

Alford Primary School Rationale for Pupil Premium

Aim: Pupil Premium children will reach the same levels or make the same progress in Reading, Writing, Spelling, Punctuation and Grammar and Maths that as non-PP children both nationally and in school.

Actions

- Increase engagement of parents in EYFS and KS1 measured by attendance at reading sessions and by completion of reading records and online participation with tapestry;
- Additional reading support across the school to enhance home reading support and so securing good attainment and progress (measured by improvement in reading comprehension scores (NGRT) / Salford Reading Ages / Phonics screen / Phonics Tracker and non-statutory testing);
- Targeted support for all PP children to address areas of need in reading, writing, SPAG and maths, in order to ensure these children make similar progress to their peers / non-PP children nationally (measured by testing and teacher assessment);
- Good and outstanding teaching by teachers and teaching assistants ensures that attainment of PP children is raised, leading to any national and in-school gap with non-PP children closing (measured by EYFS, Yr 2 and Yr 6 data; lesson observations / work scrutiny);
- Good progress in speaking and listening skills in EYFS as a result of additional support (measured by Welcom data);
- Broadening experiences of children by 100% funding of key residential trips out of school for PP children;
- Raising aspiration for children by presenting aspirational role models in assemblies and also by a school ethos of having the highest expectation of children when completing their work and in the way they conduct themselves both in and out of school.
- Ensure marking is smart and focuses on moving children's learning forward. The PSHE curriculum for all children promotes responsibility for their lives, and for the older children, promotes ambition for life choices;
- Targeted children are provided with breakfast to ensure attendance is good and concentration in lessons improves - data from Learning Mentor as well as attendance data.

Pupil Premium Spending and Impact (September 2014 - August 2015) Funding available: Pupil Premium for FSM and Ever 6 and LA and Service £144,800 and carry forward of £17,296 totalling £162,096.

