

IMPACT OF PUPIL PREMIUM SPENDING

2015-2016



Pupil	Year	Provision	Frequency	Impact	In Year Progress	Attainment
A	1	RWI Small group teaching 1:1 phonics intervention Maths 10 basic skills.	Daily Daily Daily	Passed phonics screening test. Can decode and blend 44 phonemes. Can recall and use basic skills to 10.	Writing; Expected Reading: Expected Mathematics: Expected	Writing: Below Reading: Below Mathematics.: Below
B	1	RWI Small group teaching 1:1 phonics intervention	Daily Daily	Passed phonics screening test. Can decode and blend 44 phonemes.	Writing; Expected Reading: Expected Mathematics: Expected	Writing: Inline Reading: Inline Mathematics: Below
C	1	RWI Small group teaching 1:1 phonics intervention	Daily Daily	Passed phonics screening test. Can decode and blend 44 phonemes.	Writing; Expected Reading: Expected Mathematics: Expected	Writing: Inline Reading: Inline Mathematics: Below
A	2	RWI Small group teaching. 1:1 phonics intervention Maths TA support in lessons Maths daily ten minutes basic skills intervention.	Daily Daily 4x per week Daily	RWI Passed phonics screening test, able to decode and blend with 44 phonemes. Make simple inferences and retrieve facts from a range of texts. Able to add an subtract mentally with small numbers. Able to recall basic number facts to 20.	Writing: Expected+ Reading: Expected Mathematics: Expected+	Writing: Below Reading: Below Mathematics; Inline
B	2	RWI Small group teaching to boost comprehension. Social skills activities—10 mins focus on resilience.	Daily 3x per week	Able to make inferences on what is being said and done. Can comment on the authors choice of language. Can problem solve in social situations and regularly makes good choices when solving disputes with friends.	Writing: Expected Reading: Expected Mathematics: Expected	Writing: Above Reading: Above Mathematics.: Above

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C	2	RWI small group teaching to boost comprehension. Social skills to build resilience	Daily 3x per week	Able to make inferences on what is being said and done. Can comment on the authors choice of language. Can problem solve in social situations and regularly makes good choices when solving disputes with friends.	Writing; Expected + Reading: Expected + Mathematics: Expected +	Writing: Above Reading: Above Mathematics.: Above
D	2	RWI Small group teaching to boost comprehension.	Daily	Able to make inferences on what is being said and done. Can comment on the authors choice of language.	Writing: Expected Reading: Expected Mathematics: Expected	Writing: Above Reading: Above Mathematics.: Above
E	2	RWI small group teaching to focus on decoding skills. 1:1 phonics intervention Maths intervention, basic skills.	Daily Daily Daily	RWI Passed phonics screening test, able to decode and blend with 44 phonemes. Make simple inferences and retrieve facts from a range of texts. Able to add an subtract mentally with small numbers. Able to recall basic number facts to 100.	Writing: Expected Reading: Expected Mathematics: Expected	Writing: Inline Reading: Inline Mathematics.: Inline
F	2	RWI Small group teaching. 1:1 phonics intervention Maths TA support in lessons Maths daily ten minutes basic skills intervention.	Daily Daily 4x per week daily	RWI Passed phonics screening test, able to decode and blend with 44 phonemes. Make simple inferences and retrieve facts from a range of texts. Able to add an subtract mentally with small numbers. Able to recall basic number facts to 20	Writing; Expected + Reading: Expected + Mathematics: Expected +	Writing: Inline Reading: Inline Mathematics.: Below
A	3	Small group teaching (T) English and Maths	2x weekly	More confidence to work independently and better sentence structure.	Reading: Expected Writing: Expected Maths: Expected +	Reading: In line Writing: In line Maths: Above

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B	3	Small group teaching (TA): English and Math Spelling intervention—Fresh Start	3x per week Daily	Able to begin working more independently and produce longer pieces of work with sc applied more often. Improved ability to decode and answer retrieval based comprehension questions.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: Below Maths: Below
C	3	Small group teaching (T and TA) English and Maths	2x weekly	More confidence to work independently and better sentence structure. Improved ability to problem solve across all 4 operations.	Reading: Expected + Writing: Expected Maths: Expected	Reading: Above Writing: In line Maths: In line
D	3	Small group teaching (T) English and Maths	2x weekly	Improved sentence structure and ability to write across all text types. Improved ability to problem solve across all 4 operations.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line
E	3	English Mastery Intervention Maths Mastery Intervention	Weekly Weekly	Able to write complex sentences and use adventurous word choices.	Reading: Expected Writing: Expected + Maths: Expected +	Reading: Above Writing: Above Maths: Above
F	3	Small group teaching (T) English and Maths Spelling Intervention: Fresh Start	2x weekly Daily	More confidence to work independently and able to produce short pieces of writing with better sentence structure. Able to answer retrieval questions confidently and begin inference.	Reading: Expected Writing: Expected Maths: Expected +	Reading: In line Writing: In line Maths: In line

