

St Andrew's CofE Junior School - Pupil Premium Allocation Plan 2014 - 2015

Allocation 2014 – 2015 = £89626

Support Strategy	Intervention/Support/Resource	Cost	Impact
Raise the achievement and progress of pupils in English	Literacy Interventions - Intervention by specialist Literacy Teacher to provide accelerated learning to support and challenge Reading, Writing, Spelling, Punctuation and Grammar in Year 6. Intervention by small group and one-to-one teaching. <i>Read Write Inc</i> Phonics intervention groups in Years 3 and 4 led by HLTA. <i>Read Write Inc</i> Fresh Start intervention groups to support Year 5 and Year 6 pupils led by HLTA. - Specialist Literacy Intervention Teacher to provide small group and one-to-one accelerated learning to support and challenge Reading, Writing, Spelling, Punctuation and Grammar in Years 4 and 5.	£17714	- Year 6: In the first two terms, Pupil Premium pupils made accelerated progress of 3.8 APS in Reading and 3.1 APS in Writing with a reduced gap on Non-Pupil Premium. The Writing APS of 27.3 is 1 APS above the National APS. In Writing, 85% PP are Predicted level 4 (National = 78%) In Reading, 92% PP are Predicted level 4 (National = 82%) (See Year 6 May <i>iTrack</i> Summary) - RWI Phonics: 30% of pupils started the programme. 15% returned to class by the end of Term Spring 2. It is anticipated that the remaining pupils return by the end of the year. (See RWI analysis report 11/6/15) All pupils on the Fresh Start programme are successfully returning to class with daily recapping activities. (See RWI analysis report 11/6/15)

Raise the achievement and progress of pupils in Mathematics	Mathematics Interventions - Intervention by specialist Mathematics Teacher to provide accelerated learning to support and challenge Mathematics in Year 6. Intervention by small group and one-to-one teaching. - Mathematics support in small groups in Year 3 by Mathematics Intervention Teacher. - Year 3 Teaching Assistant support for targeted individuals. - Mathematics Intervention Teacher to support and challenge Year 4 and 5 in small group and one-to-one interventions.	£16264	- Year 6: In the first two terms, Pupil Premium pupils made progress of 4.6 APS in Mathematics. End of term APS = 27.8 (National 27.2) 85% PP are Predicted level 4 (National = 78%) - Baseline assessments used to measure progress and determine learning gaps. Identified Pupils making progress in Year 3. - Baseline assessments used to measure progress and determine learning gaps. Identified Pupils making progress in Year 4 and Year 5.
Mathematics problem solving day	Whole school problem solving day lead by <i>World of Maths</i> .	£945	Pupils enjoyed the activities presented, Teachers reported increased interest and discussion regarding problem solving in general. Activities will support class discussion and problem solving.
Literacy Support materials and training	Whole school staff training for intervention programme and resources.	£7251	Training attended by all staff and used to support individual, group and whole class teaching of Literacy.
Mathematics Support materials and training	Whole school staff training for intervention programme and resources.	£3968	Training attended by all staff and used to support individual, group and whole class teaching of Mathematics.
Phonics and reading resources and training	Whole school staff training for intervention programme and resources.	£2750	Training attended by all staff and used to support individual, group and whole class teaching.
School Educational visits	Subsidies for pupil visit costs	£495	Subsidies enabled pupils to go on enrichment learning visits.

School Residential visits	Subsidies for Years 3,4,5,6 pupil residential costs	£1988	Subsidies supported pupils on residential visits which would otherwise be inaccessible for the families.
	Total	£51375	

Notes:

- Evaluation of impact will be completed at the end of the academic year 2014 – 2015 to show the impact of the Pupil Premium spending.
- The *EFF* and *Sutton Trust Teaching and Learning Toolkit* (<https://educationendowmentfoundation.org.uk/toolkit/>) identifies a range of teaching and learning strategies to raising achievement. It analyses each strategy and the impact on the learners to determine the most effective and value for money approaches.

We have identified several of the more effective impact strategies identified by the *Sutton Trust* and the Ofsted document '*The Pupil Premium How schools are spending the funding successfully to maximise achievement*'. Our teaching and this action plan use some of these strategies so that we can be confident that we are using interventions and approaches with evidence of success.

The research indicates the impact of each type of strategy:

Small group tuition

- *A qualified teacher is more likely to achieve greater progress and raise attainment.*
- *Intensive tuition in small groups is highly effective*
- *Pupils are grouped according to current levels of attainment or specific needs*

Teaching Assistants

- *Teaching Assistants are most effective when leading a specific intervention program or when they work closely with the class teacher.*
- *Schools should think carefully about the training and deployment of TAs.*

Research – 1:1 Tuition

- *1:1 tuition in intensive small groups is very effective in helping learners to catch up*
- *Allows effective feedback.*
- *Short periods of intensive sessions tend to have the most impact.*

Research – Feedback to learners

- *Feedback studies tend to show very high effects on learning*
- *Feedback has effects on all types of learning across all age groups*
- *Feedback should be specific accurate and clear*

Meta cognition and self-regulation strategies (Learning to learn)

- *Teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential*

- Balance £89626 - £51375 = £38251 to be carried forward to year April 2015 to March 2016
- Updated April 15 - Final