Strategy	Cost	Evaluation (How we check things are working).	Impact																																																								
<p>- SEND SUPPORT (Release time for the SENDCo has been increased to reflect the fact that 29% of PP children are also SEND. She makes sure that PP children who are also SEND are correctly identified and enhanced provision is put in place to secure positive outcomes. This amount also reflects work carried out with PP children at School Support level.)</p>	<p>£9,250</p>	<p>- <i>Clear criteria for SEN identification and detailed provision mapping for PP SEN pupils.</i></p> <p>- <i>Progress of PP children who are SEN</i></p>	<p>- Discussions between staff and parents and clear information on the website means that parents are certain of measures used to establish if children are SEN. Detail provision mapping shows exactly what each child receives in terms of additional support and also measures the impact of the support by way of the progress made by the child</p> <table border="1" data-bbox="958 639 2112 951"> <thead> <tr> <th data-bbox="958 639 1223 719">July 2015</th> <th colspan="3" data-bbox="1223 639 1664 719">Expected Progress</th> <th colspan="3" data-bbox="1664 639 2112 719">Better Than Expected Progress</th> </tr> <tr> <th data-bbox="958 719 1223 759"></th> <th data-bbox="1223 719 1370 759">R</th> <th data-bbox="1370 719 1518 759">W</th> <th data-bbox="1518 719 1664 759">M</th> <th data-bbox="1664 719 1814 759">R</th> <th data-bbox="1814 719 1962 759">W</th> <th data-bbox="1962 719 2112 759">M</th> </tr> </thead> <tbody> <tr> <td data-bbox="958 759 1223 791">Year 1 (4 children)</td> <td data-bbox="1223 759 1370 791">100%</td> <td data-bbox="1370 759 1518 791">100%</td> <td data-bbox="1518 759 1664 791">100%</td> <td data-bbox="1664 759 1814 791">50%</td> <td data-bbox="1814 759 1962 791">50%</td> <td data-bbox="1962 759 2112 791">25%</td> </tr> <tr> <td data-bbox="958 791 1223 823">Year 2 (3 children)</td> <td data-bbox="1223 791 1370 823">100%</td> <td data-bbox="1370 791 1518 823">100%</td> <td data-bbox="1518 791 1664 823">100%</td> <td data-bbox="1664 791 1814 823">67%</td> <td data-bbox="1814 791 1962 823">67%</td> <td data-bbox="1962 791 2112 823">67%</td> </tr> <tr> <td data-bbox="958 823 1223 855">Year 3 (5 children)</td> <td data-bbox="1223 823 1370 855">100%</td> <td data-bbox="1370 823 1518 855">100%</td> <td data-bbox="1518 823 1664 855">100%</td> <td data-bbox="1664 823 1814 855">20%</td> <td data-bbox="1814 823 1962 855">20%</td> <td data-bbox="1962 823 2112 855">0%</td> </tr> <tr> <td data-bbox="958 855 1223 887">Year 4 (5 children)</td> <td data-bbox="1223 855 1370 887">80%</td> <td data-bbox="1370 855 1518 887">80%</td> <td data-bbox="1518 855 1664 887">60%</td> <td data-bbox="1664 855 1814 887">80%</td> <td data-bbox="1814 855 1962 887">0%</td> <td data-bbox="1962 855 2112 887">0%</td> </tr> <tr> <td data-bbox="958 887 1223 919">Year 5 (10 children)</td> <td data-bbox="1223 887 1370 919">70%</td> <td data-bbox="1370 887 1518 919">60%</td> <td data-bbox="1518 887 1664 919">60%</td> <td data-bbox="1664 887 1814 919">40%</td> <td data-bbox="1814 887 1962 919">50%</td> <td data-bbox="1962 887 2112 919">30%</td> </tr> <tr> <td data-bbox="958 919 1223 951">Year 6 (3 children)</td> <td data-bbox="1223 919 1370 951">67%</td> <td data-bbox="1370 919 1518 951">67%</td> <td data-bbox="1518 919 1664 951">100%</td> <td data-bbox="1664 919 1814 951">33%</td> <td data-bbox="1814 919 1962 951">67%</td> <td data-bbox="1962 919 2112 951">67%</td> </tr> </tbody> </table> <p>A vast majority of PP children with SEND make expected progress and approximately 50% make better than expected progress in reading and writing (15 of the 30 children). The lower number achieving better than expected in maths has highlighted an issue with the range of appropriate intervention support for these children and the school has reviewed this provision and is investing in 'Numbers Count'.</p> <p>2015 results for better than expected progress reflect the fact that the new curriculum which has been in place for Yr 1, 3,4 and 5 has presented a significant increase in challenge as a result of new curriculum expectations. Internal assessment data throughout the year has shown that progress for our PP SEND children has accelerated through the year.</p> <p>Next Steps: Increase level of support for those PP SEND children who did not make expected progress. Additional teaching support has been directed to our 2015 Yr 5 and Yr 6 cohort.</p>	July 2015	Expected Progress			Better Than Expected Progress				R	W	M	R	W	M	Year 1 (4 children)	100%	100%	100%	50%	50%	25%	Year 2 (3 children)	100%	100%	100%	67%	67%	67%	Year 3 (5 children)	100%	100%	100%	20%	20%	0%	Year 4 (5 children)	80%	80%	60%	80%	0%	0%	Year 5 (10 children)	70%	60%	60%	40%	50%	30%	Year 6 (3 children)	67%	67%	100%	33%	67%	67%
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- Improve Feedback
Pupil Premium children receive five learning conferences a year so that they can discuss their learning targets in reading, writing and maths with their teacher and discuss areas they find difficult and ways in which they may be helped.

£9,838

- *Learning Plans, outcomes and feedback from children.*
Children's work over time in books and progress made.

- Feedback from pupils during lesson observations and pupil discussion time shows that the children are clear about what they are doing well and in most cases can talk confidently about their next steps for learning (confirmed by External Judgements: EA and HMI).

