

| Actions | Fund allocation | Use of fund | How will impact be assessed? | Evidence (Summer 2014) |
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| Actions focused on Teaching and Learning within the curriculum | £47 865 | <ul style="list-style-type: none"> Designated "intervention champions" to provide focused additional support to pupils not making the expected progress in English and Maths, pupils with low reading ages, pupils new to English and/or showing high level grammatical errors and pupils with specifically identified barriers to learning. Membership of Transform Teaching School Alliance and therefore access to; Outstanding Teacher Programme Middle Leadership development Programme | Pupil progress measures within an academic year, comparisons made to FSW currently engaged with their groups in school | <p>PLEASE SEE ATTACHED DATA SUMMARY FOR ACHIEVEMENT DATA (PROGRESS AND ATTAINMENT)</p> <ul style="list-style-type: none"> Currently in school there are 122 pupils in receipt of Pupil Premium, this is approximately 40% of the school population F2 – Y6 (please note 5% increase due to new F2 intake). Of those 122 pupils, 79% receive academic intervention in either Literacy, Numeracy or both (booster, 1:1 etc) In EYFS there are 72 pupils, 20 are in receipt of pupil premium – 28% In Year 1 there are 50 pupils, 11 are in receipt of pupil premium – 22% In Year 2 there are 40 pupils, 11 are in receipt of pupil premium – 28% In Year 3 there are 40 pupils, 15 are in receipt of pupil premium – 38% In Year 4 there are 35 pupils, 14 are in receipt of pupil premium – 40% In Year 5 there are 37 pupils, 19 are in receipt of pupil premium – 51% In Year 6 there are 36 pupils, 15 are in receipt of pupil premium – 42% |
| Actions focused on social, emotional and behavioural issues | £34 332 | <ul style="list-style-type: none"> Designated learning mentor to support targeted intervention with vulnerable pupils eg. special play, 1:1 and small group work developing social skills and emotional literacy Provision of a Nurture Club each day, for 6 targeted pupils with low self- esteem Direct work with pupils and families through the FSW addressing social, emotional and behavioural issues | <p>Pupil progress measures within an academic year, comparisons made to other groups in school plus behaviour analysis of those identified pupils including staff and parent questionnaires</p> <p>As above</p> | <ul style="list-style-type: none"> Learning mentor currently supports 32 children with social/emotional development, building resilience skills and specialist intervention such as 'special play'. This is through small group and 1:1 sessions. This equates to approximately 26% of all PP pupils accessing emotional support from our Learning Mentor. Our FSW is currently engaged with 8 families, of which 5 are in receipt of PP. Work includes lead on 3 CAFs, and direct work with 2 families. Day to day intervention and liaison with other agencies on behalf of the school is also an aspect of the FSW's role, of which 4 PP families are currently in receipt of such support. <p>Impact on these pupils includes:</p> <ul style="list-style-type: none"> Increased confidence in class and ability to work independently – positively impacting on progress of pupils Increased parental involvement in school and alongside other agencies for families who are directly supported by FSW/Learning mentor Protection for children from exposure to domestic violence as a direct result of CAF work with families – openness of parents about DV issues and subsequent actions by FSW to protect families against such. Direct referral service to a food bank now established Parents (anecdotally) are more open and willing to engage in conversations and ask for support from school staff (FSW/Learning mentor); this is evident through an increase in self referrals made by parents to our FSW services. All 5 children accessing Nurture are in receipt of PP, attendance for these pupils is at least 95%, with 3 pupils' attendance being over 98% Anecdotal evidence suggests that all pupils accessing nurture (apart from AB) are more emotionally secure as a result. They are able to |

