



Pupil Premium Spend 2015 - 2016

At the Leys Primary and Nursery School we have 4 main objectives to consider regarding the spend of the Pupil Premium budget.

Objective 1: To narrow the attainment gap between the pupil premium and non-pupil children across the school.

Objective 2: To increase the attendance and punctuality of the most vulnerable children in the school in line with National average.

Objective 3: To provide well-being support for vulnerable families and children across the school.

Objective 4 - To provide enrichment activities to widen life experiences and raise aspiration.

Key Objective 1: Teaching and learning

To narrow the attainment gap between the pupil premium and non-pupil premium children. As a school we aim high in ensuring that pupils make good progress. However, historically levels of attainment are lower for FSM pupils (those eligible for free school meals) - this is also a national trend. Through targeted interventions we are working to eliminate barriers to learning and progress. Many children start school with low attainment on entry and our aim is to ensure that they make accelerated progress in order to reach age related expectations + as they move through the school.



This objective will be met by the following means:

- 1) Splitting the current Year 6 classes into 3 classes (instead of 2 classes) for daily maths lessons
- 2) Employing an additional teacher to create 3 smaller Year 4 classes
- 3) Providing 1:1 , 1:2 and small group tuition for Yr 6 children needing additional support as well as for other underperforming children in KS2
- 4) Providing additional phonic support to the Year 1 cohort
- 5) Employing a member of staff to work on a part time basis with children who need specific wave 3 (SEND) support
- 6) Providing early intervention support in the early years to accelerate the progress that the children make with the communication and language development
- 7) Ensuring that the needs of the more able children are met across the school with various enrichment and mastery lessons and activities provided
- 8) A pupil premium mentor who will work with children on a 1:1 basis across the school to support with feedback and marking and developing metacognitive skills.

Rational: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

- Early intervention - children make +5 months progress.
- Feedback and marking - children make +8 months progress.



- Metacognition and self-regulation - children make +8 months progress
- 1:1 tuition - children make +5 months progress
- Phonics - children make +4 months progress
- Reducing class sizes - children make +3 months progress
- Extending school time - children make +2 months progress
- Mastery learning - children make +5 months

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
01/09/15	5 mornings per week Maths	Booster teaching for Year 6 (smaller teaching groups Maths)	6	45	£10,077	75% of the cohort achieved age related or above age related end of year expectations. This was above the Hertfordshire National Average and National Average (70%)
01/09/15	Full Time	Additional Yr 4 class teacher to create smaller classes.	3	72	£30,598	End of Year 3 Pupil premium children made 1.3 steps progress in reading, 1.3 steps progress in writing and 1.3 steps progress in mathematics. By the end of Year 4 the pupil premium children had made 2.6 steps progress in reading, 2.6 steps progress in writing and 2.7 steps progress in mathematics.



20/09/15	1hr per week for 10 weeks	1:2 Tuition and small group Tuition	6	11	£5,000	
01/09/14		Booster ECAR Teaching	1	72	£17,027	<p><u>Reading Recovery</u> - teacher has worked with 9 children over the year and apart from 2 children they were all broadly age related or age related expectation by the end of the year</p> <p><u>Phonics provision</u> - teacher worked with 10 children who were predicted not to pass after the mock test was carried out in February. 9 out the 10 did pass their phonic test in June.</p> <p><u>Phonological Awareness Provision</u> - teacher worked with 11 children during this period of time. 5 out of the 11 children passed the phonics screening test in June 2016.</p> <p><u>Year 1 phonics test</u> - 88% of the children in Year 1 passed the test. National results in 2014 was 74%, therefore 2015 sch results are 14% increase on 2014 National data.</p>
01/09/14	5 mornings per week	Booster teaching for Year 4	4	69	£31,455	
01/01/15	Full Time	Speech and Language Teaching Assistant	Whole School	498	£7,000.50	



