

## St Aidans Primary School - A Church of England Academy

### Pupil Premium Impact Report 2014-15

Area of learning	Pupil premium children 2013-14	Pupil Premium children 2014-15	↑ ↓	Other Pupils 2014-15	Difference (other pupils to pupil premium)
Personal, Social and Emotional Development	69%	63%	↓	69%	+ 6%
Physical Development	66%	75%	↑	69%	- 6%
Communication and Language	67%	75%	↑	50%	+ 25%
Literacy	19%	63%	↑	56%	+ 7%
Mathematics	43%	63%	↑	56%	+7%
Understanding the World	67%	63%	↓	43%	+ 20%
Expressive Arts and Design	46%	63%	↑	75%	-12%
All Areas Good Level of Development	15%	50%	↑	38%	+ 12%

Foundation Stage

Year 1 Phonics Attainment

Percentage achieving the expected standard in year 1

2013-14 Pupil Premium children	2014-15 Pupil Premium children	↑ ↓	All pupils 2014 -15	Difference (All pupils to pupil premium)
38%	76%	↑	81%	-5%

End of KS1 Attainment

	2014 Pupil Premium 2+	2015 Pupil Premium 2+	↑ ↓	All Pupils 2015	Difference (All pupils to pupil premium)
Reading	78%	57%	↓	68%	- 11%
Writing	61%	57%	↓	68%	- 11%
Maths	78%	50%	↓	64%	-14%

## End of KS2 Achievement

	2014 Pupil Premium 4+	2015 Pupil Premium 4+	↑ ↓	All Pupils 2015	Difference (All pupils to pupil premium)
Reading	56%	80%	↑	78%	+ 2%
Writing	63%	80%	↑	83%	-3%
Maths	50%	100%	↑	96%	+ 4%

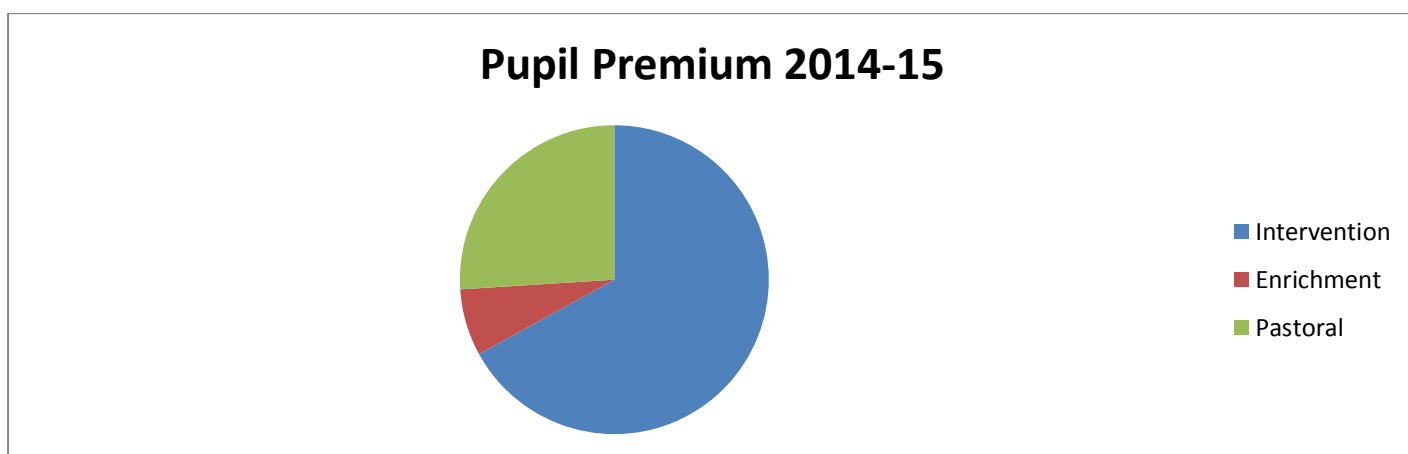
## Closing the Gap Years 3,4 and 5

Year	No. PP	% PP	% making expected progress from end of KS1								
			Reading			Writing			Maths		
			Non PP	PP	% +/-	Non PP	PP	% +/-	Non PP	PP	% +/-
Year 3	16	70%	78	54	-24	67	71	+4	79	66	+7
Year 4	17	65%	66	47	-19	49	59	+10	33	47	+14
Year 5	14	66%	78	91	+13	56	67	+11	89	75	-14

Action	Impact
<b>FFT* Reading Intervention</b> Training for 3 TAs 11 children Years 1+2 20 weeks 5x25 mins per pupil	At the end of the 20 weeks all the children made at least expected progress for the full year of 2 sublevels. 3 children made more than expected progress of 3 sublevels. Year 1 – 4/5 children had met the end of year national expectations Year 2 – None of the children had met the national expectation for the end of year 2 but all had made expected progress or better.
<b>Better Reading Intervention</b> October 2014 Better Reading Training for TA November 2014 – July 2015 1:1 Reading Intervention 3x 20 minutes per week for 10 weeks delivered by a trained teaching assistant 15 children from Year 3 and 4	15 children from Year 3 and 4 Reading ages increased by between 4 months and 1 year 5 months, the average gain being 10 months

