

Pupil Premium Report

**Barriers to educational achievement faced by our current Pupil Premium children**

At Deerhurst and Apperley we have identified, this year that the challenges facing our PP children will need to address the following barriers to their learning:

- Application of phonics to spellings
- Understanding spelling rules
- Skills in inference and deduction in reading
- Sustaining ideas to write
- Developing writing stamina
- Core knowledge of number work skills
- Support with homework
- Application of GPS to writing
- Confidence
- Understanding the marking and feedback impact
- Attendance

The funding received will be used for the support of addressing those barriers (table below). Some of those interventions used last year had significant results in the pupils learning (see data July 2016) In addition to the support all our support/interventions are short, sharp and measured in small steps on a six weekly basis so impact can be seen and next steps decided. A positive PP review was held in March 2016. The HT and PP governor reviewed the PP strategy in June 2016, comparing some of the interventions and impact against the EEF toolkit. This will be repeated in Autumn 2 2016.

At Deerhurst & Apperley we support all of our pupils in the following ways:

- Keeping class size as low as possible.
- Providing opportunities for enrichment
- Holding parent surgeries (started July 2016) to find out the interests of their children so funding is used where impact can be greatest
- Close monitoring of pupil progress and closing the gaps between funded and non-funded pupils.
- Increasing the access to extra-curricular activities to include Breakfast Club.
- Supporting high quality teaching through addition classroom support and interventions as well as 1:1 support when needed.
- Purchase of appropriate resources to support these priorities.

The use of Pupil Premium to enhance children's wider experiences has been invaluable in building self-confidence and allowing children to follow interests and activities that would otherwise be difficult to access. From peripatetic music tuition to school trips the use of pupil premium allows all children to enjoy and flourish in all areas of school.

**Academic Year 2016/17 proposed**

Financial	Pupil	% of pupils	Grant used to fund	Impact <u>-Desired 2016/17</u>
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Year	Premium Grant	meeting the criteria		
16/17	£12,480	6% (5) SC (2) 3%	<ul style="list-style-type: none"> <li>• Additional teaching assistant support.</li> <li>• Feedback Marking sessions</li> <li>• Rapid Writing</li> <li>• Booster reading sessions</li> <li>• Homework support lessons</li> <li>• Additional SENCO support.</li> <li>• 1:1 tuition, small group support &amp; intervention.</li> <li>• Residential.</li> <li>• Swimming.</li> <li>• Extra curriculum clubs run by external agencies</li> <li>• Sports Leader/club</li> <li>• Educational activities</li> <li>• Staff training and CPD</li> <li>• Peripatetic music tuition for service children.</li> <li>• Bubble Room - wellbeing</li> <li>• Reading comprehension</li> <li>• Spelling and application of phonics</li> <li>• Breakfast club</li> </ul>	<ul style="list-style-type: none"> <li>• All PP children will have access to additional teaching support</li> <li>• Feedback marking sessions will follow up marking and feedback from lessons in class, This will impact on the learning and retention of objectives and challenges. High impact recognised by EEF toolkit</li> <li>• Recent purchase and the training (aut 2016) of all staff in the use of Rapid Writing will have impact on continuing to narrow the gap in writing</li> <li>• Sports Leaders will raise self esteem and have further impact on learning</li> <li>• Those children who have experienced difficulty with homework in the previous year will be targeted to have support after school. The impact of this will be on learning and self esteem.</li> <li>• Music will allow children, in particular service children who have joined us to develop confidence among new friends</li> <li>• SEND support will support children to close gaps in their learning and challenge prior higher attainers</li> <li>• Funding for residential trips will support families to experience enrichment activities they might find difficult to achieve and therefore have impact on the wellbeing of the families and additionally the enrichment experience of the children.</li> <li>• Bubble Room experience will develop confidence of children, allow for 'voice' time and have impact on performance in class.</li> <li>• Offer breakfast club to encourage attendance</li> </ul>

**Attendance**

2016-17 **TBD**

**KS2 performance July 2017**

Reading					National	
Attainment Levels	Deerhurst & Apperley School		National TBD		National all pupils EXS	Deerhurst All pupils EXS+
	Pupil Premium Attainment % Of Cohort	Not Pupil Premium Attainment % cohort	Pupil Premium	Not Pupil Premium		
HNM						
EXS						
GDS						