% of PP and Non-PP children making Expected and Better Than Expected progress from KS1

July 2015	Reading		Writing		Maths	
	E	BTE	E	BTE	E	BTE
Yr 1 (14)	93% 97%	64% 63%	93% 97%	64% 58%	93% 97%	57% 53%
Yr 2 (22)	100% 100%	86% 86%	100% 100%	82% 82%	100% 100%	86% 79%
Yr 3 (15)	100% 100%	27% 3%	100% 93%	27% 10%	100% 97%	20% 7%
Yr 4 (21)	81% 88%	43% 16%	90% 84%	19% 36%	81% 88%	38% 24%
Yr 5 (23)	83% 92%	43% 40%	83% 88%	57% 52%	78% 80%	52% 48%
Yr 6 (21)	95% 100%	48% 56%	95% 94%	81% 69%	100% 97%	71% 67%

For Yr 1, this is based on progress from end of EYFS, e.g. 2 for GLD becomes 'Expected' at the end of Yr 1. For Yr 2, this is based on points progress from November Yr 1, and for Years 3, 4 and 5, this is based on children maintaining their attainment between the old and new curriculum, i.e. 2b+ at KS1 leading to 'Expected' for their year group in the NNC. For Yr 6 this is based on points progress from KS1, with better than expected being based on 14 points or more.

Yr 2 and Yr 6 PP data compares favourably with last year's data. There has been a closing of the gap between progress of PP and non-PP children in R, W and M compared to last year at almost every level (but for 3 levels progress in reading the gap did not narrow).

Next Steps: 6 meetings a year proved difficult to manage and from discussion with staff and children it has been agreed that for PP children, 3 learning conferences per year can be managed well. SEND children will continue to have 6 conferences. In the Autumn A term, additional teaching and TA support is to be targeted to those PP children who have not made expected progress in order to boost them on entry to new year groups. Head Teacher and Deputy Head Teacher to hold pupil interviews in the first week back with all PP children failing to make expected progress. It is hoped that the challenge of the new curriculum seen in 2014/2015 will start to settle this year as the increased challenge should not be so marked. Yr 3 non-PP children need to be targeted but this will not be done via PP funding.

<p>- Deputy Head to secure Level 5 for Yr 6 PP children in R, SPAG and M. In addition, DHT released eight class teachers for five learning conferences with PP children</p> <p>- Headteacher to observe provision for PP children, conduct pupil interviews, analyse impact of support provided. In addition, she will conduct a pp review once a term with a Governor.</p>	<p>Included in above costings</p>		<p><u>April 2015-July 2015: Yr 6</u> 7 children targeted for maths: 4 of the 7 achieved Level 5. 6 children targeted for reading: 4 of the 6 achieved Level 5. 7 children targeted for SPAG: all achieved Level 5. Next Steps: Yr 5 and Yr 6, PP children will continue to be targeted to meet higher levels in R, W and M by the DHT from September 2015.</p> <p>Overall outcomes for PP children - as below.</p>
<p>- TA Support (TA support is costed to PP) which allows for an increase in additional support given across literacy and numeracy in specific areas such as mental maths, phonics skills, spelling, reading, writing and maths.</p>	<p>£32,011 (30% of TA costs - additional TA time bought in to support PP - 31.3.15)</p> <p>£27,218 (35% of TA costs - increasing numbers of PP children - 31.8.15)</p>	<p><i>Outcomes for pupil premium pupils at key points in school EYFS, (Yr 2 and Yr 6).</i></p>	<p>EYFS data for 2015 shows that between 2014 and 2015, the gaps have narrowed for the good level of development measure GLD for PP children when compared with non PP children. In 2014 the gap was 37% and in 2015 the gap was 25%. In 2015, for reading (where there has been considerable additional support) and writing, the gap has narrowed and the percentage of PP children achieving expected or above, has increased by 26% for reading, and 17% for writing when compared to the 2014 results. Maths percentages for PP children achieving expected and above have also increased by 5% for number and 14% for shape, space and measures.</p>

