



Tanners Wood School

Pupil Premium Allocation and Impact 2015-16

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM') as well as children looked after. The allocation for 2015 was £1320 per eligible pupil. The pupil premium allocation was £89,760.

Strategy	Estimated Cost	Review of Impact
'Ready to learn' breakfast club for identified children in years 1-6	£2000	Children who attended the breakfast club displayed more positive learning behaviours and settled more readily into school each day. An 'extra' relationship with an empathetic adult was developed which increased self esteem. Attendance of PP children improved.
CPD for all staff to raise awareness of PP children and their needs.	£500	All staff including Teachers, TAs and Office Staff are more aware of who PPG children are in the school. Children supported in their social relationships. Absenteeism is closely monitored and followed up. Less behavioural issues reported at lunchtimes.
Pupil Progress Meetings (with focus on needs and progress of PP children) for all year groups.	£5000	Pupil Progress Meetings took place regularly and PP children made progress at least as good as their peers.
Monitoring and follow up where necessary of attendance for PP children in all year groups.	£500	Whole school attendance has improved. High levels of attendance for PP children led to better learning and more positive attitudes towards school.
Family Support Worker help for identified families in a range of year groups.	£7010	Better engagement from parents and children receiving this support.
Subsidise the cost of school visits and residential for all PP children.	£3000	A positive impact. This enabled all children to experience school trips, increased self esteem and helped engage learners.
Play therapy and Jepeca for identified children in all year groups as needed.	£7400	A very successful intervention. Children involved had better attendance, fewer exclusions and lost golden time. The children are now better able to cope with school and demonstrate positive learning behaviours in class. One parent reported that this helped her child by 'setting up a positive spiral'.
Additional transition support where required.	£500	This time was considered to be valuable to both teachers and children. The children were more ready for their learning at a low cost. Children felt more confident about their transition and settled more readily into their new classes.
Additional 1:1 TA support for children identified as requiring support for behaviour or learning (Years 1-6)	£16000	The extra 1-1 support has had a positive impact upon the whole class and the PPG children involved. This has had a high impact for small groups of children.
Development of the whole school environment to support the acquisition of language e.g. writing frames, speaking frames, learning walls, prompts to support learning –	£900	All children in KS1 have benefitted from this intervention. We have developed consistency in our school classroom environment to further develop/encourage independent learning skills.

number lines, alphabet/phonics resources and Blooms taxonomy.		
1:1 tuition for year 6 children identified as unlikely to achieve age related outcomes.	£4000	This had a good impact with a small number of children and resulted in the some achieving ARE
FFT wave 3 intervention for Year 2 children by trained TA	£4600	This was a very positive intervention with positive results at the end of KS1 for pupils. These children made some progress but due to their needs did not necessarily attain ARE.
Additional TA support in Year 6 Maths/Literacy lessons	£12000	As all children benefitted from the additional support consequently this intervention did not close the gap between PPG and non PPG.
TA booster classes (Year groups 1-6) for Maths and Literacy to support children not making good progress.	£7600	Identified children were well supported and made better progress.
Continuing Professional Development for all Teachers and TAs in Maths, writing and Assessment for Learning techniques	£2000	Standards of teaching and learning have improved. TAs are used effectively in lessons. Vulnerable pupils are better supported and receiving higher quality feedback
Maths week (all year groups) including maths fayre, to engage harder to reach families and increase confidence.	£500	The maths fayre was well attended by PPG children as they were involved in running their class stalls. Consequently their parents attended. PP children and their parents have a more positive view of Maths.
ICT provision – Mathletics website access for year 5 and 6	£800	Impact diluted as non-PPG children had access also.
Matching vulnerable pupils (all year groups) with a member of staff, who regularly checks in on attitudes and progress.	£400	A very positive intervention leading to reduced issues during break times and lunch time. PPG children were well supported and developed their relationships with others through positive playtime activities.
Additional Teaching Assistants in the Reception Class to enable early identification and intervention for foundation stage children at risk of falling behind their peers.	£10,000	The majority of foundation stage children made good or better progress (80%) and most children to reached good or better attainment. Identified children were provided with pre-teaching and extra input to ensure that they keep up with their peer group.
SEND support teacher	£5000	Better progress was made by identified pupils working with the teacher in the summer term.

Impact of Pupil Premium Spend 2015-16 – Data Outcomes

Progress gap of PP compared to Non Pupil Premium

Yr 1	PP(15)	Non PP	Gap
Reading	3.1	3.2	-0.1
Writing	2.8	3.1	-0.3
Maths	3.2	3.1	+0.1

Yr 2	PP(7)	Non PP	Gap
Reading	6.4	6.0	+0.4
Writing	5.4	5.6	-0.2
Maths	5.4	5.8	-0.4

Yr 3	PP(10)	Non PP	Gap
Reading	2.9	3.4	-0.5
Writing	2.0	2.8	-0.8
Maths	2.7	3.0	-0.3

Yr 4	PP(10)	Non PP	Gap
Reading	5.1	6.0	-0.9
Writing	4.9	6.1	-1.2
Maths	4.6	5.4	-0.8

Yr 5	PP(13)	Non PP	Gap
Reading	8.5	8.6	-0.1
Writing	7.2	7.3	-0.1
Maths	7.5	8.3	-0.8

Yr 6	PP(17)	Non PP	Gap
Reading	12.6	12.8	-0.2
Writing	12.3	13	-0.7
Maths	11.8	12.4	-0.6

Year 2 Attainment - Percentage at Age Related Expectations and Above.

	PP (7)	Non PP	Gap
Reading	57	79	-22
Writing	43	70	-27
Maths	29	83	-54
Re / Wr / Ma combined	14	71	-57

4 PP children are also SEND - Data for PP children without SEND

	PP (3)	Non PP	Gap
Reading	67	77	-10
Writing	67	67	0
Maths	67	77	-10
Re / Wr / Ma combined	33	65	-32

Year 6 Progress – Value Added – Herts Model

	PP (17)	Non PP	Gap
Reading	-2	-4	+2
Writing	1.2	1.9	-0.7
Maths	-1.0	-0.5	-0.5

Year 6 Attainment – Percentage at Age Related Expectations or Higher

	PP (17)	Non PP	Gap
Reading	41	61	-20
Writing	77	89	-12
Maths	59	75	-16
Re / Wr / Ma combined	29	61	-32

5 PP children also had SEND