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G	3	Small group teaching (T) English and Maths	2x weekly	More confidence to work independently and able to produce short pieces of writing across all text types showing better sentence structure.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line
H	3	Small group teaching (T and TA) English and Maths Spelling Intervention: Fresh Start	2x weekly Daily	More confident to tackle writing tasks independently and better sentence structure evident. Able to answer retrieval questions with less support.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line
I	3	Small group teaching (T and TA): English and Maths Spelling Intervention: Fresh Start	3x per week Daily	Able to begin to write 3 sentences independently. Able to use different sentence openers. Able to answer simple retrieval questions.	Reading: Expected + Writing: Expected Maths: Expected	Reading: In line Writing: Below Maths: Below
J	3	Small group teaching (T) English and Maths	3x per week	Able to create compound sentences using a wider range of conjunctions.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line
A	4	Spelling Intervention Behaviour Intervention—circle time, high5ers Memory Fix Coloured Inlay ruler.	Daily Weekly Weekly	More confidence decoding and tackling new spellings. Able to use strategies to calm down, resolve issues independently. Displayed a calmer and more mature attitude to classroom environment. Helped with short term memory, able to retain information at a higher level. Helped focus reading.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line

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B	4	Spelling Intervention Small group teaching: English Small group teaching: Maths	Daily Daily Daily	More confidence applying spelling rules to new spellings. Challenged at a higher level access to more mastery level work. Challenged at a higher level able to access more problem solving and reasoning problems.	Reading: Expected Writing: Expected Maths: Expected+	Reading: In line Writing: In line Maths: Above
C	4	Spelling Intervention: Fresh Start Small group teaching: English Small group teaching: Maths Writing Slope Sensory/Wedge cushion Larger pencil/pen given	Daily Daily Daily Daily Daily	Slightly improved accuracy with spellings. Much higher level of fluency when reading. Comprehension of text much improved. Small group teaching enabled Liam to access work at his level, challenging him appropriately and motivating. Equipment allowed Liam to focus for longer periods of time to achieve extended pieces of work	Reading: Expected Writing: Expected Maths: Expected	Reading: Below Writing: Below Maths: Below
D	4	Small Group Teaching: English Small Group Teaching: Maths English Mastery Intervention Maths Mastery Intervention	Weekly Weekly Weekly Weekly	Improved levels of concentration. Challenged at own level, boosted confidence. Access to mastery challenges with small group support allowed Jake to build confidence and independence with new problems—resilience.	Reading: Expected Writing: Expected+ Maths: Expected+	Reading: In line Writing: In line Maths: In line
E	4	English Mastery Intervention Maths Mastery Intervention	Weekly Weekly	Boost in confidence, built resilience.	Reading: Expected+ Writing: Expected Maths: Expected	Reading: Above Writing: In line Maths: In line
A	5	Small group teaching: English Small group teaching: Maths	Daily Daily	More confidence when writing, checking and editing work. More fluent with basic maths skills, impacting on learning.	Writing: Expected+ Maths: Expected+	Writing: Inline Maths: Inline

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A	5	Small group teaching: English Small group teaching: Maths	Daily Daily	More confidence when writing, checking and editing work. More fluent with basic maths skills, impacting on learning.	Writing: Expected+ Maths: Expected+	Writing Inline Maths Inline
B	5	Spelling Intervention: Fresh Start Small group teaching: English Small group teaching: Maths	Daily Daily Daily	More confidence applying spelling rules to new spellings. Some improvement of fluency in reading. Small group teaching in maths and English enabled ED to access work at her level, challenging her appropriately and motivating.	Reading: Expected+ Writing: Expected Maths: Expected	Reading Inline Writing Below Maths Inline
C	5	Behaviour Intervention—circle time, high5ers Spelling Intervention: Fresh Start Small group teaching: English Small group teaching: Maths Writing Slope Sensory/Wedge cushion Larger pencil/pen given	Weekly Daily Daily Daily Daily	Able to use strategies to calm down, resolve issues independently. Displayed a calmer and more mature attitude to classroom environment. Slightly improved word blending and accuracy with spellings. Small group teaching in maths and English enabled JD to access work at his level, challenging him appropriately and motivating. A range of equipment and personalised resources helped JD to focus for longer periods of time to complete tasks .	Reading: Expected Writing: Expected Maths: Expected	Reading Below Writing Below Maths Below
D	5	Small Group Teaching: English Small Group Teaching: Maths	Weekly Weekly Weekly Weekly	Small group teaching in maths and English enabled EH to access work at his level, challenging him appropriately and motivating.	Writing: Expected Maths: Expected+	Writing: Inline Maths: Inline
E	5	Small Group Teaching: English Small Group Teaching: Maths	Weekly Weekly	Small group teaching in maths and English, during lessons, enabled EW to access more challenging work, reasoning and problem solving.	Writing: Expected Maths: Expected	Writing: Inline Maths: Inline