Writing						
Attainment Levels	Deerhurst & Apperley School		National TBD		National all pupils EXS	Deerhurst All pupils EXS+
	Pupil Premium Attainment	Not Pupil Premium Attainment	Pupil Premium	Not Pupil Premium		
HNM						
EXS						
GDS						

Maths						
Attainment Levels	Deerhurst & Apperley School		National TBD		National all pupils EXS	Deerhurst All pupils EXS+
	Pupil Premium Attainment	Not Pupil Premium Attainment	Pupil Premium	Not Pupil Premium		
HNM						
EXS						
GDS						

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Spelling, Grammar and Punctuation						
Attainment Levels	Deerhurst & Apperley School		National TBD		National all pupils EXS	Deerhurst All pupils EXS
	Pupil Premium Attainment [% of cohort]	Not Pupil Premium Attainment Cohort	Pupil Premium	Not Pupil Premium		
HNM						
EXS						
GDS						

**Examples of interventions used in school**

Interventions	Focus	Group/1:1	Frequency/length	Monitoring
Dancing Bears	Synthetics phonics programme – aimed at children who are behind age related targets in year 1.	1:1	15 mins daily For a term.	Use assessment sheets in pack.
Wordshark	Computer programme to help reading and spelling.	1:1	Daily/3 x per week For a term	Use of learnt sounds in everyday writing. Letters and Sounds assessment. Spelling and reading age.
Rapid Writing	Develop writing and apply spellings learnt.	Small group	Weekly and class identification for support	Use of writing journals from class x6 per year
Nessy	Computer based reading and spelling help for children with a specific learning difficulty.	1:1 or small group	20 mins 3 x per week minimum For a term	Assessment at end of each Island. Questionnaire feelings about reading and writing.
Word wasp	Children who have a specific learning difficulty, reading or spelling problems, auditory discrimination problems	1:1	10 mins daily For a term	Ongoing diagnostic grids in book to chart progress. Spelling and reading age
Hornet	Children who have a specific learning	1:1	10 mins daily	Ongoing diagnostic grids to

	difficulty, reading or spelling problems, auditory discrimination problems		For a term	identify progress. Spelling and reading age.
Phonics	Bespoke programmes for each child based on difficulties with particular phases of Letters and Sounds.	Ind or small group.	25 mins daily 4 x per week For a term	Letters and Sounds phase assessments. Link to performance in class.
Talking Partners	Targeted for children who need to improve communication across the curriculum e.g. SEN, EAL, G&T	1:3	25 mins 3 x per week Over 10 weeks	Record children talking about a given subject at the beginning and end of intervention to assess improvement. Observation of communication in class.
Language for Thinking	For children who struggle with verbal reasoning e.g. speech delay, moderate learning difficulties.	1:1 or small group	20 min sessions - minimum 1 x per week. For a term	Assessments throughout book to chart progress.
Precision Teaching	Specific visual teaching of HFW, topic based words or specific phonic sounds. Aimed to increase precision and fluency.	1:1	10 mins daily Over a term	6 weekly recall testing of learnt words. Spelling age. National Curriculum expected words lists. HFW lists
Numicon – Intervention pack	Multi-sensory approach to teaching maths	1:1 or small group.	20 mins 3 x per week Over a term	Usual assessment of APP levels termly and application of number skills in class. Basic Numeracy Test
Numbershark	Computer programme to help improve understanding and use of numbers. For children who have poor short term memory, limited attention span and poor sequencing.	1:1	10 mins daily Over a term	Ongoing assessment built into programme. Assessment of APP ongoing in class.
Plus 1/Power of 2	To secure children's basic maths skills. Works on repetition and securing basic number skills.	1:1	15 mins daily Over a term	Ongoing assessment of performance in class. Maths feelings questionnaire. Basic Numeracy Test
Bespoke maths programme	Personalised programme to support maths skills and fill in gaps in learning.			
Social skills	Bubble time – social activities and TLC Social stories – creating bespoke stories for individual needs.	1:1 or small group dependent on activity	30 mins weekly	Observation of social skills across all activities. Discussion with child and others involved. Use of 'Blob trees' to track emotions.
Anger management	Petal scale – developing own scale to support children cope with feelings of anger.	1:1	Weekly – 6 weeks	Observation of strategies for coping with anger in difficult circumstances. Discussion with child and others involved.
Auditory memory	Bespoke memory activities.	1:1 or small group.	Weekly – 6 weeks	Observation of child across all activities. Discussion with child and others involved.

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