01/01/15	Part time	SPLD teacher employed to work with individual children in KS2	12	4/5	£7,310	3 SPLD chd completed a spelling and reading provision. 3 of these children made beyond expected progress and 2 chd made expected progress after receiving additional support. 9 chd from Year 5 had support with reading comprehension														
01/09/15	Part Time	Teacher to support more able Pupil Premium The vision is to give the pupils access to learning slots and experiences that differed from or enhanced the curriculum they are following in class.	Whole School	71 chd from years 1 - 6	£3,634	25 enrichment events for more able chd in years 1 - 6 took place. Across the school 61% of pupil premium children attend at least one event. <table border="1" data-bbox="1473 778 2078 1118"> <thead> <tr> <th></th> <th>% of PP children who attended at least 1 event</th> </tr> </thead> <tbody> <tr> <td>Year 1</td> <td>35%</td> </tr> <tr> <td>Year 2</td> <td>60%</td> </tr> <tr> <td>Year 3</td> <td>45%</td> </tr> <tr> <td>Year 4</td> <td>70%</td> </tr> <tr> <td>Year 5</td> <td>80%</td> </tr> <tr> <td>Year 6</td> <td>73%</td> </tr> </tbody> </table> "I learnt that there are three main layers of the earth and that there are two types of crust, continental and oceanic. The heat at the core is as hot as the surface of the sun." "I learnt how to paint blossoms using thin and		% of PP children who attended at least 1 event	Year 1	35%	Year 2	60%	Year 3	45%	Year 4	70%	Year 5	80%	Year 6	73%
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						thick lines with paintbrushes.” “I liked listening to the timeline session, we were able to learn lots of extra information”. “I enjoyed learning new Japanese words, the actions helped.”
01/09/15	Full Time	Pupil Premium mentor to raise children's attainment through 1:1 support and improve attendance and punctuality	Whole school		£11,525	Pupil premium mentor worked with 20 children in the spring term developing their writing and maths through 1:1 conferencing.
Summer term	N/A	Teachers class cover for Pupil Premium Pen pictures	Whole school	320 (summer term)	£3,220	All teachers were given pen pictures at the beginning of the autumn term. This supported them with strategies, teaching styles that suit individuals and key information to maximise progress and attainment.
Ongoing throughout the year	N/A	Talk of the Town - Speech and language therapist support	Whole school	498	£3,700	

Key Objective 2: Attendance and punctuality
To work with vulnerable families and focus on reducing persistent absenteeism and secure overall



attendance which remains at least in line with National Average.

This objective will be met by the following means:

- 1) A pupil premium mentor is employed who as part of her role monitors and encourages the attendance of children whose attendance is below the schools expected %. Pupil voice is gathered regarding children's attitudes towards attending school and this is monitored termly.
- 2) Pupils attendance is continuously monitored and the pupil wellbeing team meet twice every half term to monitor the attendance and punctuality of individuals and plan for further actions required.
- 3) The family worker and pastoral support worker work with many pupil premium families directly regarding the children's attendance and punctuality. Parents are offered financial support towards school uniform, school trips, extra-curricular activities, breakfast and after school clubs etc if they are successful in increasing the children's % of attendance within an agreed period of time.

Rational:

DfE 'Improving attendance at school states that "The evidence shows that children with poor attendance are unlikely to succeed academically and they are more likely not to be in education, employment or training (NEET) when they leave school." Also the following:



"There is a clear link between poor attendance at school and lower academic achievement."

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
Ongoing throughout the year	Full Time	Pupil Premium mentor to monitor and support the attendance and punctuality of individuals.	Whole school	20	£11,525	16 children were supported with their attendance and monitored daily by the pupil premium mentor. 8 of these children significantly improved their attendance and 8 children still have below expected levels of attendance. 8 children were also supported with their punctuality in the morning. 6 children's punctuality improved and 2 children still have poor punctuality. 20 chd have been identified to have support in 2016-2017 with their punctuality and attendance.
01/09/14	2 x Full time members of staff	Pastoral Support(supporting vulnerable families/attendance and safeguarding/CAF's & supporting	Whole school	High no. of vulnerable families	£47.306	Providing support for children and their families. Sourcing counselling, family mediation and supporting families within CAF. Running a drop in club for Young Carers where they can get together with children in similar situations and take part in fun activities. Attending meetings and liaising with a wide range of other services that help and



		behaviour/vulnerable EBD pupils)				support families. Organising workshops, information meetings and raising funds for charitable organisations. Have met with parents of Disadvantaged children to set targets and support them so that their children achieve in line with Non Disadvantaged pupils by the end of the year.
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Key Objective 3: Pupil wellbeing

- To improve attendance and punctuality of the Pupil Premium group of children
- To overcome emotional/social barriers to learning including supporting transitions at home or in school
- To support pupil premium children and their families through multi-agency working
- To provide social skills intervention in context
- To work closely with vulnerable families and provide support on a day to day basis.

This objective will be met by the following means:

- 1) The school employs a full time Family Worker and a full time Pastoral support worker. They both support vulnerable families and the children in school. The Family worker is part of the safeguarding team and supports families through the Common Assessment Framework assessment (CAF). The Pastoral worker supports children who need additional support managing their behaviour as well as children with emotional,



behaviour difficulties.

2) We recognise that many of our vulnerable and pupil premium children require counselling during their primary years. We buy in this specialist service from Herts For Learning.

3) We want to hear about the children's feelings regarding their school experience and their self-esteem. All KS1 and KS2 children take part in an online survey called PASS (pupils attitudes to self and school) at the beginning and end of the academic year to see if their attitudes towards school and themselves have improved. Interventions are available to support children if required.