2015PP 2014PP	Reading		Writing		Maths		SPaG	R, W, M		
Level 2	91% 96%	77% 92%	91% 96%	77% 89%	91% 100%	77% 94%	NA	91% 96%	77%	
Level 3	23% 50%	8% 35%	5% 29%	0% 19%	14% 29%	8% 28%	NA	5% 21%	0%	
Level 4	90% 92%	78% 92%	90% 86%	72% 89%	95% 86%	89% 90%	81% 86%	56% 81%	86% 81%	61% 83%
Level 5	43% 69%	33% 56%	43% 50%	17% 39%	33% 56%	28% 48%	48% 56%	33% 58%	14% 42%	17% 29%
KS2 Expected Progress	95% 100%	94% 92%	95% 94%	94% 94%	100% 97%	89% 91%	NA	95% 92%	83%	
KS2 Better than Expected Progress *(7+sub-levels)	33% 33% 47% 34%	(48%*) (56%)*	43% 22% 47% 34%	(81%*) (69%*)	33% 22% 53% 38%	(71%*) (67%*)	NA	10% 0% 17%	(29%*) (33%*)	

National non-PP 2014

School non-PP 2015

At level 2 (Yr 2), results for PP children have improved across all individual subjects since last year and gaps have narrowed when compared to school non PP data and last year's national non PP figures. Last year there was a 20% difference between PP and non PP at level 2+ for all subjects combined which has reduced to a 5% difference this year, and for level 3, the gap has narrowed from 28% to 16%.

At level 3 (Y 2), results for PP children have improved across all subjects since last year and gaps have narrowed when compared to school non PP data and last year's national non PP figures.

At level 4 (Y 6), results for PP children have improved across all subjects since last year and gaps have narrowed when compared to school non PP data and last year's national non PP figures. In fact PP children out-performed their peers for level 4+.

The percentage of PP children attaining Level 5 has increased in reading, writing and maths compared to last year's figures for PP children. The gap has narrowed significantly for writing and SPAG. For maths, the gap closed very slightly but for reading at level 5, the gap has widened

<p>- Lunch-time support for a child with behavioural difficulties.</p> <p>- Chatter Matters in EYFS Speech and Language support and Vocabulary Work in KS1.</p> <p>- Differentiated MM Counting Stick activities and tutorials.</p>	<p>£1078</p> <p>TA cost as above</p> <p>TA cost as above</p>	<p><i>Behaviour Incidents</i></p> <p><i>Speech and Language progress data in EYFS and Yr 1/2</i></p> <p><i>Mental Maths Progress Data</i></p>	<p><i>despite more PP children achieving this level. This is because more non PP children achieved a level 5 this year: 69% compared to 54% last year.</i></p> <p><i>PP children out-performed non PP children for 2 levels progress for subjects combined.</i></p> <p><i>Furthermore, for 3 levels progress and 7 sublevels (both measure better than expected progress but from different starting points), there is a small single-figure gap: a significant improvement on last year.</i></p> <p>Number of incidents involving this child have reduced dramatically: 2013- 2014: Autumn/Spring/Summer - 14 2014- 2015: Autumn/Spring/Summer - 3</p> <p>Wellcomm data shows that of the 19 DPP (disadvantaged pupil premium) children assessed in September, only 16% (3/19) of them were in line with their chronological age or above for Communication and Language skills. In July, this had increased to 63% (12/19). Seven of the children who are still behind have had 'Chatter Matters' input and additional reading and phonics sessions; two have moved up one age phase throughout the year (at least a six month improvement), two have moved two age phases (at least a 12 month improvement), and three have moved three age phases (at least an 18 month improvement). It should be made clear that some of our children enter school with a CLS score of 24-29 months. The 6 Yr 1 and 2 children targeted for support with speech and language support have on average acquired an additional 9 letters. 2 children have been discharged from SALT and can confidently recognise and say 26 sounds, 3 children just have 3 more sounds to learn, 1 child has 5 sounds to learn and one has 8.</p> <p>Next Steps: Children will continue to receive additional 1 to 1 support in Yr 1, Yr 2 and Yr 3 to secure their sound/speech knowledge.</p> <p>September 2015 - July 2015: For PP children who have received focussed intervention to improve their mental maths scores this year, there has been an increase in the number of children meeting end of year expectation in all year groups. The attainment gap has narrowed between PP and non- PP children in Yr 4 and Yr 6 where it has almost closed.</p> <p>Next Steps: Daily Counting Stick activities will continue in small groups and mental maths tests and tutorials will also continue with PP children having access to very small group support and where necessary 1 to 1 support. Some of the children will access the new Numbers Count intervention.</p>
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- Differentiated Spelling support and phonics provision: 1 to 1 support is given to children with severe difficulties with phonics.

