

Firfield Primary School Pupil Premium Plan

2014/15

In 2014/15 the school was allocated £39,000 for the year to assist with supporting those children eligible to receive Pupil Premium funding in order to raise outcomes of these groups of children and narrow the gaps found in the previous year's outcomes. Provision will also include non-eligible pupils.

Area / Initiative	Costings	Impact	Summary
MATHS			
<p>My Maths Software</p> <ul style="list-style-type: none"> • Renewal of My Maths subscription • Provide and support additional access to My Maths software <p>Maths Boosters</p> <ul style="list-style-type: none"> • Increase maths outcomes for targeted children during a before school booster session 	<ul style="list-style-type: none"> • £275 annual subscription • 2 TAs – 3 x 1hr sessions per week x 38 weeks - £4,300 • 1 TA – 5 x 1hr sessions per week x 38 weeks - £2,934 	<p>The software has provided children, both eligible and non-eligible with the opportunity to practise their skills and application through the use of ICT games and at an appropriate level. Children have been able to build confidence, access activities time and time again for repeated learning if required and with log-in details can access the games and learning challenges at home. This cross year group club has enabled children to work together, taking part in a club after school with learning support from TA's to further develop confidence and application of skills.</p> <p>These booster sessions before school were aimed at children who were at risk of not meeting their targets at the end of Year 6. These sessions were attended by eligible and non-eligible pupils. The eligible pupils outcomes were as follows for maths;</p> <p>FSM/Ever 6 pupils = 10% each</p> <p>70% achieved 2 levels progress 20% achieved more than expected progress All identified children made progress Of the 30% who did make 2 levels progress, 20% missed the grade by 0-4 marks in their SATs tests.</p>	<p>This programme has been very successful in supporting and developing children's confidence in using and applying skills both in school and at home. The programme and support will be presented for continuation to governors into 2015/2016</p> <p>All booster activities will take place in the afternoons in 2015/2016 to enable misconceptions from the lessons in the morning to be addressed immediately in the afternoon before the following day and the next lesson.</p>

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LITERACY			
<p>Spelling</p> <ul style="list-style-type: none"> To provide a daily spelling club for Year 6 and 5 children to support SPaG in school <p>Reading</p> <ul style="list-style-type: none"> Increase reading outcomes for children in Years 5 and 6 by supporting reading daily <p>Talk Boost</p> <ul style="list-style-type: none"> Training in the 'Talk Boost' intervention scheme Resources to accompany intervention Delivery of scheme to children who need language support 	<ul style="list-style-type: none"> 3 hrs per week TA support x 38 weeks - £1,760 3 hrs per week TA support x 38 weeks - £1,760 Day's training for 1 Teacher and 1 TA - £420 Materials for intervention - £500 2 hrs per week for 3 sessions delivered by 1 TA - £1,174 	<p>The percentage of children who achieved a level 4 in Grammar, Punctuation and Spelling rose in 2015 to 81% from 78% in 2014. Of these, 6 out of 10 children identified within the group achieved Level 4. At level 5, the school achieved 47% which was lower than the previous year's 51% but higher than 2013 outcomes at 43%. This continues to be an area for development in the school. All children made progress based on the practice SATs tests throughout the year in school data. Of the identified children within the group 3 (30%) attained a Level 5</p> <p>The additional reading boosters and comprehension groups have supported the children in Year 6 with their reading outcomes. Buddy reading was also instigated 1 x afternoon a week to develop confidence in able readers to consolidate comprehension and explanation skills</p> <p>70% of children made expected progress.</p> <p>(All 3 children who did not meet their targets missed the next level by 2or3 marks)</p> <p>Talk boost interventions for identified children in Reception and Year 1 have impacted on children's abilities to share their ideas and thoughts within a small group, developing confidence and verbal communication skills. These sessions ran for 3 times a week, 30 minutes each session.</p>	<p>The additional reading boosters had accelerated outcomes through the year in practice SATs tests and school data reflects this. In the test the children did not replicate the scores and therefore narrowly missed their targets by 2-3 marks.).</p>
PASTORAL			
<p>To provide support for identified children to improve self-esteem and emotional well-being.</p> <ul style="list-style-type: none"> KS1 Nurture session for 8 children KS2 Nurture session for 8 children 	<ul style="list-style-type: none"> 1 hr 30 per week TA support x 38 weeks - £880 1 hr 30 per 	<p>This funding has been vital for supporting a number of identified children through the course of the year. This funding has paid for the TA hours, training and resources, including timetables sessions for parents to attend throughout the year with our Nurture Co-ordinator. This strengthens the home-school relationship and the support for the children.</p> <p>The Nurture sessions supported children weekly including a wide range of positive play activities to further develop social skills and confidence. Assessments of children are taken at the start of</p>	<p>Nurture support has been vital for a number of identified children in school and has supported their emotional wellbeing, social skills and developed confidence over time.</p>