4) The research shows that children with better health and wellbeing are more likely to achieve better accemically. We know that if children don't have breakfast or a mid morning snack then this affects their concentration and attention spans. The early yaers and KS1 children are provided free fruit daily but we have also extended this opportunity for all of the KS2 children also.

Rational: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Research carried out by the Sutton Trust (teaching and learning toolkit) shows that:

Parental Involvement - children make +3 months progress

Social and emotional learning - children make +4 months progress

Behaviour Interventions - children make +4 months progress

Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools has the potential to improve their educational outcomes and their health and wellbeing outcomes.



Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
01/09/14	2 x Full time members of staff	Pastoral Support worker and Family Worker	Whole school	High no. of vulnerable families	£47.306	Providing support for children and their families. Sourcing counselling, family mediation and supporting families within CAF. Running a drop in club for Young Carers where they can get together with children in similar situations and take part in fun activities. Attending meetings and liaising with a wide range of other services that help and support families. Organising workshops, information meetings and raising funds for charitable organisations. Have met with parents of Disadvantaged children to set targets and support them so that their children achieve in line with Non



						Disadvantaged pupils by the end of the year.
Ongoing throughout the year	6 sessions per week x 50 mins	Counselling in Schools Service (outside agency)	4,5,6	12	£6,000	14 pupils have accessed the service 9 of these are PP pupils 11 outcome scales have been completed Average number of sessions per pupil is 20 - although 1 pupil (TE) had extra-long intervention & engaged in 32 sessions. Below pupil self-assessment scores from first to final session . Pupil 1 31-40 pupil 2- 28-33 pupil 3 - 30-30 pupil 4 - 35-37 pupil 5 - 25-39 pupil 6 - 36-39 pupil 7 - 24-34 pupil 8 - 23-40 pupil 9 - 30-33 pupil 10 - 34-36 pupil 11 - -25-40
Autumn term '14	Completed once per year	PASS (pupils attitudes towards self and school) online survey	Whole school	498	£925	Of the PP chd who were on role in Oct '15 and again in July '16, 8 children in KS1 improved their PASS assessments, 4 had no significant changes and 2 children showed deterioration in one or more of the assessments.



						Of the PP children in KS2 (years 3 -5) 13 children improved their PASS assessments, 2 had no significant changes and 2 children showed deterioration in one or more of the assessments.
All Years	5 days a week	Provide fruit for all of K.S2 classes (Rec and KS1 already have fruit provided)	KS2	242	£2,002	Pupil voice from 202 KS2 children Children were able to concentrate better in class after mid-morning break after having the fruit. It also ensured that for the children who don't come to school in the morning having breakfast had something to eat.

Key Objective 4: Enrichment Activities

- To ensure equal access to enrichment activities within the curriculum.
- To provide individual support.
- To provide enhanced curriculum opportunities

This objective will be met by the following means:



- 1) Subsidising the cost of the Year 6 residential trip so that all pupil premium children have the opportunity to attend.
- 2) Working with parents to set attendance/learning targets in exchange for financial contributions towards school trips, school uniform, swimming lessons, breakfast and after school placements or educational resources.
- 3) All pupil premium children have the opportunity to attend an after school ICT club.
- 4) Opportunity to attend an after school reading club if reading is below expected level of attainment.

Rational:

When OFSTED make a judgement whether a school is good or outstanding they are looking to see if “ Enrichment activities are varied and have a high take up across most groups of pupils.”
 “It provides ‘memorable experiences’. Ofsted’s survey evidence indicates that when pupils remember ‘exciting events’, they recall the learning deeply as well.”

Dates	Frequency of provision	Activity or intervention funded	Year Group	No of learners	Pupil Premium Cost	Evidence of impact on progress / attainment
Autumn term '14	N/A	Subsidising cost of residential trip (Manor Adventure)	Yr 6	19	£1,900	19 Disadvantaged pupils attended Manor adventure and accessed the available funds.
Summer	N/A	Contributions towards	Whole	498	£5,680	Number of families approached = 36



2015		cost of school uniform, school trips, educational books, breakfast club, after school club etc	school			<p>Number of pupils within these families = 57 Attendance &/or Punctuality targets set = 44 pupils</p> <ul style="list-style-type: none"> • Number achieving/progressing target (award agreed) = 36 pupils • Number not achieving/progressing with target (award declined) = 9 pupils • Monies were used for • Uniform items • Y4 swimming • School trips • School based clubs (multi sports/basketball etc) • School related debts (notably dinner money & swimming)
Autumn 2015 and Spring 2016	N/A	Contributions towards cost of school uniform, school trips, educational books, breakfast club, after school club etc	Whole school	498	£8,000	