TA cost as above

TA cost as above

Spelling Data

*Phonics Data:
In Yr 1, 3 SEND children are PP. None of the non PP children are SEND. A slightly higher %age of Yr 2 PP children are SEND compared to non PP children.*

%age in line or above

	December 14	June 15
Year 2 (22)	64%	64%
Year 3 (14)	31%	43%
Year 4 (20)	50%	70%
Year 5 (21)	48%	57%
Year 6 (20)	60%	81%

In Yr 5 average progress made in 6 months was 11 months and for Yr 6 was 12 months.

The spelling score for the Yr 6 PP pupils increased for the 3rd year running and the gap narrowed from 3.9 to 2.9.

Next Steps: From September: analysis will report average months progress made over time for all year groups, as spelling ages don't give a fair reflection children's individual progress.

By July 2015, 12/14 Yr 1 PP children (86%) were working within Phase 5 for phonics whilst 100% of non PP children were working within Phase 5. 57% of PP children passed the Phonics Screen test compared to 89% of non-PP children, however 2 of these children missed the pass mark by just 1 mark and 1 child missed it by 2.

Progress through the Phonics stages was the same for PP and non-PP children - PP and non PP children on average made the same number of stages progress.

Next Steps: Continue to support vulnerable Yr 1 as they move into Yr 2 in order to accelerate their progress and so narrow the gap between PP and non PP.

<p>- Yr 5 and 6 boosting in small groups to develop reading comprehension, measured by reading level; boosting for SPAG also took place in the Spring term 2015 for PP children.</p>		<p>Reading Data</p>	<p>July 2015 6 Yr 5 PP children have received intensive reading support (rapid reader programme) for a 5 month period. An average of 16.5 months progress was made by this group in comprehension scores. (Range: 11months-27 months) Children targeted for phonic support in this group (3 children) made an average of 25 months progress in their reading ages. Yr 6 PP children made an average of 21 months progress during the academic year (9 months). At the end of year the gap narrowed between PP and non PP to -5% from -28% at the beginning of the year.</p>
<p>- Reading support for PP children who have difficulties with phonic decoding and reading accuracy and fluency (1:1 reading with additional TAs in the afternoons).</p>	<p>£14,090</p>	<p><i>Improvement in Reading Ages</i></p>	<p>July 2015 Yr 1: 13 targeted PP children received additional reading 3 times a week and on average made 18 months progress (range 6 months to 34 months) over an 8 month period. Yr 2: 14 targeted PP children received additional reading 3 times a week and on average made 18 months progress (range 13 months to 29 months) over an 8 month period. Daily Reading Comprehension Practice: Yr 3/4: Six Yr 3 and three Yr 4 PP children have been targeted with Phase 3 and 5 phonic intervention as well as Read, Write Inc reading activities, in order to support their weak phonics skills and so boost their reading. All but 1 child increased the number of phonemes they recognised (range 1- 7) and in a 3 month period improved their reading ages by an average of 14 months (range 2 months - 30 months). Eleven Yr 3 PP children and fifteen Yr 4 PP children also received daily reading comprehension practice over a 3 month period. On average each child made a 20 month increase in their reading comprehension score (range 6months - 3yrs 8 months).</p>
<p>- TA support for PP children during after schools clubs</p>	<p>£161</p>	<p><i>Attendance at First Kicks</i></p>	<p>28 PP EYFS children accessed football provided by JB Sports.</p>
	<p>£2,405</p>		<p>December 2014: average of 22 PP children</p>

