



# EGERTON PRIMARY SCHOOL

## IMPACT OF PUPIL PREMIUM INTERVENTION OBJECTIVES

2015 – 2016



**The expected amount of progress achieved by each pupil over the year is 3 steps.**

**Anything above 3 steps progress equates to accelerated progress**

Grant Used to Fund	Objective	Impact
Additional small group phonic support	To accelerate progress in phonics to ensure that all children pass the phonics screening at the end of Y1	All children passed phonics screening and made at least expected progress in reading and writing
Additional small group and individual reading support.	To make at least good progress (3+ steps) in reading	<u>Average step progress</u> 3 steps progress across the school
Targeted pre teaching of writing skills and small group intervention to support with writing	To make at least good progress (3+ steps) in reading	<u>Average step progress</u> 3.2 steps progress across the school
After school maths booster groups	To make at least good progress (3+ steps) in maths	<u>Average step progress</u> 3.2 steps progress across the school
After school writing booster groups	To make at least good progress (3+ steps) in writing	<u>Average step progress</u> 6 steps progress across the school
After school clubs	Improve levels of attendance at after school clubs for pupil premium, to bring in-line with non-pupil premium pupils.  Cater to the interests of pupil premium pupils.	The range of clubs for Key Stage 1 and 2 has widened this year to ensure all interests are catered for (e.g First aid club, Computer Club). There has been an increase in the number of Pupil Premium children attending clubs.
School Trips (inc. residential)	Targeted pupils to experience time away from the classroom and in new surroundings.	Attendance on school trips and the residential in Year 5 has had a significant impact upon the

	Undertake challenging activities never encountered before.	children's self-esteem and as a result their performance in the classroom. They have learnt new skills that they have been able to transfer into their personal lives.
SLT identified interventions for TA's to deliver to identified children requiring additional support.  Programmes Identified:  <ul style="list-style-type: none"> <li>• Rapid Write</li> <li>• Numicon</li> <li>• Nessey</li> <li>• Spelling support</li> <li>• Pre teaching and follow up teaching</li> </ul>	Individual needs identified and supported with specific programmes to enable children to make expected progress.	Class teachers have identified areas of need and interventions have been put in place to address these needs using TA's. The impact of these interventions have been monitored and evaluated every 6 weeks.  Across the school the children who are in receipt of pupil premium are making on average 3 steps progress
Learning mentor, art therapist and welfare assistant support	To ensure that all children's needs are catered for	Children feel supported in tackling the demands of the new curriculum and accelerated progress was made in writing and maths and expected progress was made in reading
Purchase of resources such as benchmarking for reading	To ensure that all children make at least expected progress in their reading and are reading texts that are pitched accurately	All children have moved book bands and made on average 3 steps progress against the new curriculum

#### Other Support for Pupil Premium Pupils:

TA's – identified pupils receiving support within lessons for reading, writing and maths (1:1 or small group work planned by class teacher)

Volunteers - pupils identified requiring additional support accessing reading daily with the support of volunteers.

Review & Feedback – staff to identify Pupil Premium children at risk of underachievement & ensure additional feedback/marking/review time is available.

Art Therapy – pupils emotional well-being improved to lead to improved learning behaviour

#### Impact:

The impact of this support has been monitored and evaluated during termly Standards Meetings.

