2015

Pupil Premium Expenditure 2014/15 (EYFS & KS1)

Torriano Primary School

Pupil Premium Expenditure 2014/15

Area of Expenditure	Amount allocated	Role and time Allocation	Summary of intervention	Monitoring and Evidence	Actual Impact of intervention
EYFS 1:1 Reading	6100	Nursery officer 0.2	All Premium Pupil children worked 1:1 with NO to develop engagement with books, including their ability to retell stories in their own words and begin to explain why or why not they may like the story.	Progression in CL, Literacy: Reading and PSED. Evidence on tapestry.	Children's interest in books significantly increased including active participation in stories and choosing texts to read. Reading baseline indicates 79% of children are below and significantly below the age expected level of development. This drops to 47% at the end of reception.
EYFS Sharing a Story	6100	Nursery Officer 0.2	Targeted at children at risk of not making expected progress or/and not at age expected level in Reading; focused on engaging children with listening to stories and developing book talk.	Termly tracking; accelerated progress for Literacy: Reading. Evidence on individual Tapestry records.	Over the year there was an increase of 32% of children working at or exceeding age expected level in reading. Reading baseline: 21% at age expected End of Reception: 53% at age expected
EYFS Box Clever	6100	Nursery Officer 0.2	Targeted at children at risk of not making expected progress in Communication and Language.	Progress for CL development shown in teacher's termly tracking. Evidence on Tapestry.	Intervention impacted on children's abilities to engage with others through increased attention, listening and articulation of their ideas through speaking. Communication and Language baseline indicates 61% of children working below age expected level, at the end of Reception 18% were Emerging in CL Early Learning Goals (below expected). CL Baseline: 39% at age expected End of reception: 82% at or exceeding age expected in CL.
EYFS Speech and language	610	LRB TA 0.2	Language Resource Base focused on children with significant speech and language needs.	Termly tracking assessments for CL, LRB baseline and end of intervention assessments.	Termly tracking and LRB assessments indicate progress for all children. All targeted children started Reception working within CL 22-36 months level of development, end of Reception working within CL 30-50 months.
EYFS Write Dance	4400	TA 0.2	Target Children; those not at expected level and/or ar risk of not making expected progress for PD fine motor skills (handwriting) and lacking motivation to make marks for writing.	Termly tracking; accelerated progress for PD and Writing. Evidence on tapestry.	Majority of children made progress in writing, baseline indicates 21% of children were at age expected in Writing, final Reception results indicate a rise of 26% to 47% working at or exceeding age expected in Writing.
EYFS Phonics	6100	Nursery officer 0.2	Teaching focused on children unsecure in Phase 2 including segmenting and blending.	Phonics tracking; shows progress into Phase 3. Termly Tracking shows accelerated progress in Reading and Writing. Evidence in Tapestry.	End of Year Reception results indicate improvement in both Reading and Writing. The percentage of children working at age expected in Reading increased 32%. The percentage of children working at age expected in Writing increased 26%.
Years 1 and 2 1:1 Reading	8600	TA 0.4	All Premium Pupil children; 1:1 support and feedback to developing decoding skills and text comprehension.	Teacher assessments recorded in Guided Reading Folder, and termly tracking showing children's progress in reading.	On-going teacher's assessments show progress for all year 1 and 2 children. Year 1 baseline and end of year data shows an increase of 30% in children reading at or exceeding age expected levels.

					Baseline data and end of year data.	**Year 1** Reading Baseline: 47% Below 47 % At 11 % Above End of year: 17% below 53% at 35% Above **Year 2** Comparing Year 2 baseline and end of year data, children At and Exceeding increased by 6%. However while there was an increase of children at expected there was a 7% decrease of children exceeding. Reading Baseline: 22% below 41% At 37% Exceeding End of Year 16% Below 62% At 22% Exceeding
Year 1 and 2 Supported Reading	8600	TA 0.4	Targeted at children at risk of not making expected progress in reading. Small groups, teaching targeted at securing decoding strategies and comprehension.	Class reading records and end of term data to indicate number of children making progress in reading.		Teachers on-going Guided Reading assessments and end of year data, shows all year 1 and 2 children made progress. Year 1 children below age expected dropped 30% from 47% to 17%. The percentage of Year 2 children not meeting or exceeding aged related dropped 7%. The data does flag up the need to further challenge the more able children.
Year 1 and 2 Phonics Catch up	8600	TA 0.4	Teaching targeted at children at risk of failing Y1 phonics screening and Y2 children at risk of failing Phonics re-sit.	Progress indicated in children's Phonics tracking records. Impact also evidenced in comparison between baseline and end of year data. End of year Phonics Screening.		**Year 1** Reported data for Phonics Screening suggests that PP children outperformed non PP children. 68 % met expected standard (compared to 65% non PP). **Year 2** 88% of PP children in Year 2 retaking the phonic screening passed. This represents all but 1 child passing the Year 2 retake.
Year 1 Talk Boost	3750	LRB TA (3 hours)	Targeted at children who need further support in Speaking and Listening who are working below age expected levels.	Speech and Language Progression Tool indicates progression.		Converted scores indicate progression for all children in all areas of Understanding, Vocabulary, Sentences, Narrative and Social. This includes a rise from 22% to 68% of children at expected levels in Understanding and 36% to 79% at expected level in Vocabulary.
Year 1 and 2 Write Dance	4300	TA 0.2	Targeted at children showing below expected levels of engagement with	Book Looks and verbal feedback from teachers will		Verbal feedback from teachers suggests children are more engaged with writing, evidence in books supports this- children writing more.