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F	5	Spelling Intervention: Fresh Start Small Group Teaching: English Small Group Teaching: Maths	Daily Daily Daily	More confidence applying spelling rules to new spellings. Some improvement of fluency in reading. Blends new words more confidently using new knowledge of prefixes and suffixes. Small group teaching in maths and English enabled JY to access work at his level, challenging him appropriately and motivating.	Reading: Expected Maths: Expected Writing: Expected+	Reading: Below Writing: Below Maths: Inline
A	6	Spelling Intervention: Fresh Start	Daily	More consistent with high frequency words from Y5/6 National Curriculum spelling list.	Writing: Expected+	Writing: In line
B	6	Spelling Intervention: Fresh Start Small group teaching (DHT): English Maths Intervention (Booster Teacher)	Daily Daily 3x per week Daily	Consistently able to apply commas to form complex sentences. Able to calculate with fractions, using all 4 operations.	Reading: Expected+ Writing: Expected+ Maths: Expected +	Reading: In line Writing: In line Maths: In line
C	6	Spelling Intervention: Fresh Start Small group teaching (DHT): English Maths Intervention (Booster Teacher) Small group teaching (DHT): Maths	Daily Daily 3x per week Daily	Reading speed increased from 80 words per minute to 120 words per minute. Competent with all operations, including calculating with fractions.	Reading: Expected+ Writing: Expected+ Maths: Expected +	Reading: Below Writing: Below Maths: In line
D	6	English Mastery Intervention Maths Mastery Intervention	Weekly Weekly	Greater ability to construct sentences with wider choices of vocabulary for particular purposes. Improved problem solving skills, able to more succinctly reason and explain visually.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line
E	6	English Mastery Intervention Maths Mastery Intervention	Weekly Weekly	Greater ability to construct sentences of greater meaning and depth, subtly creating suspense and tone. Improved problem solving skills, able to more succinctly reason and explain visually.	Reading: Expected+ Writing: Expected+ Maths: Expected +	Reading: Above Writing: Above Maths: Above

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F	6	English Mastery Intervention Maths Mastery Intervention Maths Booster Sessions	Weekly Weekly 3x per week	Greater ability to construct sentences of greater meaning and depth, subtly creating suspense and tone. Improved problem solving skills, able to more succinctly reason and explain visually.	Reading: Expected+ Writing: Expected+ Maths: Expected +	Reading: Above Writing: Above Maths: Above
G	6	Spelling Intervention: Fresh Start Small group teaching (DHT): English Maths Intervention (Booster Teacher) Small group teaching (DHT): Maths	Daily Daily 3x per week Daily	Able to use commas, semi-colons and dashes to create complex sentences. Confident at tackling word problems and identifying the correct operations to use.	Reading: Expected+ Writing: Expected+ Maths: Expected +	Reading: In line Writing: In line Maths: In line
H	6	English Mastery Intervention Maths Mastery Intervention Maths Booster Sessions	Weekly Weekly 3x per week	Greater ability to construct sentences with wider choices of vocabulary for particular purposes. Improved problem solving skills, able to more succinctly reason and explain visually. Greater confidence with numerical facts recall, allowing focus to be on other mathematical areas.	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: Above Maths: In line
I	6	Small group teaching (DHT): English Maths Intervention (Booster Teacher)	Daily 3x per week	Able to use semi-colons, dashes, brackets and commas to create multi-clause complex sentences.	Reading: Expected Writing: Expected+ Maths: Expected +	Reading: Below Writing: In line Maths: In line
J	6	Spelling Intervention: Fresh Start Small group teaching (DHT): English Maths Intervention (Booster Teacher) Small group teaching (DHT): Maths	Daily Daily 3x per week Daily	Able to use commas, semi-colons and dashes to create complex sentences. Competent with all operations, including calculating with fractions.	Reading: Expected Writing: Expected Maths: Expected +	Reading: In line Writing: In line Maths: In line

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K	6	Maths Intervention (Booster Teacher)	3x per week	Increased confidence with number, allowing focus to switch to other mathematical areas to accelerate progress.	Reading: Expected Writing: Expected Maths: Expected +	Reading: In line Writing: In line Maths: In line
L	6	Spelling Intervention: Fresh Start Maths Intervention (Booster Teacher)	Daily 3x per week	Ability to correctly spell higher proportion of spellings from National Curriculum Y5/6 word list. Recognition of spellings rules including suffixes and prefixes. Increased confidence with number, allowing focus to switch to other mathematical areas to	Reading: Expected Writing: Expected Maths: Expected	Reading: In line Writing: In line Maths: In line
M	6	Spelling Intervention: Fresh Start Small group teaching (DHT): English Maths Intervention (Booster Teacher) Small group teaching (DHT): Maths	Daily Daily 3x per week Daily	Able to use commas, semi-colons and dashes to create complex sentences. Competent with all operations, including calculating with fractions.	Reading: Expected+ Writing: Expected+ Maths: Expected +	Reading: In line Writing: In line Maths: In line
N	6	Maths Intervention (Booster Teacher)	3x per week	Increased confidence with number, allowing focus to switch to other mathematical areas to accelerate progress.	Reading: Expected Writing: Expected Maths: Expected +	Reading: In line Writing: In line Maths: In line