- Staffing for Walking Bus and Breakfast		<i>Walking Bus Register;</i> <i>Breakfast Club Register</i>	March 2015: average of 29 PP children July 2015: average of 36 PPchildren
- The Learning Mentor supports children with emotional and behavioural difficulties; she also delivers breakfast club, nurture support at lunch time and during playtimes, as well as support to individual children during lessons; after school support is given to parents of these children.	£19,377	LM's TT shows number of children with behavioural and emotional difficulties who are supported with emotional and behavioural issues; Emotional Literacy Assessment & Intervention has been used to measure progress.	<p>EYFS: Moved from being average in 1 area to being average in 2 areas; has improved scores in all 5 areas.</p> <p>Yr 2: Child A moved from being average in 0 areas to being average in 2 areas and has improved scores in all 5 areas; Child B moved from being average in 1 area to being average in 2 areas and has improved scores in 4 of the 5 areas.</p> <p>Yr 3: Child A moved from being average in 0 areas to being average and above in 4 areas and has improved scores in all 5 areas; Child B moved from being average in 0 areas to being average in 3 areas and has improved scores in all 5 areas; Child C made no improvements - this child has recently received funding for 1:1 support for 25 hours per week.</p> <p>Yr 4: Child A moved from being average in 1 area to being average and above in all areas and has improved scores in all 5 areas; Child B moved from being average in 1 area to being average in all 5 areas and has improved scores in all 5 areas; Child C moved from being average in 4 areas to being average in 3 and above average in 2 areas; he has improved scores in 3 of the 5 areas; Child D moved from being average in 1 area to being average in 4 areas and has improved scores in all 5 areas.</p> <p>Yr 5: Child A was targeted for just 2 of the areas and has moved from being below average in both to being average in 1 and above average in the other; Child B was targeted for 4 areas and moved from being average in 0 areas to being average in the 4 targeted areas; Child C made improvements in all 5 areas but not enough to move into a new band.</p> <p>Yr 6: Child A moved from being average in 0 areas to being average and above in all areas and has improved scores in all 5 areas; Child B (targeted for 4 areas) moved from being average in 0 areas to being average in all 4 areas and has improved scores in all 4 targeted areas; Child C moved from being average in 0 areas to being average in 4 areas and above average in 1 area. The child has improved scores in all areas; Child D (targeted for 4 areas) moved from being average in 0 areas to being average in all 4 areas and has improved scores in all 4 targeted areas; Child E (targeted for 4 areas) moved from being average in 0 areas to being average in all 4 areas and has improved scores in all 4 targeted areas.</p> <p><i>Emotional Literacy Assessment and Intervention covers the areas of self-awareness, self-regulation, motivation, empathy and social skills.</i></p>
LAC/Post LAC TA support	£14,827		<i>Full time and part-time support given to 5 identified LAC children for medical and emotional and behaviour support.</i>

