

### **Tritlington School Pupil Premium Information**

Pupil premium is additional to main school funding and is allocated to schools for children who have been registered for free school meals at any time in the last 6 years, those who have been looked after continuously for more than 6 months or whose parents are currently serving in the armed forces. After April 2014 in addition, it was allocated for children who have been looked after for one day or more, are adopted or leave care under a Special Guardianship or Residence Order. The aim of the funding is to help address the current inequalities which exist between these children and their peers by raising achievement and improving outcomes.

Since September 2012 we have been required to publish online information about how we have used the funding and the impact it has had on the attainment of our disadvantaged children.

### **Outcomes of expenditure in 2015-2016**

The total amount we received in 2015-2016 as pupil premium grants in respect of our disadvantaged pupils (FSM, ever6, CLA and forces pupils) was **£6600**

We have targeted the attainment of this group in the following ways and spent our allocation as described. Some of the interventions are pastoral and some academic.

It is important to note that, once again, the needs of all groups of identified pupils, including pupil premium, are included on the School Development Plan for this academic year and progress towards targets will be rigorously monitored and reported on the School Data Dashboard which is regularly shared with governors.

<b>Amount</b>	<b>What we did</b>	<b>Why we used the allocation in this way</b>	<b>The impact on our disadvantaged pupils</b>
	<b>SUMMER TERM 2015</b>		
3hrs 40mins TA time per week x 13 weeks =	1:1maths interventions using Plus 1, Power of 2	To support the children in learning and remembering basic mathematical concepts. Evidence indicates that one to one	Results from RAISE 2015 in maths shows this provision was good value for money with 84% of these children achieving expected progress or above in their maths

£429		tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).	scores.
2 hrs TA time per week x 13 weeks = £234	TA small group intervention to facilitate the maths program IXL provision.	IXL enables children to work at their own pace at an appropriate level of support or challenge. It can be used to complement the learning taking place in the classroom. IXL can also be accessed at home by pupils, therefore offering children additional opportunities to enhance their skills. The program provides immediate feedback to children and staff providing teachers with information on pupil strengths and areas for further practise. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).	Intensive tuition in small groups is effective at Tritlington and supports children who need academic intervention to close the gap between themselves and their peers. This intervention increase the group's self-awareness and confidence in using and applying mathematical concepts independently.  Of these children, 84% achieved expected progress or above in their maths scores
2 hrs TA time per week x 13 weeks = £234	TA literacy interventions:  Intensive use of Phonics Play with year 1	To develop phonetic knowledge and ability to read both real and nonsense words  Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit).	Of these children – 100% achieved level required in Year 1 Phonics tests

2 hrs TA time per week x 13 weeks = £234	Introduction of Toe by Toe as a 1:1 intervention	<p>To develop phonetic knowledge and ability to read both real and nonsense words</p> <p>Phonics interventions have a moderate impact for very low cost, based on very extensive evidence (Source EEF Toolkit). Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).</p>	All the children concerned reached the expected level of attainment, with 33% achieving above expected levels.
<b>AUTUMN TERM 2015 AND SPRING TERM 2016</b>			
£260	Subsidise Y4 residential to Whithaugh Park	<p>Outdoor learning benefits all children across the school but developing independence in a transition year through a residential visit is a significant priority. Adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three additional months' progress. Evidence suggests a</p>	<p>Two PP children took part in the residential and both expressed enjoyment.</p> <p>The impact has been in terms of increased social confidence when going to new places and meeting new peers in readiness for transition for middle school. For one child it has improved their problem solving ability; and for the other it has had a positive impact on their social confidence (commented on by the Head of the Middle School).</p>

