

Pupil Premium Funding and Impact

Funding from April 2013 - September 2014 was £11,500 (including CLA funding)

This contributed to:

- Part funding of TA to deliver 1-1 support £5,417
- Part funding of class teacher to reduce class sizes £6,560
- Part funding to of TA to deliver 1-1 speech and language support £392
- Part funding of two TAs to support in KS2 classes £2304
- Residential for KS2 to Hawse End £1,577

The impact was observable through:

- Significant progress in reading of between 1 year 5 months and 4 years 10 months being made by 60% of pupils
- KS1 results improved on 2013 results by 17% L2+ Reading, 3.5% L2+ Writing, 12% L2+ Maths
- KS2 results significantly improved on 2013 results by 12% L4+, 14% L5+ Reading, -3% L4+, 6% L5+ Writing,
- 83% KS2 pupils participated in an outdoor residential experience developing social skills, experiencing new challenges and enjoying learning

Funding from September 2014 - April 2015 is £16,100 (including CLA funding)

Intended spending includes:

- Part funding of STA to deliver 1-1 support £7,583
- Part funding of STA to support in KS2 classes £4,375
- Part funding of STA to deliver 1-1 support and small group work to develop Social and Emotional Aspects of Learning £10,792

Funding for April 13-14 was £27,600 (including CLA funding)

This contributed to:

- Teaching Assistant to deliver 1-1 and small group work £12,862
- Teacher 0.6 to reduce class sizes and deliver small class literacy and numeracy £9,198
- TA 0.5 to support 1-1 and small groups within class £3,090
- TA to address increased numbers in EYFS unit £970.91
- Residential for KS2 pupils to Glasgow £1479.09

The impact was observable through:

Pupils who participated in the Closing the Gap literacy and maths groups delivered by a TA

Pupil progress through smaller class sizes Y1-Y4

Pupil progress with in class TA support

Reading Age

- Key Stage 1 PP children made good to significant progress in reading
- Key Stage 2 PP children made significant progress in reading

Maths

- Maths
- Key Stage 1 Some PP children made at least expected progress
- Key Stage 2 most PP children made at least expected progress

TA appointment in Early Years

- Benefitted by smaller Key Worker groups
- Improved GLD by 6% on Summer 2013
- Improved GLD in prime areas of learning by 11% on Summer 2013
- Improved GLD in Maths by 9% on Summer 2013

All KS2 pupils who participated benefited from the three day residential experience to Glasgow; building essential life skills whilst experiencing a city culture.

Funding for April 12-13 was £16,198

This contributed to:

- Part funding of apprentice TA until completion of NVQ3 qualification £1440
- Appointment of above TA £6075
- Appointment of teacher to address 1-1 and small group work £6561.59
- Residential for KS2 to Hawse End £3408
- Literacy resources. £153.41

The impact was observable through:

Pupils who participated in the Closing the Gap literacy project delivered by the apprentice TA/TA. All pupils' Reading Ages improved, as did their Comprehension Age:

Reading Age

- 6/7 made more than the 5 months progress from January to May.
- 1 pupil made 1 year 8 months progress
- 1 pupil made 2 years 4 months progress

Comprehension Age

- All pupils made at least 1 year progress
- 1 pupil made 2 years 5 months progress
- 1 pupil made 4 years 9 months progress

1-1 teacher supported pupils

- 1 pupil made 14 APS in maths from June 12-June13
- 1 pupil made 10 APS in maths from June 12-June13
- 1 pupil on track to make 6 APS from June 12-June13 but left just prior to SATs
- 1 pupil made 6 APS in maths from June 12-June13

Small group maths class

- 5/6 pupils made 4 APS Year 1 - Year 2
- 2/6 pupils made 9 APS Year 1 - Year 2

All KS2 pupils who participated benefited from the Outdoor Adventurous experience of the residential.

Funding for April 11-12 was £4392

This contributed to:

- Part funding of apprentice TA £2470
- Part funding 15 new Note pads £7836

The impact was observable through pupils who participated in the Narrowing the Gap maths project delivered by the apprentice TA. One pupil made 3 sub levels progress (6 APS), one pupil made 4 sub levels progress (8 APS).

Access to individual computer facilities was enhanced throughout the school for all pupils.