/or disruptive behaviours has meant they have been unable function in the classroom environment. Both pupils have been able to return to the classroom with support and both have made progress over the year.
Language Alive	£4,740	Drama based workshops developing confidence in speaking and listening skills and the use of imagination. Each year group receives a session throughout the course of an academic year. Feedback from pupils indicates good levels of engagement. Pupils enjoy the opportunity to 'act' and express themselves as someone else. Some teachers have also stated how they have used the stimulus for further writing work in the classroom, although specific progress data cannot to attributed to these sessions.
Grow to Learn	£8.173	Professional gardening company, who support the pupils to plant, grow, harvest, cook/prepare and

		eat their own food. To do this they use and develop a range of science and mathematical skills. The company have focused this year on Y1, Y3 and Y5 as the science curriculum for these groups is incorporated by the work of Grow to Learn. Evaluations from teaching staff show that pupil engagement was high and that the practical nature of the work supported children's understanding of keen concepts.
PSA Salary	£16,283	This is the second year of the PSA post. Evidence of workshops held this year indicates that there was more provision for 'hobby' based activity with the intention of parents spending time with their children in a range of practical fun tasks, e.g. sugarcraft and sewing. There was also some provision for academic workshops (e.g. Creative Writing) although not as much as in the previous year. Whilst the PSA was able to engage a few new families in the opportunities on offer, the school recognises that further work needs to be done to engage a wider group. The PSA did work hard to establish a 'stay and play' group for siblings of our pupils who are of pre-school age. However, this was unsuccessful.
PSA Budget	£7,000	The PSA spent 90% of the allocated budget (£6298.69). The majority of this was on either workshop providers or resources for workshops. E.g. Zumba, sugarcraft, stay and play sessions. £875 was spent on e-safety workshops for pupils in school, and also for parents. Despite running the workshops for parents twice at different times, these were poorly attended.
First News (weekly)	£950.00	Used within Guided Reading sessions across KS2. These are to provide another form of reading material for our pupils and to give them an opportunity to find out about current affairs.
Reading comprehension/Phonics	£2,234	Additional comprehension and phonics resources for KS1 pupils. Phonics attainment in 2015 was 85% which is above the national figure of 74% in 2014.
Educational visits The Gruffalo/Central Library Y6 RESIDENTIAL	£1,977 £1,515.90	Theatre visits are enrichment activities and are booked when available and appropriate for pupils. This academic year, Y2 have visited Warwick Arts Centre to see 'The Gruffalo', and two groups of the Y6 book club have visited the Rep Theatre to see 'The BFG'. The Y6 residential experience has been subsidised to ensure that as many children as possible have the opportunity to take part in outdoor and adventurous activities.
Assertive Mentoring	£6,003	This cost is a one off payment. It provides the school with all the resources for implementing the Assertive Mentoring process in reading, grammar, maths and behaviour. During the summer term the school implemented the maths programme and conducted the first mentoring meetings with pupils. Whilst the programme has been positively received by teachers and pupils, it is too early to see impact in data.
Teaching Assistant Salaries	£46,595	One TA is employed on a 1:1 basis with a child who has complex emotional and learning needs. With her support the pupil is able to access some of the curriculum and has made some progress.

		<p>One TA who was supporting the learning needs of several pupils in September 2014 has taken on the role of supporting an individual child with emotional and behavioural needs. With her support the pupil is making good progress and is beginning to operate with a small degree of independence in the classroom environment.</p> <p>One TA has continued to deliver a specific reading intervention called Toe by Toe. All pupils who have undertaken this intervention have made progress and their reading ages have improved. Pupils in Y3/4 have made slightly more progress than older pupils in Y5/6.</p>
New year group books for the New National Curriculum and new Library books	£10,202	A continued drive to raise the profile of reading both for pleasure and for information. The school invested in reading material aligned to some of the new NC topics for specific year groups, and also added reading material to the library. Whilst the books have been well received, the impact in terms of more children reading has been mixed. More needs to be done to actively promote and model reading across the school.
Numicon	£2,650	This is a maths resource which has benefitted all pupils in EYFS and KS1. It is designed to teach and embed number and number bonds. Staff received training on how to effectively use the resources and parents have also had the opportunity to attend workshops. Pupils in reception have also been provided with 'homework packs' containing the resources to support them at home. This has had an overwhelmingly positive response from teachers, pupils and parents who have all engaged well with the programme. In Reception, maths attainment rose this year to 75% at expected or exceeding. In Year 1, 75% are at a secure age related level, whilst in Y2 85% achieved 2B or above in maths.
PE and Sports grant	£5,000	The school added additional funds to the PE and Sports grant in order to continue with the work of the Health Mentor employed through 'Evolve'. This enabled the school to provide further support to staff in the teaching of PE (particularly games and gymnastics) and also to provide after school multi-sport clubs for identified pupils during the summer term.
Romanian Translator	£1,500	A Romanian translator has been employed for 6 hours per week to support new pupils learning English. She has provided some pre-tutoring helping pupils understand some technical vocabulary as well as sentence structure. All pupils newly arrived during this academic year have made good progress in speaking and beginning to read and write English. The translator has also been able to support the school to communicate effectively with parents ensuring they receive key messages. Along with the PSA, she did establish an English class specifically for our Romanian parents, although unfortunately this was poorly attended.