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<p>Residential, Trips, Activities, Uniform and Equipment</p> <ul style="list-style-type: none"> To provide funding to enable all eligible pupils to access all residential, trips and activities. To assist parents of eligible children with the purchase of uniform and equipment as necessary 	<ul style="list-style-type: none"> week TA support x 38 weeks - £880 £1,000 in funding pot towards activities etc. 	<p>the programme and again at the end to demonstrate progress in the identified areas of need for the children. This is an extremely positive programme and the school will continue to run this opportunity for children requiring this level of support.</p> <p>This funding was made available for enhancing the additional school life experiences of children. This has been utilised to pay for school trips and residential holidays, resources such as craft materials for children's chosen hobbies, uniform and attendance at clubs to develop and extend children's interests and skills.</p>	<p>This fund has been well utilised when parents have requested support. In some instances the school has approached parents with suggested support. Whilst this fund will remain in 2015/2016, it will need to be well publicised to enable parents to access this funding.</p>
SEND			
<p>Additional hours provided for SEND children</p> <ul style="list-style-type: none"> To maintain and develop progress for SEND children by providing additional support over and above their stated hours. <p>Release time for SENCo/Inclusion Manager</p> <ul style="list-style-type: none"> Monitor impact of interventions and work with individual children 	<ul style="list-style-type: none"> 10 hours TA support across identified children - £5,868 Ensure SENCo has two days per week out of school – £15, 934 	<p>Additional funding was allocated to children in school to work alongside their SEND stated hours. This support included small group work and paired activities with other identified children. All SEND children made good and better progress across the school from their individual starting points.</p> <p>The SENCo / Inclusion Manager release time has impacted on provision for disadvantaged children across the school by;</p> <ul style="list-style-type: none"> Monitoring and judging interventions Tracking the success of interventions and changing/ amending these as required Identifying interventions for individual children Investigating interventions and purchasing resources Training and supporting TA's with their interventions Timetabling interventions to ensure these are carried out across the school Interviewing children to gather views on how they are doing; what is working well and what can be improved over time Working alongside individual children with barriers to learning Meeting parents and support staff /outside agencies as necessary in supporting the identified families. 	<p>The release of the SENCo from class for part of each week has been instrumental in the monitoring and evaluation of the quality of support in place. This has assisted the SLT in planning for the following year ahead and the strengths and areas for further development.</p>

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TRAINING			
Training on Intervention Programmes <ul style="list-style-type: none"> To access additional training and resources for more up to date intervention programmes following TA skills review 	<ul style="list-style-type: none"> £3,000 	<ul style="list-style-type: none"> Attendance at a range of courses and meetings to assist CPD and sustainability of support occurred over the year; Training for all staff – Behaviour Support SSEN training x 2 sessions for all staff SEND training courses for TAs and Teachers across the year Nurture training and attendance at Nurture Network meetings Pupil Premium conference attendance Conference attendance – The East Midlands Challenge TA peer observations in house Cover for attendance at reviews and meetings Additional intervention resourcing – Dynamo maths Single Assessment Framework CiC DCC training 	<p>The range of training attended has been linked to specific needs of individual staff and children in school. The attendance of courses will depend each year on the needs identified within the school</p>
IT			
Subscription to Progress Tracking Software <ul style="list-style-type: none"> Renewal of OTrack software for monitoring progress of different groups of children 	<ul style="list-style-type: none"> £850 	<p>The use of the O'track software enabled the senior Leadership Team to track and rigorously monitor all children's progress and attainment. This was utilised for grouping children to ascertain the level of need and the relevant interventions which would impact on their outcomes. This package enabled governors to see the data in a range of tables and visual representations to ascertain progress over time and the impact of the level of support in place.</p>	<p>This subscription will continue to be purchased in the following year</p>
TOTAL	£41,355		