- Parent Support for Families	£1,794	PSA's log of family support	10 families have received support. Parent Support Worker: Jo Bowen from the CfBT Educational Trust continues to work for us one day a week, supporting parents in a variety of ways. She has had success in supporting parents with managing children's behaviour and establishing routines in the home. She has also used her skills and knowledge to help parents develop a range of life skills, including financial management, and has supported parents in completing adult learning programmes. Education Welfare Service: Additional support from the CfBT Educational Trust has been funded so that lateness and absence can be addressed quickly and effectively.
- Breakfast Club ensuring children are ready for learning	£2,145	Register showing number of PP children receiving a subsidised breakfast.	Number accessing in academic year 2013/2014: 16 Number accessing Autumn Term 2014: 22 Number accessing Spring Term 2015: 29 Number accessing Summer Term 2015: 36
- Emotional Support via Jigsaw Counselling: children targeted for this support have had significant emotional distress, which is having an impact on their ability to access their learning.	£1800 Jan 15 - purchase for a block of twelve places £360 for LAC	Observations and outcomes for these children	2015: Nine children have received counselling support and feedback from parents / carers and children has been positive about the impact; E = Expected Progress; G = Good Progress; L = Less than Expected Child 1 (Yr1): R-E, W-E, M-E; Child 2 (Yr 2 - SEND): R- G, W-E, M-G; Child 3 (Yr 2): R-G, W-E, M-G; Child 4 (Yr 3- SEND): R-E, W-G, M-E; Child 5 (Yr 4- SEND): R-E, W-L, M-E; Child 6 (Yr 4): R-E, W-G, M-E; Child 7 (Yr 5- SEND): R-E, W-E, M-E; Child 8 (Yr 6): R-E, W-G, M-G; Child 9 (Yr 6): R-E, W-E, M-G 1 child received 2 sessions of counselling.
- Purchase of iPads for EYFS to support Speech and Language development, as well as Phonics Support (purchased January 2015).	£2109	Speech and Language progress measured using 'Wellcom' assessment; phonics progress as measured against the School Phonics Tracker.	Wellcomm data shows that of the 19 DPP (disadvantaged pupil premium) children assessed in September, only 16% (3/19) of them were in line with their chronological age or above for Communication and Language skills. In July, this had increased to 63% (12/19). Seven of the children who are still behind have had 'Chatter Matters' input and additional reading and phonics sessions; two have moved up one age phase throughout the year (at least a six month improvement), two have moved two age phases (at least a 12 month improvement), and three have moved three age phases (at least an 18 month improvement). It should be made clear that some of our children enter school with a CLS score of 24-29 months. In Phonics, children are tracked through Letters and Sounds phases. At the beginning of the year, 25% more non-PP children were at expected levels than PP children. By July, this had been reduced to a 17% difference, with 85% of non-PP children being either in line or above expectation, compared to 68% of PP children.

- Rapid Readers: higher age interest / lower reading age (for vulnerable Yr 5 PP children)	£476	<i>Salford Reading Ages, Phonics Screen for least able and NGRT reading comprehension.</i>	Pre-assessment completed - 31 st January, 2015; Post-assessment completed 1 st July, 2015 Over the 5 months that this group had phonic and comprehension support, they made an average of 16.5 months progress in their reading comprehension age, and the two children who needed enhanced phonics support made 26 months progress in their reading (decoding).
- Enriched Provision (out of school visits)	£6,619		All PP children accessed Caythorpe Residential Visit in Yr 5 and 6 and for other year groups, children attended at least two curriculum related visits. This ensures there is always adequate funding for the trip to take place. Increased confidence. Next Steps: Governors have decided that from September 2015, only residential trips will be funded for PP children and money used previously to subsidise trips should be directed to support in school.
Subsidy for Pupil Premium Swimming	£652		
Travel expenditure for LAC child.	£20		
- Lexia Reading Program	£4,573	<i>Lexia Results</i>	33 PP children have used the Lexia reading programme, a tailor made progressive reading programme accessed via the computer / iPad. They have used the programme for an average of 6 months and have made an average of 10 months progress (range: 2 months to 25 months). Next Steps: For those children who have made limited progress, a review of interventions will take place.
- Assessment of Specific Barriers to Learning	£2929	<i>Provision is in place to overcome specific barriers to learners.</i>	Number of PP who received a STAPS report and then provision to meet this need: 24
Total Income			£162,096
Total Pupil Premium Expenditure			£153,732 + Summer 14 accrual TA cost:£12,965
Deficit as at 31.8.2015			£-4,601