		moderate impact for moderate cost (Source EEF toolkit).	
£60	Supporting school visits and outings	Trips support and enrich our curriculum and broaden the life experiences for our children. These interventions almost always improve emotional or attitudinal outcomes, Improvements appear approaches are embedded into routine educational practices Moderate impact for moderate cost (Source EEF toolk it).	All six children have benefited from a visit to the Theatre. This has had a positive impact, along side the interventions used, on the children's literacy and communication skills. It has enhanced their learning provision and provided each child with a greater resource of general knowledge to share back in school with their peers, which in turn has increased their confidence. Their spoken contributions to topic based discussions has increased, as they are more willing to stand up in front of the class or the school. For one child, their willingness to go on trips has increased.
TA time for training and 1:1 buddies interviews, and follow up support 1hr x 10 sessions = £90	LIST Buddy training and support	To introduce a buddy scheme which will develop the children's awareness of safety, promote emotional wellbeing and consolidate their social skills. This opportunity will raise the children's ability to communicate, work as a team and look out for each other; taking responsibility for the care and safety of all on our site. Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with	<p>The Buddy scheme has run since January 2016, the children have celebrated their effectiveness through a hall display – centrally located for impact.</p> <p>The trainees have modelled and demonstrated good behaviours to others, although some have found dealing with friendship fall outs very challenging.</p> <p>In March 2016, the issues of friendships and the dynamics of the personalities are</p>

		explicit teaching support. In cross-age tutoring, an older learner takes the tutoring role and is paired with a younger tutee or tutees. Moderate impact for very low cost (Source EEF Toolkit).	still a challenge to 2 of the pupil premium children and further work needs to be done. However they are now asking for support when issues arise and working these through with a member of staff. The others are now managing their relationships and the social challenges of school more positively.
<p>Training = £160</p> <p>Resources = £520</p> <p>2 hrs TA time per week x 13 weeks = £234</p>	Group maths intervention using Numicon	<p>To promote self-esteem and confidence by reducing the learning gap between peers in maths. For these children to reach age related expectations by the end of their academic year so as to increase life chances. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).</p>	<p>This intervention has been used by 4 of the PP children. <b>100% made progress</b> from their individual starting points in September. Of this group, 2 are now working at age related expectations and one above.</p>
<p>3hrs 40mins TA time per week x 26 weeks = £858</p>	1:1maths interventions using Plus 1, Power of 2	<p>To support the children in learning and remembering basic mathematical concepts. Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).</p>	<p>This intervention has been used by 2 of the PP children. <b>100% made progress</b> from their individual starting points in September. 1 child made more than expected progress and is now working at age related expectations. 1 child is working on the expectations of the year below their own, but has made progress from their September starting point which was 2 years below.</p>

£190	Subsidise attendance at after School Clubs	After School Clubs offer children an opportunity to increase their self-esteem, confidence and have higher expectations of themselves. It is an opportunity to develop social skills and relationships with other adults and peer groups. Evidence suggests that after school provision will have a moderate impact for moderate cost (Source EEF toolkit).	5 of the PP children took part in one or more of the clubs. The children have participated in Sports festivals as a result with increased confidence. 3 have increased their understanding of the need for team work, cooperation and compromise when playing games, 2 children at times, still need support with this. In Summer 2015 a very successful team (which included 3 PP children), won the Tiny Woods Football Festival
£35 per hour X 6 sessions = £210	YogaBugs	YogaBugs supports both physical and emotional development; resilience through exercise and stretching, breathing and controlled movement as well as improving social skills, confidence and behaviour which will be beneficial in other areas of the curriculum. Evidence suggests that these sessions will have a moderate impact for moderate cost (Source EEF toolkit).	All 6 PP children took part in yoga bugs: one has decided to take it up as an after school opportunity with a parent.  The programme has developed the children's body awareness; they used and developed cooperation skills when creating postures with a partner.  The instructor noted the improved focus and concentration of 2 PP children and the positive attitude of one who did not give up on postures they found hard.
Training and resources £330	First Class at maths group interventions	To support the children in learning and remembering basic mathematical concepts.	1 Teacher and 1 TA attended the introductory training. The intervention training was completed by theTA.

		Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).	Recommended resources have been bought. Interventions to be delivered through the summer term.
<p>Training= £160</p> <p>Resources = £800</p> <p>2 hrs TA time per week x 13 weeks = £234</p>	Read, Write, Inc group interventions	<p>To raise the profile of literacy and encourage children to read for enjoyment as children develop a secure phonological base from which to work. To apply their skills to English assessments with confidence in order for these children to achieve the age related expectations.</p> <p>Evidence indicates that one to one tuition has a moderate impact for a high cost but can be effective; on average accelerating learning by approximately five additional months' progress (Source EEF Toolkit).</p>	<p>Training completed; resources suggested in the training have been bought although more expensive than initially quoted. The impact has been seen in English scores and one child's developing social skills (previously their literacy interventions were 1:1).</p>
£60	Supporting school visits and outings	Trips support and enrich our curriculum and broaden the life experiences for our children. These interventions almost always improve emotional or attitudinal outcomes, Improvements appear approaches are	All six children benefited from a visit to The Hancock museum to see the Prehistory Gallery. The impact has been in the quality of the learning enjoyed by these children and has had a positive impact, along side the interventions used, on their literacy and communication skills.

		embedded into routine educational practices Moderate impact for moderate cost (Source EEF toolkit).	
Lego Kit - £84 4 hrs TA time per week x 6 weeks = £216	Setting up of LEGO CLUB during the school day - group work on specific roles to develop communication skills	To set up a LEGO club in order to develop communication and team work skills. This programme will raise the children's ability to negotiate, communicate and work as a team. Participation will have a significant impact on children's independence and confidence. The impact of collaborative approaches on learning is consistently positive. This club will have a structured approach, with well-designed roles and tasks set that should lead to confident communicators. Moderate impact for very low cost (Source EEF toolkit).	The impact has been in the quality of the learning enjoyed by these children and has had an impact on their communication and social skills in Topic work particularly. Lego Maths week scrapbook evidence – all 6 children took part. Over the week of the programme, all children had to negotiate, explain, listen and cooperate in teams of 3. It has enabled 5 of the PP children to tackle group tasks more readily since. All 6 had a focussed opportunity to articulate with clarity. They have all acknowledged that the explaining “engineer” role was the most challenging, but would like the opportunity for the programme to run again.
Training =£195 Resources = £280	Pie Corbett	To promote effective writing across all genres in order for children to achieve year group expectations or above. Evidence suggests that Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued	Training completed, resources suggested in the training have been bought. To be implemented as a teaching tool in the Summer term.



		until they are achieved. Learners work through each block of content in a series of sequential steps. Students then demonstrate a high level of success in written assessment tasks. Moderate impact for very low cost. (Source EEF Toolkit )	
Resources = £47 1.5 hrs TA time per week x 11weeks = £148.50	Coordination activity programmes: 1. Speed up 2. Write from the start	To raise the profile of handwriting and presentation of work by improving coordination. To apply their skills to all aspects of recorded work with confidence in order for these children to achieve the age related expectations. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).	This has proved to be great fun and has had an impact on the handwriting of the 2 PP children involved.  Handwriting improvements: Child 1 moved from 2 years below to one year below expectations Child 2 moved from being below to meeting current expectations
Resources = £90	Whole words programme “Action words”	To raise the profile of literacy and encourage children to read for enjoyment as children develop connections between whole words and specific actions To apply these skills throughout their reading and writing activities, and to English assessments with confidence in order for these children to achieve the age related expectations. Evidence has shown this has a moderate impact for low cost (Source EEF Toolkit).	This resource has been purchased on the advice of the Local SEN team for a PP child. Intervention to be delivered through the summer term.

<b>TOTAL SPEND: £ 6357.50 = £242.50 carry forward into Summer 16</b>	<b>Impact Summary Autumn/Spring Term 15/16</b> Maths <b>100% made progress</b> from their individual starting points in September; 4 children making <b>more than expected</b> progress in maths Reading <b>100% made progress</b> from their individual starting points in September; <b>3</b> children making <b>more than expected</b> progress in reading Writing <b>100% made progress</b> from their individual starting points in September; <b>1</b> child making <b>more than expected</b> progress in writing
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