<p><b>Language for Life</b>  Support from Language for Life Expert - 1 day per week  Worked with staff and TAs to develop LfL environment in classrooms  Delivered CPD to all teaching staff  Resources purchased to support delivery of interventions  BPVS assessments September and July for Years 1 + 2 and July for year 4  September 2014 – July 2015 small group Vocabulary Box intervention delivered by a trained teaching assistant 3 x 15 mins per week to 12 children in years 1 and 2</p>	<p><b>Reception</b>  5 children made gains of 8 - 13 months (BPVS) and were at the expected level for a child at the end of the Foundation Stage (1 child left the school before the final assessment)</p> <p><b>Year 1</b>  4 children made gains of 15 – 25 months (BPVS**)  2 children made no progress both are at SA+ on the SEN register</p>																											
<p><b>Year 6 Booster Classes</b>  Small group support for children in Year 6 who were not on track to make expected progress in reading, writing and maths.</p>	<p>Pupil Premium children making expected progress in reading, writing and maths</p> <table border="1" data-bbox="603 891 1497 1243"> <thead> <tr> <th>Reading 2014</th> <th>Reading 2015</th> <th>↑ ↓</th> <th>Writing 2014</th> <th>Writing 2015</th> <th>↑ ↓</th> <th>Maths 2014</th> <th>Maths 2015</th> <th>↑ ↓</th> </tr> </thead> <tbody> <tr> <td>50%</td> <td>School 79%</td> <td>↑</td> <td>79%</td> <td>School 93%</td> <td>↑</td> <td>50%</td> <td>School 86%</td> <td>↑</td> </tr> <tr> <td></td> <td>National 92%</td> <td></td> <td></td> <td>National 95%</td> <td></td> <td></td> <td>National 91%</td> <td></td> </tr> </tbody> </table>	Reading 2014	Reading 2015	↑ ↓	Writing 2014	Writing 2015	↑ ↓	Maths 2014	Maths 2015	↑ ↓	50%	School 79%	↑	79%	School 93%	↑	50%	School 86%	↑		National 92%			National 95%			National 91%	
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<p><b>Homework Clubs</b>  Homework clubs for years 3 + 4 3.15 -4.15pm on Mondays and Thursdays supervised by a TA</p>	<p>Pupils say that they enjoy coming to homework club and they feel that they are able to successfully complete their homework. 90% of PP children in years 4 and 5 attended the clubs.  Parents have reported that their children enjoy coming to homework club and requested that they are run again in 2015-16. They also asked if there could be clubs for other age groups.</p>																											
<p><b>Inclusion Team</b>  Appoint a full time Family Support Worker to</p> <ul style="list-style-type: none"> <li>Support and engage with families and encourage good attendance and timekeeping</li> <li>Work alongside the SEN Coordinator</li> </ul> <p>Establish an Inclusion Team</p>	<p>The pupil Premium Coordinator and SENCo have met on a monthly basis. The SENCo has established a virtual class and is keeping track of their progress</p> <p>Weekly meetings for attendance and a proactive approach from the FSW has meant that attendance for 2014-15 was 95% which is in line with national figures  The FSW has worked with and supported 31 families from September 2014 -15</p>																											
<p><b>Raising Aspirations</b></p> <ul style="list-style-type: none"> <li>School to become part of the Children's University to encourage participation</li> </ul>	<p>90% of year 3 and 4 PP children have a Children's University Passport. 5 children received a bronze award this year. 2 Children received a gold award for 100 hours of activities. They also received a special award for completing 100 hours</p>																											

<p>in a wide variety of clubs both in and out of school</p> <ul style="list-style-type: none"> <li>• PP Grant to subsidise trips and visitors for PP children</li> <li>• Employ professional actor 1 afternoon per week to run a debating club in years 5 and 6 and drama lessons for years 2 and 4</li> </ul>	<p>in record time!</p> <p>Pupil Feedback from trips.</p> <p>Year 1 Jodrell Bank / Sea Life Centre          "I really liked the trip. I would like to go into space."          "We went to the Sea Life Centre. I want to go back to swim with the sharks."</p> <p>Year 2 Eureka / Blackpool and Sea Life Centre          "Eureka made science Fun"          "I would like to be a lifeboat man and rescue people from the sea."</p> <p>Year 3 Bring Yer Wellies + Frankie and Benny's          "Making dens was fun."          "I liked making the plant for my mum."          "We learnt how to make a pizza. We usually buy it from Iceland."</p> <p>Year 4 Grand Theatre Blackpool – Horrible Histories          "I haven't been in a theatre before. It was brilliant! I want to go again."          "We learnt about the Vikings. It has helped me in year 5."</p> <p>Year 6 Lowry Theatre / IWM          "The best trip I have ever been on. The play was really funny"</p>
<p><b>Lunchtime Groups</b>          Employ 2 TAs to establish a sports club for Year 5 and 6 pupils and a Lego and games club for younger pupils</p>	<p>Analysis of the behaviour log has shown that behaviour across the school is generally good. Where this is not the case it is a small minority of pupils who have been targeted for individual or small group support from the FSW</p> <p>The lunchtime nurture group and sport group has led to a fall in lunchtime incidents as recorded in the class behaviour logs. Pupils are able to spend all or part of their lunchtime at them. They say that they enjoy the clubs and they are always well attended.</p>



\*FFT = Fischer Family Trust Reading Intervention

\*\*BPVS= British Picture Vocabulary Scale