			writing. Aim was to increase children's focus and interest in writing.	indicate level of engagement of children. End of term data to indicate development of individual children.	**Year1 Writing Data** Baseline: 50% children below age expected, 40 % at expected and 10% working above. End of year assessments indicate 17% working below, 46 % at age expected and 37% working above expected. This indicates an increase of 33% of children working at age expected or better by the end of year 1. **Year 2 Writing Data** Baseline: 33% below 41% At 26% Exceeding End of Year: 19% Below 75 % At 6% Exceeding The data indicates an increase of 14% more children working within or exceeding age expected over the year. However, a drop of 20% of children exceeding suggests attention needs to be given to higher achieving PP children.
Year 1 and 2 Number Box	8600	TA 0.4	Focused at children with insecure recall of addition and subtraction facts and strategies to support related problem solving.	End of term data to indicate progression. Book looks and verbal feedback from teachers to indicate effective recall and effective strategies used in problem solving.	Feedback suggests children more confident in recalling number facts, books indicate children more secure at applying known strategies to solve addition and subtraction problems independently. **Year1 Mathematics Data** Baseline: 47% below 47% At 5% Above End of Year: 0% Below 54% At 45% Above Data indicates an increase of 53% children working at or exceeding age expect. This includes an increase of 40% of children working at above age expected by the end of year 1.

					Year 2 Mathematics Data Baseline: 26% Below 41% At 33% Exceeding End of Year: 7% Below 81 % At 13% Exceeding While there has been an increase of 19% of children working At or Exceeding there has been a drop of 20% exceeding age expected. This suggests insufficient challenge for PP children working above age related expectations.
Year 2 Talk Boost	4300	LRB TA 0.2	Targeted at children with delayed speech, language and communication. (Children often have difficulties with reading, writing, and spelling and are more likely to have behavioural issues.)	Evidenced using Speech and Language Progression Tool.	Converted scores indicate progression for all children in all areas. This includes a 46% rise in expected levels for understanding and 43% rise in Social.
Year 2 Numicon	4500	TA 0.2	Daily intervention for children with insecure recall of addition facts for 10 and 20. Support also to develop children's application of effective strategies to work-out facts if not recalled.	Teacher feedback, book looks and end of term data will be used to assess the effectiveness of intervention.	Data indicates a drop of 73% in the number of children working at below an age expected level. Books and discussions with TA's indicate a growing confidence in children's abilities to recall and use strategies to work out number facts.
Year 2 Book Club	4600	HT 2 hours per week	Children secure with decoding, focus on extending text comprehension including developing inference skills.	Feedback from HT and class teacher. Notes written in weekly Guided Reading assessments and end of term data.	Although data suggests overall increase in number of children reading at age expected the number of children reading at an exceeding level slightly dropped over the year.
Community Arts	800	Bow Arts	Focus art project delivered by Bow Arts to support and further enrich children's experience and understanding of our outdoor environment.	Feedback form Bow Arts and adults supporting the children with the project. Discussion with children regarding what they have learnt by taking part. Learning Walks while project taking place.	Discussion and walks indicate that the children eagerly engaged with the opportunity. Discussions with children suggest they understood what the project was aiming to teach. They found it an enriching experience to work with a professional artist.
Breakfast Club	4,600		A healthy breakfast and fun learning activities to support increased attendance and reduction of late children. The healthy food offered aims to increase children's focus in lessons over the morning.	Daily Register to indicate take up and attendance. Teacher feedback will indicate if children are more engaged with learning and that a	Teacher's feedback is positive; children who had struggled in the first sessions were more alert and ready for learning. The earlier transition into school, especially for the younger children meant that that they were settled when lessons began.

				healthy start supports focus and attention.	
Resources, incl musical instruments	1500		Purchase of instruments and resources to support children in Mathematics and English focus groups, including additional Numicon and Number Box resources.	PP children's learning effectively scaffolded by appropriate resources. Children accessing music instrument lessons with opportunity to practice at home.	Adults leading groups fed back that resources effectively support learning during interventions. Children who opted for instrumental lessons have appropriate instrument that they can take home.
Educational Visits	1000		Allocation ensures all children access all opportunities in school curriculum including trips to performances.	Registrars of children participating in trips including performances by professional companies. Book Looks for children's responses to opportunities.	All children have opportunities to extend/challenge their learning through experiences outside of school. Books indicate children's engagement with such experiences, through activities such as writing diary recounts.
Total		98650			