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| | | | | consistently form and maintain friendships with peers and able to actively participate in lessons due to emotional barriers being somewhat removed as a result of Nurture group support. |
| Actions focused on enrichment beyond the curriculum | £19 550 | <ul style="list-style-type: none"> Support of a wealth of trips, visits and visitors by heavily subsidised transport costs Wide range of extra curricular activities to engage pupils during lunch and after school (sports clubs, academic clubs) Support for most vulnerable children to access residential trips through heavily subsidised charges - 80% reduction to access the 3 residential opportunities | <p>Behaviour and attitudes to learning as determined by teacher feedback and attendance levels</p> <p>As above and statistics reflecting participation in such opportunities compared to other groups</p> | <ul style="list-style-type: none"> 90% of PP children have accessed lunch and after school club provision this academic year (Y1-Y6 72 pupils). This is +7% on all pupils (83%) This successful statistic is in part due to the direct targeting of children by Mrs Lucy fisher in her role of PE and School Sport coordinator. Access of PP children to residential opportunities is as follows; <ul style="list-style-type: none"> Hathersage 3/34 – 9% PGL 16/34 – 47% York 12/23 – 52% |
| Actions focused on families and communities | £12 000 | <ul style="list-style-type: none"> Employment of a Family Support Worker in partnership with the LA to provide focused support to families as appropriate, including sign-posting, referrals to Social Care, initiating CAFs and providing parenting classes | Parental feedback as well as the reduction in numbers of children whose cases are held by Social Care | Please see 'Actions focused on social, emotional and behavioural issues' for analysis of impact |
| Activities focused on providing alternative learning pathways and specialist tuition | £17 492 | <ul style="list-style-type: none"> Provision of free lessons from 4 musical experts including whole school, class, small group and 1:1 tuition | School attainment and progress overall along with stakeholder feedback about events and performances | <ul style="list-style-type: none"> 13/33 (39%) of pupils in receipt of PP continue to play an instrument in Year 5/6. This is in comparison to 80% of non PP children 4/17 (24%) of pupils taking the ABRSM Exam are in receipt of PP 31% of total PP children in Year 5/6 learning to play an instrument will be taking an examination at Grade 1 level. (65% of non-PP children learning to play an instrument will take the ABRSM exam in comparison) 55% of all children accessing 'Area Band' and/or Saturday music school are PP (10 children) 3 PP pupils are currently learning to play the guitar |

Impact of the Pupil Premium 2013/14 – Achievement data

| Measure Key Stage 2 | 2013 | | 2014 – Teacher assessments | | 2014 – SATs Results | | National 2013 | |
|------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|----------------------------------|---|---|
| | PP | Non PP | PP | Non PP | PP | Non PP | FSM | Non PP |
| L4+ in both Eng & Maths | 42% | 71% | 73% | 86% | 80% | 86% | 64% | 81% |
| L5+ in both Eng & Maths | 8% | 18% | 33% | 52% | 33% | 48% | 10% | 26% |
| Average Point Score | R = 25.5 W = 25.0 M = 24.5 | R = 30.4 W = 29.3 M = 29.6 | R = 28.6 W = 28.2 M = 27.4 | R = 29.5 W = 29 M = 29.5 | R = 28.6 W = 28.2 M = 27.0 | R = 29.0 W = 29.0 M = 29.9 | R = 26.9 W = 25.9 M = 27.0 | R = 28.5 W = 27.5 M = 28.7 |
| Expected Progress in Reading | 75% | 82% | 93% | 90% | 93% | 90% | - | 88% |
| Expected Progress in Writing | 83% | 89% | 100% | 85% | 100% | 85% | - | 91% |
| Expected Progress in Maths | 75% | 86% | 80% | 90% | 80% | 90% | - | 88% |
| Key Stage 1 | PP | Non PP | PP | Non PP | PP | Non PP | All pupils | |
| Level 2+ | | | | | | | | |
| READ | 94% | 88% | 70% | 79% | 70% | 79% | 89% | |
| WRITE | 62% | 87% | 60% | 76% | 60% | 76% | 85% | |
| MATHS | 69% | 92% | 70% | 83% | 70% | 83% | 91% | |
| Level 3+ | | | | | | | | |
| READ | 13% | 29% | 20% | 21% | 20% | 21% | 29% | |
| WRITE | 6% | 13% | 0% | 10% | 0% | 10% | 15% | |
| MATHS | 6% | 17% | 10% | 17% | 10% | 17% | 23% | |
| Average Point Score | R = 16.0 W = 13.5 M = 13.5 | R = 16 W = 14.5 M = 15.4 | R = 13.7 W = 12.0 M = 13.9 | R = 15.3 W = 13.8 M = 15.3 | R = 13.8 W = 11.6 M = 13.8 | R = 15.6 W = 13.9 M = 15.5 | FSM R = 14.8 W = 13.5 M = 14.8 | Non FSM R = 16.8 W = 15.5 M = 16.5 |